

French II Curriculum Maps

Unit 1: “On fait les magasins”

Unit 2: “On fait les courses”

Unit 3: “À la Maison”

Unit 4: “La Santé”

Unit 5: “En Vacances”

Unit 6: “À Paris”

Grade: 9-12 Subject: French II	Unit 1: “On fait les magasins”
Big Idea/Rationale	<ul style="list-style-type: none"> • Language is at the heart of all human interaction. It is the ability to understand and be understood. • Language and culture are intertwined; they influence and reflect each other. • The study of World Languages enhances learning and provides access to other bodies of knowledge. • Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world. • 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.
Enduring Understandings	<ul style="list-style-type: none"> • Learning a language involves taking risks and learning from one’s mistakes • Language acquisition is a process, not a result • Learning a language involves learning about the culture • Learning another language and culture allows individuals to better understand and appreciate their own language and culture • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • The study of World Language expands ones’ opportunities
Essential Questions	<ul style="list-style-type: none"> • How and where will I be able to purchase clothing? • Why is Paris considered the fashion capital of the world?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Express intentions • Express need • Invite someone • Express likes and dislikes • Ask and compare prices • Choose and purchase items • Ask someone to repeat • Ask for and give information • Describe articles of clothing and where to buy, alter and clean them • Discuss what someone is going to do in the near future • Learn about fashion and its role in French culture <p>LESSON A</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Clothing

- Stores
- Other related expressions
- Language Exploration:
 - Identify articles of clothing and their gender
 - The words ‘Jeans’ and ‘Pants’ singular in French
 - Present tense form and meanings of the verbs Porter and Trouver
 - Say what someone is going to do in the near future - Aller + infinitive
 - Use A + definite articles to say where someone is at, in or going to
- Cultural Connections:
 - Discuss specialty shops that alter, repair and clean shoes and clothing
 - Places to shop for clothing

LESSON B

- Vocabulary:
 - Adjectives including Color and Size
 - Other related expressions
- Language Exploration:
 - Masculine, Feminine, Singular and Plural forms of colors
 - Regular and irregular adjective agreement to describe clothing
 - Position of adjectives in a sentence
 - BAGS adjectives
 - Form the present tense of the verbs Acheter and Préférer
- Cultural Connections:
 - Shopping in Montreal, Canada
 - Fashion in Paris

LESSON C

- Vocabulary:
 - Clothes and Shoes size
- Language Exploration:
 - Ask and tell clothing size ‘C’est quelle taille?’ / Je fais du...
 - Ask and tell shoe size ‘C’est quelle pointure?’ / Je fais du...
 - Form present tense of regular –re verbs such as Vendre
- Cultural Connections:
 - Fashion and its role in French culture
 - English words related to clothing with French origin

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.)
- **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

	<p>appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <ul style="list-style-type: none"> • 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)
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • <i>C'est à toi</i> Text 1: EMC Publishing, 1998 • <i>C'est à toi</i> Workbook 1: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary 1: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 1: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Programs • <i>C'est à toi</i> Listening Activities 1: EMC Paradigm Publishing 2007 • <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing, • Supplemental online activities <ul style="list-style-type: none"> ○ www.emcp.com ○ www.uni.edu/becker/french31.html ○ www.frenchassistant.com ○ www.bonjour.com ○ www.learnfrenchathome.com ○ www.gallerieslafayette.com ○ www.laredoute.fr ○ www.3suisses.fr ○ www.francophonie.org

Grade: 9-12 Subject: French II	Unit 2: “On fait les courses”
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Enduring Understandings	<ul style="list-style-type: none"> • Learning a language involves taking risks and learning from one’s mistakes • Language acquisition is a process, not a result • Learning a language involves learning about the culture • Learning another language and culture allows individuals to better understand and appreciate their own language and culture • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • The study of World Language expands ones’ opportunities
Essential Questions	<ul style="list-style-type: none"> • How and where will I be able to purchase food?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify foods and the specialty shops that sell them • Ask for and give information • Agree and disagree • Identify objects • Ask for permission • Express likes and dislikes • Insist on something • Ask for, give and compare prices • Negotiate prices • Make a complaint • Choose and purchase items • Discuss regional French dishes • Learn about food markets and the products in Francophone countries <p>LESSON A</p>

