

Title

Type
Document
Authors
Subject
Course
Grade(s)
Location
Curriculum Writing History
Notes
Attachments

French I

Essential
Map
Marisa LaVerde, Joel DeBarros, Susan Corbo
None Selected
None Selected
None Selected

Title : French I
Type : Essential

	September				October				November				December				January				February				March				April				May				June							
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September/Week 3 - September/Week 4																																												
Unit 2 La Vie Courante																																												
October/Week 5 - November/Week 12																																												
Unit 3 Qu'est-ce qu'on fait?																																												
December/Week 13 - January/Week 20																																												
Unit 4 Le Monde Personnel et Familier																																												
February/Week 21 - March/Week 28																																												
Unit 5 En ville																																												
April/Week 29 - May/Week 36																																												
Unit 6 Le Shopping																																												
June/Week 37 - June/Week 38																																												
Unit 7 Leçon 22 Vive le Weekend!																																												

Duration: September/Week 1 - September/Week 2

UNIT NAME: Unit 1 Faisons Connaissance

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>French is spoken on seven continents. As global citizens, students may have the opportunity to meet French speakers. French nouns are either masculine or feminine. Possessive adjectives reflect the gender of nouns. There are multiple words for "friend" that imply different levels of friendship.</p>	<p>Where is French spoken? What is the difference between le, la, l', un, and une? How is gender determined? How does one count to 1000? How do Francophones greet one another? How can you introduce yourself? How does one express his or her age?</p>	<p>French is spoken around the world introductions counting to 100 meaning of le,la,l', un, une</p>	<p>count from 0 to 1000 introduce oneself introduce family and friends state and ask one's age identify where French is spoken around the world use le, la, l', un, une</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey] 7.1.IL.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey] 7.1.IL.A.1-Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. (06-12) [State:New Jersey] 7.1.IL.A.4-Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (06-12)[State:New Jersey] 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics. (06-12)[State:New Jersey] 7.1.IL.A.7-Infer the meaning of a few unfamiliar words in some</p>

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				<p>directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. (06-12) [State:New Jersey]</p> <p>7.1.II.B.4-Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. (06-12)[State:New Jersey]</p> <p>7.1.II.B.5-Engage in short conversations about personal experiences or events and/or topics studied in other content areas. (06-12)[State:New Jersey]</p> <p>7.1.II.C.A.1.1-Express needs. (06-12)[State:New Jersey]</p> <p>7.1.II.C.A.1.3-Express an opinion and preference. (06-12) [State:New Jersey]</p> <p>7.1.II.C.A.1.4-Request and suggest. (06-12)[State:New Jersey]</p> <p>7.1.II.C.2-Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (06-12) [State:New Jersey]</p> <p>7.1.II.C.5-Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation. (06-12) [State:New Jersey]</p>
Plans:				

Duration: September/Week 3 - September/Week 4

UNIT NAME: Unit 2 La Vie Courante

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Food is an essential part of French culture. The cafe is a favorite gathering place for French people of all ages. The euro is the monetary unit of France of numerous other countries. The French tell time using the 24 hour clock.</p>	<p>What are French traditions related to food and eating? What is the role of the cafe in French culture? What monetary unit is used in France? Is time told using a 12 or 24 hour clock?</p>	<p>expressing thirst and hunger ordering food and drink importance of the cafe euro date and time weather</p>	<p>express hunger and thirst order food at a cafe or restaurant identify the euro as well as how it differs from the dollar tell time tell dates describe the weather</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey] 7.1.IL.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (06-12)[State:New Jersey] 7.1.IL.A.1-Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. (06-12) [State:New Jersey] 7.1.IL.A.4-Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (06-12)[State:New Jersey] 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics. (06-12)[State:New Jersey] 7.1.IL.B.A.1-Ask and answer questions related to everyday life. (06-12)[State:New Jersey] 7.1.IL.B.C-Cultural: The study of another language and culture</p>

				<p>deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey]</p> <p>7.1.IL.B.1-Use digital tools to participate in short conversations and to exchange information related to targeted themes. (06-12)[State:New Jersey]</p> <p>7.1.IL.B.4-Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. (06-12)[State:New Jersey]</p> <p>7.1.IL.C.A.1.1-Express needs. (06-12)[State:New Jersey]</p> <p>7.1.IL.C.A.1.3-Express an opinion and preference. (06-12)[State:New Jersey]</p> <p>7.1.IL.C.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey]</p> <p>7.1.IL.C.2-Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (06-12)</p>
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Plans:

