

Teacher: Core French I	Year: 2013-14
Course: French I	Month: All Months

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Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why Learn French?	Greeting people Saying Goodbye Giving Titles Names Courtesy Days of the Week Months of the Year Seasons Telling Time Body Parts Colors	1. Greet people 2. Say good-bye to people 3. Ask people how they are 4. Ask and tell names 5. Express simple courtesies 6. Find out and tell the days of the week 7. Find out and tell the months of the year 8. Count from 1 to 30 9. Find out and tell the time	Preliminary Assessment 8/31/2013			FL.1.1-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions FL.3.1-Students reinforce and further their knowledge of other disciplines through the foreign language FL.3.2-Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures FL.4.1-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

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Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why Study French?	Greeting	1. Greet people	Preliminary Lesson			FL.1.1-Students engage

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Good-bye	2. Say good-bye to	Assessment
Names	people	9/30/2013
Courtesy	3. Ask people how	
Days of the Week	they are	
Months of the Year	4. Ask and tell	
Time	names	
Body Parts	5. Express simple	
Colors	courtesies	
	6. Find out and tell	
	the days of the week	
	7. Find out and tell	
	the months of the	
	year	
	8. Count from 1-30	
	9. Find out and tell	
	the time	

in conversations,
provide and obtain
information, express
feelings and emotions,
and exchange opinions
FL.2.1-Students
demonstrate an
understanding of the
relationship between the
practices and
perspectives of the
culture studied
FL.3.2-Students acquire
information and
recognize the distinctive
viewpoints that are only
available through the
foreign language and its
cultures
FL.4.1-Students
demonstrate
understanding of the
nature of language
through comparisons of
the language studied and
their own
FL.5.1-Students use the
language both within
and beyond the school
setting

Chapter 1 Une amie et un ami

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How do we ask informational	Ask informational questions: who,	10. Ask or tell what someone is like	Chapter 1	9/30/2013		FL.1.1-Students engage in conversations,

questions in a target language?	where, what someone is like.	11. Ask or tell where someone is from
Why is it important to describe yourself or others in a target language?	Describe yourself and others. Learn about students from France and Martinique.	12. Ask or tell who someone is 13. Describe yourself or someone else 14. Talk about students from France and Martinique

provide and obtain information, express feelings and emotions, and exchange opinions
 FL.2.1-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
 FL.3.1-Students reinforce and further their knowledge of other disciplines through the foreign language
 FL.4.1-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

O Chapter 2 Les cours et les profs

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why is it important to tell what subjects we study in school and to express opinions about them? How do we speak to people formally and informally in another culture?	School subjects plurals express opinions formal versus informal French-speaking people in the USA	15. Describe people and things 16. Talk about more than one person or thing 17. Tell what subjects you take in school and express some opinions about them	Chapter 2 10/31/2013			FL.1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. FL.2.1-Students demonstrate an understanding of the relationship between the practices and

18. Speak to people formally and informally
 19. Talk about French-speaking people in the United States

perspectives of the culture studied
 FL.3.2-Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
 FL.5.1-Students use the language both within and beyond the school setting

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r Chapter 3 Pendant et apres les cours

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why is it important to learn about a typical school day in another culture?	The school day School supplies	20. Talk about what you do in school	Chapter 3 11/30/2013			FL.1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
How do students use their time during the school day and after school?	After school activities Likes and Dislikes Schools in France	21. Talk about what you and your friends do after school 22. Identify and shop for school supplies 23. Talk about what you don't do 24. Tell what you and others like and don't like to do 25. Discuss schools in France				FL.2.2-Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied FL.3.1-Students reinforce and further their knowledge of other disciplines through the foreign language FL.4.1-Students demonstrate understanding of the

nature of language through comparisons of the language studied and their own
 FL.5.2-Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

D Chapter 4 La famille et la maison

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How does learning about the family and the home in another culture broaden our cultural perspective?	Family Home and neighborhood Age Belongings Describing people and things Families and homes in French-speaking countries	26. Talk about your family 27. Describe your home and neighborhood 28. Tell your age and find out someone else's age 29. Tell what belongs to you and others 30. Describe more people and things 31. Talk about families and homes in French-speaking countries	Chapter 4 12/31/2013			FL.1.2-Students understand and interpret written and spoken language on a variety of topics FL.2.1-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied FL.3.1-Students reinforce and further their knowledge of other disciplines through the foreign language FL.4.2-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and

their own
 FL.5.1-Students use the
 language both within
 and beyond the school
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 y Chapter 5 Au cafe et au restaurant

