

French III Curriculum Maps

Unit 1: “Les Fêtes”

Unit 2: “Paris”

Unit 3: “En France”

Unit 4: “La Vie Quotidienne”

Unit 5: “Sports et Loisirs”

Unit 6: “Les Pays du Maghreb”

Grade: 9-12 Subject: French III	Unit 1: “Les Fêtes”
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"> • In what ways can learning French benefit me? • What are the most effective strategies in learning new vocabulary and cultural practices? • What techniques are involved in pronouncing unfamiliar French letters, diphthongs and blends? • What choices can a language-learner make to communicate clearly?
Content	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Unit 1 reviews vocabulary and grammar concepts from levels 1 and 2. <ul style="list-style-type: none"> ○ Write invitations and postcards ○ Give addresses ○ Express emotions ○ Describe someone’s character ○ Answer a telephone call ○ Ask to speak to someone and respond to a phone request ○ Ask for and give information ○ Learn about various French cities including Quebec City ○ Learn about holidays, festivities and practices in Francophone countries

Lesson A

- Vocabulary:
 - C'est à toi levels 1 & 2 vocabulary review
- Language Exploration:
 - Form present tense of regular verbs ending in -er, -ir, and -re to describe what people are doing (txt p.4-7)
 - Express ownership & relationship with possessive adjectives (txt p.8-9)
 - Telling time and dates (txt p.10-12)
- Cultural Connections:
 - Learn about French New Year's celebration (txt p.3)
- Curricular connection:
 - Math:- Students will create simple addition and subtraction

Lesson B

- Vocabulary:
 - C'est à toi levels 1 & 2 vocabulary review
- Language Exploration:
 - Present tense of irregular verbs Aller and Être (T p.18-19; WB 11; G&V 10-12)
 - Use the prepositions 'de' and 'à' before definite articles (le, la, l', les) (T p.19-20; WB 12; G&V Ex 13-14)
 - Agreement and position of adjectives in a sentence (T p.21-23; WB 13; G&V 15-17)
 - Talk about plans in the near future using Aller + infinitive (T p.23-24; WB 14; G&V 18-19)
 - Identify the various uses of the verbs aller, avoir, être, faire
- Culture
 - Learn about various French cities including Quebec City
 - Learn about holidays, festivities and practices in Francophone countries

Lesson C

- Vocabulary:
 - C'est à toi levels 1 & 2 vocabulary review
- Language:
 - Present tense of irregular verbs Avoir and Faire (txt p.34-35)
 - Expressions with Avoir and Faire (T p.34; WB 18; G&V 20-22)
 - Form questions and negative statements (T p.36-38; WB 19; G&V 23-24)
 - Form negative sentences with indefinite articles (txt p.39; WB 20; G&V 25)
- Culture:
 - French cities

	<ul style="list-style-type: none"> ○ French Telephone system ● <u>Cultural connections:</u> <ul style="list-style-type: none"> ○ Compare and contrast holidays and cultural practices in United States and the Francophone world
<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

	<ul style="list-style-type: none"> • 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)
Materials/Resources	<ul style="list-style-type: none"> • <i>C'est à toi</i> Textbook 2: EMC Publishing, 1998 • <i>C'est à toi</i> Workbook 2: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary Exercises 2: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 2: EMC Publishing, 2007 • <i>C'est à toi</i> Activities for Proficiency 2: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Program Manual 2 • <i>C'est à toi</i> Listening Activities Manual 2: EMC Paradigm Publishing 2007 • <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing, • <i>C'est à toi</i> Assessment Program • <i>C'est à toi</i> Overhead Transparencies • 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 III	Unit 2: “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"> • What are some critical verbs to know?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify someone’s profession • Describe someone’s character and physical traits • Express emotions • Describe past events • Sequence events • Compare people and things and say who has the most of a particular quality • Give opinions • Give orders and make suggestions • Learn about the Metro and important sites in Paris • Learn about art and museums in Paris <p>Lesson A</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u> <ul style="list-style-type: none"> ○ Jobs and Professions (T p.48)