	<ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Vegetables ○ Seafood ○ Other related vocabulary • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Form the present tense of irregular verbs Vouloir and Pouvoir ○ Point out specific things using Demonstrative Adjectives • <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Marseille, France’s largest seaport ○ Regional French dishes <p>LESSON B</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Foods ○ Specialty Shops ○ Expressions of Quantity • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Express ‘some’ or ‘any’ of something using partitives ○ Partitive articles in negative sentences ○ Verbs used with partitive articles ○ Verbs <i>not</i> used with partitives (aimer, adorer, préférer) ○ Ask how much or how many using Combien de ○ Tell how much or how many using expressions of quantity ○ Same conjugation for Attendre and Vendre in the present tense • <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Food Shopping in France, Places French people shop ○ French Supermarkets (Monoprix, Prisunic) <p>LESSON C</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Fruits ○ Other related vocabulary • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Make comparisons using comparative adjectives (plus/moins/aussi...que) • <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ France’s overseas departments(Guadeloupe and Martinique) and the foods they produce & export
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Grade: 9-12 Subject: French II	Unit 3: “À la Maison”
Big Idea/Rationale	<ul style="list-style-type: none"> • Language is at the heart of all human interaction. It is the ability to understand and be understood. • Language and culture are intertwined; they influence and reflect each other. • The study of World Languages enhances learning and provides access to other bodies of knowledge. • Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world. • 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.
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Essential Questions	<ul style="list-style-type: none"> • What is a home?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Invite someone • Identify objects • Accept and refuse invitation • Greet guests and introduce someone else • Offer and accept a gift • Excuse yourself • Offer food and beverages • Give orders and make suggestions • Express intentions • Describe daily routine • Tell location • Agree and disagree • Discuss the importance of meals in French society <p>LESSON A</p>

- Vocabulary:
 - Types of residence
 - Rooms in a house or apartment
 - Home Furnishings
- Language Exploration:
 - Difference between “faire le tour” (to take a tour) and “faire un tour” (to go for a ride)
 - Des becomes ‘De’ before most plural adjectives
- Cultural Connections:
 - Living in a French city vs living in a French suburb
 - French and American bathrooms

LESSON B

- Vocabulary:
 - Interior and exterior of a house
 - Other related vocabulary
- Language Exploration:
 - Form the present tense of the irregular verbs Prendre
 - Prendre (to have) when referring to food and beverages
 - Distinction between Prendre and Emmener quelqu’un quelque part
 - Distinction between Prendre and Passer / Avoir une interro
 - Give commands and make suggestions using the Imperative
- Cultural Connections:
 - Regional styles of houses in France
 - Learn about French meals

LESSON C

- Vocabulary:
 - Table Settings
 - Meals
- Language Exploration:
 - Form the present tense of the irregular verbs Mettre
- Cultural Connections:
 - French Arab countries
 - Discuss meals and their importance in French society
 - Identify typical table settings for a French meal
 - Identify main meals

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Grade: 9-12 Subject: French II	Unit 4: “La Santé”
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Essential Questions	<ul style="list-style-type: none"> • How does one communicate symptoms if they were to fall ill in a French-speaking country?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Express astonishment and disbelief • Express emotions • Express reassurance • Point out something • Express need and necessity • Give advice • Make an appointment • State exact and approximate time • Explain a problem • Congratulate and commiserate • Give information • Express concern • Make a complaint • Make a prediction

	<ul style="list-style-type: none"> • Give advice <p>LESSON A</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Parts of the body ○ Feelings • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Identify parts of the body and their gender ○ Idiomatic expressions with Avoir ○ Form the present tense of the irregular verb Falloir ○ Negative sentences with Falloir • <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ French winter sports resorts <p>LESSON B</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Parts of the face ○ Negative expressions • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Forming negative statements ○ Jamais, rien and personne can stand alone ○ Verbs followed by an infinitive ○ Identify parts of the body and the gender ○ Forming plural for parts of the body • <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Learn about Switzerland ○ French health care <p>LESSON C</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Common physical ailments ○ Parts of the body • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ French expressions describing health ○ Form the present tense of irregular verb Devoir • <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ French health care, pharmacy and alternative medical treatment
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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.
- **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.

	<ul style="list-style-type: none"> • 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)
Materials/Resources	<ul style="list-style-type: none"> • <i>C'est à toi</i> Text 1:EMC Publishing, 1998 • <i>C'est à toi</i> Workbook1: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary 1: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 1: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Programs • <i>C'est à toi</i> Listening Activities 1:EMC Paradigm Publishing 2007 • <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing, • Supplemental online activities <ul style="list-style-type: none"> ○ www.emcp.com ○ www.uni.edu/becker/french31.html ○ www.frenchassistant.com ○ www.bonjour.com ○ www.learnfrenchathome.com