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How do we order food or a beverage and compare eating habits in the USA and in the French-speaking world? How do we ask for and give locations? How do we tell others what we are going to do?	Cafe and restaurant vocabulary Table setting and meals of the day Irregular verb aller- to go Tell what you are going to do aller + verb 2 Contractions with prepositions a (at, to, in) and de (of, from) Irregular verb prendre- to take (food, beverage, transportation, other expressions)	32. Order food or a beverage at a cafe or restaurant 33. Tell where you and others go 34. Tell what you and others are going to do 35. Give locations 36. Tell what others 37. Describe more activities 38. Compare eating habits in the United States and in the French-speaking world	Chapter 5 au cafe et au restaurant 1/31/2014 Chapter 5 Exam 1/31/2014			FL.1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. FL.2.2-Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied FL.3.1-Students reinforce and further their knowledge of other disciplines through the foreign language FL.5.2-Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment FL.4.1-Students demonstrate understanding of the nature of language through comparisons of

the language studied and their own

F Chapter 6 La nourriture et les courses

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
How do we shop for food and ask for the quantity that we would like?	Food vocabulary and quantities of food Shopping for food Irregular verb faire-to	39. Identify more foods 40. Shop for food 41. Tell what you or others are doing	Chapter 6 Exams 2/28/2014			FL.4.2-Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
Why is it important to be able to tell others what we can or want to do?	Irregular verbs make, to do (many expressions) Irregular verbs pouvoir (can, to be able) vouloir- to want	42. Ask for the quantity you want 43. Talk about what you or others don't have				FL.5.1-Students use the language both within and beyond the school setting
How do we tell others what we have or don't have?	The partitive and the definite article (du, de la, de l', des, pas de)	44. Tell what you or others are able to do or want to do				FL.1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Why is it important to learn about French food-shopping customs?		45. Talk about French food shopping customs				FL.2.1-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied FL.3.1-Students reinforce and further their knowledge of other disciplines through the foreign language

M Chapter 7 Les vêtements

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
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c h	How do we identify and describe clothing? How do we state color and size preferences? How do we describe people's activities and compare people and things? Why is it important to make observations and express opinions?	Shop for clothing Color and size preferences Irregular verb mettre- to put, to place, to set Irregular verbs voir- to see and croire- to believe The comparative	46. Identify and describe articles of clothing 47. State color and size preferences 48. Shop for clothing 49. Describe people's activities 50. Compare people and things 51. Express opinions and make observations 52. Discuss clothes and clothes shopping in the French-speaking world	Chapter 7 Exams 3/31/2014	FL.5.2-Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment FL.1.3-Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. FL.2.2-Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
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Chapter 8 L'aéroport et l'avion

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why should we learn about air travel? How do we check in for a flight?	Airport vocabulary Services on board a flight Asking questions Verbs that end in IR Irregular verbs that end in IR partir-to depart sortir-to exit servir-to serve dormir-to sleep Adjectives like quel (which, what a ___) tout (all, the whole)	53. Check in for a flight 54. Talk about some services aboard the plane 55. Talk about more activities 56. Ask more questions 57. Talk about people and things as a group 58. Discuss air travel in France	Chapter 7 Exam 3/31/2014			FL.4.1-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own FL.5.1-Students use the language both within and beyond the school setting

A Chapter 9 La gare et le train

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why is it important to learn about traveling by train? How do we purchase a train ticket and request information about arrival and departure? Why is it important to learn expressions related to train travel?	Expressions and vocabulary related to train travel Verbs that end in RE Demonstrative adjectives ce, cet, cette, ces (this, these, that, those) Irregular verbs lire-to read, dire-to say, to tell and ecrire-to write	59. Purchase a train ticket and request information about arrival and departure 60. Use expressions related to train travel 61. Talk about people's activities 62. Point out people or things 63. Discuss an interesting train trip in French-speaking Africa	Chapter 9 Exam 4/30/2014			FL.5.1-Students use the language both within and beyond the school setting FL.1.1-Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions FL.2.1-Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

M Chapter 10 Les Sports

Essential Questions	Content	Skills	Assessments	Lessons	Reporting Category	Standards
Why should we learn about team sports and other physical activities? How do we describe past actions and events?	Team sports and physical activities Past Tense of regular verbs Questions qui (who) , quoi (what) and qu'est-ce-que (what is it that...? direct object answer) Irregular verbs boire-to drink, recevoir-to receive and devoir-	64. Talk about team sports and other physical activities 65. Describe past actions and events 66. Ask people questions 67. Discuss what sports are popular in Canada and in French-speaking Africa	Chapter 10 Exam 5/31/2014			FL.4.1-Students demonstrate understanding of the nature of language through comparisons of the language studied and their own FL.5.2-Students show evidence of becoming life-long learners by using the language for personal enjoyment and

to owe, ought to,
must

enrichment