Duration: October/Week 5 - November/Week 12

UNIT NAME: Unit 3 Qu'est-ce qu'on fait?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>French teenagers enjoy many of the same activities as American teenagers.</p> <p>Cell phones are as popular in France as they are in the US.</p> <p>School hours in France differ from school hours in the US.</p> <p>Senegal is an example of a French-speaking country in Africa.</p> <p>Learning to form questions in French allows one to expand conversations and elicit much information.</p>	<p>What do French teenagers like to do during their free time?</p> <p>Do French teenagers have cell phones?</p> <p>When do French students go to school?</p> <p>Where is Senegal?</p> <p>How can one ask questions in French?</p>	<p>conjugation of etre and faire activities</p> <p>-er verb conjugation</p> <p>French past times</p> <p>negative sentence formation</p> <p>school hours</p> <p>Senegal</p> <p>asking questions</p>	<p>conjugate etre, faire, and -er verbs</p> <p>state where they and others are and are</p> <p>state what they and others are doing</p> <p>form negative sentences</p> <p>share information about Senegal</p> <p>ask questions using a variety of interrogative expressions</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey]</p> <p>7.1.IL.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey]</p> <p>7.1.IL.A.1-Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. (06-12) [State:New Jersey]</p> <p>7.1.IL.A.4-Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (06-12)[State:New Jersey]</p> <p>7.1.IL.A.7-Infer the meaning of a few unfamiliar words in some new contexts. (06-12) [State:New Jersey]</p> <p>7.1.IL.A.8-Compare and contrast unique linguistic elements in English and the target language. (06-12)</p>

				<p>[State:New Jersey] 7.1.IL.B.A.1-Ask and answer questions related to everyday life. (06-12)[State:New Jersey] 7.1.IL.B.A.2-Handle simple transactions related to everyday life: (06-12)[State:New Jersey] 7.1.IL.B.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey] 7.1.IL.B.1-Use digital tools to participate in short conversations and to exchange information related to targeted themes. (06-12)[State:New Jersey] 7.1.IL.B.4-Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. (06-12)[State:New Jersey] 7.1.IL.C.A.1-Handle simple transactions related to everyday life (06-12)[State:New Jersey] 7.1.IL.C.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history,</p>
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				science, economics, and geography.) (06-12)[State:New Jersey] 7.1.IL.C.2-Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (06-12) [State:New Jersey] 7.1.IL.C.5-Compare and contrast cultural products and cultural practices associated with the target culture(s) and one s own culture, orally, in writing, or through simulation. (06-12) [State:New Jersey]
Plans:				

Duration: December/Week 13 - January/Week 20

UNIT NAME: Unit 4 Le Monde Personnel et Familier

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>When giving descriptions in French, one must consider word placement and agreement. Haiti is a French-speaking Caribbean island. Avoir is an irregular verb meaning to have and is also used in expressions of thirst, hunger, and age. French people rank friendship and family life far above other values. France, a leading automobile producer, has a system for obtaining a license and penalties for traffic violations.</p>	<p>In what ways can avoir be used? What values do French people hold highest? Where is Haiti? How can one describe people and objects? When and how do French teenagers obtain a driving license?</p>	<p>descriptions adjective agreement and placement plural articles objects Haiti avoir colors prepositions il v. c'est cars and driving</p>	<p>identify various personal possessions describe themselves, others, and objects share information about Haiti conjugate avoir use avoir in expressions of thirst, hunger, age describe where objects are located using prepositions use il/ elle est and c'est accurately share at what age and how French teenagers obtain a driving license</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey] 7.1.IL.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey] 7.1.IL.A.1-Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes. (06-12) [State:New Jersey] 7.1.IL.A.4-Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (06-12)[State:New Jersey] 7.1.IL.A.7-Infer the meaning of a few unfamiliar words in some new contexts. (06-12) [State:New Jersey] 7.1.IL.B.A.1-Ask and answer questions related to everyday life. (06-12)[State:New Jersey] 7.1.IL.B.C-Cultural: The study of</p>