Grade: 9-12 Subject: French II	Unit 5: “En Vacances”
Big Idea/Rationale	<ul style="list-style-type: none"> • Language is at the heart of all human interaction. It is the ability to understand and be understood. • Language and culture are intertwined; they influence and reflect each other. • The study of World Languages enhances learning and provides access to other bodies of knowledge. • Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world. • 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.
Enduring Understandings	<ul style="list-style-type: none"> • Lesson quizzes(Vocabulary, Grammar, Listening, Speaking, Reading) • Unit test • Question/Answer • Read and translate short dialogues • Mini dialogs with peers and teacher • Small group and whole class activities • Role-plays and presentations
Essential Questions	<ul style="list-style-type: none"> • How can one describe events of a vacation in French?
Content (Subject Matter)	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Describe past events • Tell location • Write postcards • Express emotions • Sequence events • Express likes and dislikes • State preference • Inquire about details • Give addresses • Identify objects • Ask and give directions <p>LESSON A</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Countries and Nationalities ○ Train Station • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Tell what happened in the past using the passé 18ompose with

	<p>être</p> <ul style="list-style-type: none"> ○ Forming the past participle of –er, -ir, and –re verbs ○ Verbs that required the helping verb être ○ Forming negative sentences in the passé compose ○ Asking questions in the passé compose using inversion ○ Multiple meanings of the passé 19ompose <ul style="list-style-type: none"> ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ French holidays ○ French train system ○ Belgium <p>LESSON B</p> <ul style="list-style-type: none"> ● <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ French speaking African countries and nationalities ○ Airport ○ Ordinal Numbers ● <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Ranking things using ordinal numbers ○ Prepositions before cities, countries and continents ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Overseas departments of France ○ Famous French sites and monuments <p>LESSON C</p> <ul style="list-style-type: none"> ● <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Places ○ Directions ● <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Form the present tense of the irregular verb Voir ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Learn about Luxembourg, French banks and Postal Service
<p>Standards</p>	<ul style="list-style-type: none"> ● 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.)
- **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.

	<ul style="list-style-type: none"> • 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)
Materials/Resources	<ul style="list-style-type: none"> • <i>C'est à toi</i> Text 1:EMC Publishing, 1998 • <i>C'est à toi</i> Workbook1: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary 1: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 1: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Programs • <i>C'est à toi</i> Listening Activities 1:EMC Paradigm Publishing 2007 • <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing, • Supplemental online activities <ul style="list-style-type: none"> ○ www.emcp.com ○ www.uni.edu/becker/french31.html ○ www.frenchassistant.com ○ www.bonjour.com ○ www.learnfrenchathome.com

Grade: 9-12 Subject: French II	Unit 6: “À Paris”
Big Idea/Rationale	<ul style="list-style-type: none"> • Language is at the heart of all human interaction. It is the ability to understand and be understood. • Language and culture are intertwined; they influence and reflect each other. • The study of World Languages enhances learning and provides access to other bodies of knowledge. • Comparing and contrasting one’s own language with other languages and cultures enables individuals to gain new insight about self and the world. • 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.
Enduring Understandings	<ul style="list-style-type: none"> • Learning a language involves taking risks and learning from one’s mistakes • Language acquisition is a process, not a result • Learning a language involves learning about the culture • Learning another language and culture allows individuals to better understand and appreciate their own language and culture • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • The study of World Language expands ones’ opportunities
Essential Questions	<ul style="list-style-type: none"> • How can one describe a vacation in Paris?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write journal entries • Describe past events • Sequence events • Express need and necessity • Ask for information • Give opinions • Compare things <p>LESSON A</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Metro ○ City landmarks • <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Tell what happened in the past using the passé composé with avoir ○ Forming the past participle of –er, -ir, and -re verbs

	<ul style="list-style-type: none"> ○ Forming negative sentences in the passé composé ○ Asking questions in the passé composé using inversion ○ Passé composé with être vs avoir ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Famous French monuments and sites <p>LESSON B</p> <ul style="list-style-type: none"> ● <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Festivities ○ National Monuments ● <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Passé composé with irregular past participles ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ French Independence Day ○ The City of Paris <p>LESSON C</p> <ul style="list-style-type: none"> ● <u>Language Exploration:</u> <ul style="list-style-type: none"> ○ Use Superlatives to express superior quality of someone or something ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Learn about the city of Paris and its monuments
<p>Standards</p>	<ul style="list-style-type: none"> ● 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

	<p>limited to: all content areas and popular culture.)</p> <ul style="list-style-type: none"> • 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)
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • <i>C'est à toi</i> Text 1:EMC Publishing, 1998 • <i>C'est à toi</i> Workbook1: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary 1: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 1: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Programs • <i>C'est à toi</i> Listening Activities 1:EMC Paradigm Publishing 2007

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