- Personal Character & Physical Traits (T p.4)
- Language Exploration:
 - Masculine and Feminine forms of Professions
 - Adjectives to describe character and physical traits (T p.49)
 - Say whether someone is early, late or on time (T p.49)
 - Form the present tense of the irregular verbs Venir
 - Venir de + infinitive the talk about something you have just done
 - Describe past events using Passé Compose with avoir
 - Sequencing events
- Cultural Connections:
 - Paris Monuments
 - Taking the Paris Metro to the Monuments

Lesson B

- Vocabulary:
 - Art expressions
 - Adjectives
- Language Exploration:
 - Adjectives to describe character and physical traits (T p.59)
 - Present tense of irregular verbs Mettre, Prendre and Voir
 - Verbs in the passé compose with irregular past participles
 - Demonstrative Adjectives to point out specific people or things
 - Comparative Adjectives to describe and compare people and things
- Cultural Connections:
 - Learn about French territory
 - Learn about Art and Museums in Paris
 - Introduce different styles of painting from the Renaissance and 20th century periods
- Curricular connection:
 - Visit an Art Museum and identify French paintings and artists
 - Students work with art teacher/student to draw self-portrait and facial profile or to learn about cubism

Lesson C

- Vocabulary:
 - Zoo Animals
- Language Exploration:
 - Make suggestions and give commands using the Imperative
 - Irregular Imperatives forms of Avoir and Être
 - Using Superlatives to express the highest quality in someone or something
 - To say someone is busy doing something > être en train de + inf
- Cultural Connections:
 - Learn about French trains and parks

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.
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- **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.)
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- **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)
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Grade: 9-12 Subject: French III	Unit 3: “En France”
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 is traveling in France similar/different from traveling in the US? • What types of foods do the French eat?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe past events • Sequence events • Describe someone’s character • Express concern • Express astonishment and disbelief • Make suggestions • Point out something • Choose and purchase items • Order food and beverages • Write a business letter • Discuss French products and provinces • Learn about Southern France • How and where people travel

Lesson A

- Vocabulary:
 - Geographic features
 - Modes of transportation
- Language Exploration:
 - Forming the present tense of irregular verbs Partir and Sortir
 - Difference between Partir de (to leave from) and Partir pour (to leave for)
 - List the 16 verbs conjugated with être in the passé composé
 - Describing past events using the passé composé with être
 - Agreement of Past Participle with gender and number of the subject pronoun
 - Making a sentence negative in the passé composé
 - Asking questions using inversion in the passé composé
 - Use of appropriate prepositions before cities, countries and continents
 - Sequencing using d'abord, puis and alors
- Cultural Connections:
 - Learn about French trains
 - South France (Marseille, La Provence, Aix-en-Provence)

Lesson B

- Vocabulary:
 - Things people read
 - Farm Animals and related terms
- Language Exploration:
 - Forming the present tense of irregular verbs Dormir, Lire, Envoyer
 - Sequencing using Ordinal Numbers
 - Irregular plural form of nouns and adjectives
 - Difference between *faire du cheval* and *faire de l'équitation*
 - Difference between *Dans la ferme* (on the farm) and *à la ferme* (at the farm)
- Cultural Connections:
 - Learn appropriate salutations to begin and end formal and informal letters
 - Letter writing in contemporary society
 - The French city of Lille
 - French Provinces and Products

Lesson C

- Vocabulary:
 - Foods and beverages
 - Other related terms such as (saignant, à point, bien cuit)
- Language Exploration:

	<ul style="list-style-type: none"> ○ Form the present tense of irregular verbs Vouloir, Pouvoir, Devoir, Falloir ○ Forming the passé composé of the verbs Vouloir, Pouvoir, Devoir, Falloir ○ Forming the present and past tenses of the verb Goûter ○ Use of partitive articles to express part, quantity or amount of something ○ Negative sentences with definite and indefinite articles ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Learn about the French city Lyon and its restaurants ○ Components of a French menu/meal ○ Compare French and American meals
<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