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Title : French I
Type : Essential

				7.1.IL.C.5-Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation. (06-12) [State:New Jersey]
Plans:				

Duration: February/Week 21 - March/Week 28

UNIT NAME: Unit 5 En ville

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>French cities differ in design from American cities. Knowing how to get around town is a useful skill for traveling internationally and visiting cities. Paris has a wide variety of things to do and see. Aller can be used to state where one is going as well as express future plans. French people play many of the same sports, games, and instruments as Americans. Family is equally important to French people as Americans.</p>	<p>How do French cities differ in design from American cities? What does Paris have to offer? How can one get directions? How can one get around town? What does your house look like? How can one speak of future plans? What games, sports, or music do you play? Who is a part of your family?</p>	<p>French cities aller venir a + definite article de + definite article chez places around town sports, games, and music possession possessive adjectives ordinal numbers vocabulary for the home Paris attractions methods of transportation future tense with aller stress pronouns ordinal numbers family ownership</p>	<p>describe a town ask for and give directions describe one's home identify some of Paris famous attractions state where they and others are going to and coming from use a and de with definite articles indicate method of transportation share future plans use stress pronouns to replaces pronouns state what games, music, and sports one is playing express ownership describe one's family use ordinal numbers to state rank</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey] 7.1.IL.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (06-12)[State:New Jersey] 7.1.IL.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (06-12)[State:New Jersey] 7.1.IL.A.4-Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (06-12)[State:New Jersey] 7.1.IL.A.7-Infer the meaning of a few unfamiliar words in some new contexts. (06-12)[State:New Jersey] 7.1.IL.B.A.1-Ask and answer questions related to everyday</p>

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Plans:				

Duration: April/Week 29 - May/Week 36

UNIT NAME: Unit 6 Le Shopping

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>France is a leader in high fashion. Fashion is an important aspect of French culture. There are a number of options for shopping in France. "On" can have a variety of meanings including we, you, people, they, one. Expressing one's opinion and making comparisons are often a part of one's shopping experience. Offering suggestions, advice, and giving orders are common methods of interpersonal communication.</p>	<p>What role does fashion play in French culture? What French designers do you know? In what ways can one compare articles of clothing? Where can one go shopping in France? What is the French pronoun, "on"? How can one state commands, suggestions, advice?</p>	<p>clothing prices opinions ce, quel comparisons -ir verbs on -re verbs imperative</p>	<p>identify clothing ask and tell prices give opinions point out specific things using forms of ce use forms of quel to ask questions compare items use the pronoun "on" conjugate -ir and -re verbs give commands, suggestions, advice using the imperative</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey] 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics. (06-12)[State:New Jersey] 7.1.IL.A.7-Infer the meaning of a few unfamiliar words in some new contexts. (06-12) [State:New Jersey] 7.1.IL.B.A.1-Ask and answer questions related to everyday life. (06-12)[State:New Jersey] 7.1.IL.B.1-Use digital tools to participate in short conversations and to exchange information related to targeted themes. (06-12)[State:New Jersey] 7.1.IL.C.A.1.1-Express needs. (06-12)[State:New Jersey] 7.1.IL.C.2-Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (06-12) [State:New Jersey] 7.1.IL.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this</p>

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Plans:

Duration: June/Week 37 - June/Week 38

UNIT NAME: Unit 7 Leçon 22 Vive le Weekend!

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>The passe compose is used to express past events. The passe compose can be translated three ways in English. Avoir is used in a variety of phrases where English speakers use the verb, to be.</p>	<p>What is the passe compose? How is the past tense expressed in French? How is avoir used differently in French?</p>	<p>passe compose expressions with avoir</p>	<p>use the passe compose to express past events use avoir with a variety of expressions</p>	<p>7.1.IL.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (06-12)[State:New Jersey] 7.1.IL.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (06-12)[State:New Jersey] 7.1.IL.A.4-Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. (06-12)[State:New Jersey] 7.1.IL.A.8-Compare and contrast unique linguistic elements in English and the target language. (06-12) [State:New Jersey] 7.1.IL.B.A.2-Handle simple transactions related to everyday life: (06-12)[State:New Jersey] 7.1.IL.B.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (06-12)[State:New Jersey] 7.1.IL.B.4-Ask and respond to</p>

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Plans:				