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Grade: 9-12 Subject: French Level 3	Unit 4: “La Vie Quotidienne”
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"> • How important are commands and pronouns?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe daily routines • Give orders and make suggestions • Give opinions • Describe daily chores and responsibilities • Ask someone to hurry • Express likes and dislikes • State preferences • Express emotions • Describe past events • Interpret Graphs and Tables • Learn about the French Caribbean and its history <p>Lesson A</p> <ul style="list-style-type: none"> • <u>Vocabulary:</u>

- Daily Routine (Reflexive Verbs)
- Toilette Articles
- Other related expressions
- Language Exploration:
 - Daily routine expression
 - Multiple meanings of words (ex la glace =ice-cream, mirror; la serviette=napkin, towel)
 - Identify items needed for daily routine
 - Form the present tense of Reflexive verbs
 - Reflexive Pronouns & reflexive pronouns before verbs beginning with a vowel sound
 - Negative sentences with reflexive verbs
 - Forming questions using inversion and reflexive verbs
 - Introduce the verb sympathizer (to get along with)
- Cultural Connections:
 - The history of Haiti

Lesson B

- Vocabulary:
 - Household chores (faire le ménage)
 - Household appliances
 - Other related expressions (un climatiseur, le recyclage, un lave-linge)
- Language Exploration:
 - une tâche vs une corvée
 - Form the present tense of irregular reflexive verb S'asseoir
 - Location of people and things (à gauche de, à droite de, à côté de, entre)
 - Imperative of reflexive verbs (me>moi; te>toi)
 - Negative commands
- Cultural Connections:
 - The history of Haiti, Guadeloupe and Martinique
 - Position of host and hostess at a dinner table
- Curricular connection:
 - Music - Francophone music

Lesson C

- Vocabulary:
 - Personal care items
 - Personal care verbs
- Language Exploration:
 - Passé composé of reflexive verbs
 - Negative sentences in the passé composé with reflexive verbs
- Cultural Connections:
 - Francophone Weddings – Wedding customs

	<ul style="list-style-type: none"> ○ Learn about the French Caribbean and its history
<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

	<p>participating in age-appropriate classroom and cultural activities.</p> <ul style="list-style-type: none"> • 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> Textbook 2: EMC Publishing, 1998 • <i>C'est à toi</i> Workbook 2: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary Exercises 2: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 2: EMC Publishing, 2007 • <i>C'est à toi</i> Activities for Proficiency 2: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Program Manual 2 • <i>C'est à toi</i> Listening Activities Manual 2: EMC Paradigm Publishing 2007 • <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing, • <i>C'est à toi</i> Assessment Program • <i>C'est à toi</i> Overhead Transparencies • 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 III	Unit 5: “Sports et Loisirs”
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"> • What role do sports play in American and French societies?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Congratulate and commiserate • Describe talents and abilities • Describe character • Ask if someone is free • Accept and refuse an invitation • Express appreciation • Ask what something is • Express likes and dislikes • Point out exceptions • Make predictions • Describe past events • Describe daily routines <p>Lesson A</p> <ul style="list-style-type: none"> • <u>Vocabulary</u>:

- Sports
- Other related expressions
- Language Exploration:
 - Sports related verbs (faire, jouer)
 - Form the present tense of the irregular verbs Offrir and Courir
 - Irregular past participle of Offrir and Courir
 - Direct Object Pronouns and their position in a sentence (me, te, nous, vous)
 - Direct Object Pronouns ‘me’ and ‘te’ before vowel sound
 - Nous and Vous as subject pronouns and direct object pronouns
 - ‘Me’ and ‘Te’ before Voici and Voilà means ‘I’ and ‘We’
- Cultural Connections:
 - Sports - Tennis (le tennis)

Lesson B

- Vocabulary:
 - Types of TV programs
 - Other related expressions
- Language Exploration:
 - Form the present tense of the verbs Allumer (to turn on) and Éteindre (to turn off)
 - Direct Object Pronouns (le, la , l’ , les)
 - Le, la, l’ , les as definite articles and direct object pronouns
 - Le, la, les before Voici and Voilà as he, she, they
 - The verbs attendre, chercher, demander, écouter and regarder with direct objects do not take the prepositions ‘à’ or ‘pour’
- Cultural Connections:
 - The city of Amiens
 - French Movies and television
 - Sports in the francophone world
 - Boules
- Curricular connection:
- TV Programs – What American TV programs are popular in France
- Film – An international pastime. What movies do you like to watch and why. Do you prefer to watch films at the movie theatre or rent and watch at home

Lesson C

- Vocabulary:
 - Camping
 - Musical Instruments
 - Other related vocabulary
- Language Exploration:
 - Form the present tense of the verb assister
 - Jouer à (sports) vs jouer de (instrument)

	<ul style="list-style-type: none"> ○ Direct Object Pronouns in the passé composé ○ Agreement of Direct Object Pronoun with past participle ○ Past participle ending in ‘s’ and ‘t’ ● <u>Cultural Connections:</u> <ul style="list-style-type: none"> ○ Bordeaux ○ Leisure activities – camping, mountain climbing and reading comics, play music
<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

	<p>comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <ul style="list-style-type: none"> • 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> Textbook 2: EMC Publishing, 1998 • <i>C'est à toi</i> Workbook 2: EMC Publishing, 2002 • <i>C'est à toi</i> Grammar and Vocabulary Exercises 2: EMC Publishing, 2007 • <i>C'est à toi</i> Communicative Activities 2: EMC Publishing, 2007 • <i>C'est à toi</i> Activities for Proficiency 2: EMC Publishing, 2007 • <i>C'est à toi</i> Audio CD Program Manual 2 • <i>C'est à toi</i> Listening Activities Manual 2: EMC Paradigm Publishing 2007 • <i>C'est à toi</i> DVD Program 1: EMC Paradigm Publishing, • <i>C'est à toi</i> Assessment Program • <i>C'est à toi</i> Overhead Transparencies • 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 III	Unit 6 “Les Pays du Maghreb”
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 do the post office and banking systems operate in France?
Content (Subject Matter)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask someone to repeat • Restate information • Make requests • Choose and purchase items • Write a letter • Sequence events • Describe daily routines • Report • Give opinions • Identify objects • Express need and necessity • Inquire about details • Point out something • Sequence events

- Learn about French postal services
- Learn about French Arab countries

Lesson A

- Vocabulary:
 - Post Office
 - Jewelry
- Language Exploration:
 - Form the present tense of irregular verb Dire, Ouvrir, Peser
 - Irregular past participle of Dire and Ouvrir
 - Verbs with vous form ending with ‘tes’ > Dire, Être, Faire
 - Dire and Lire similar conjugation
 - Offrir and Ouvrir with –er verb endings
 - Relative Pronouns ‘qui’ and ‘que’
- Cultural Connections:
 - Strausbourg
 - Learn about the North African country of Algeria
 - French Postal System (La Poste)

Lesson B

- Vocabulary:
 - Clothing Accessories
- Language Exploration:
 - Form the present tense of the irregular verb Écrire
 - Irregular past participle of Écrire
 - Indirect Object Pronouns ‘lui’ and ‘leur’
 - Verbs that require indirect objects
 - (donner, montrer, dire, présenter, offrir, écrire, lire, vendre, parler)
 - Plural form of nouns like bijou>bijoux
 - Compare the phrases ‘un an’ vs ‘une année’
- Cultural Connections:
 - Learn about French Arab countries of Algeria, Tunisia and Morocco
 - Writing letters

Lesson C

- Vocabulary:
 - Banking
 - Other related expressions
- Language Exploration:
 - Indirect Object Pronouns (me, te, nous, vous)
 - Me, Te, Nous, Vous as direct and indirect Object Pronouns
 - No agreement between indirect object and past participle
- Cultural Connections:

	<ul style="list-style-type: none"> ○ French Banks (ex Credit Lyonnaise) ○ Currency and Exchange Rates
<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

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