

Teacher: core frenchgr7

Year: 2011-12

Course: French Grade 7

Month: All Months

S e p t e m b e r	First Steps: Welcome							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does having a global vision promote personal success? Why are cultures considered universal?	Name: First	State and ask orally and in writing for names in target language	Names-Je m'appelle Comment t'appelles-tu?, Comment s'appelle-t-il/elle?,il/elle s'appelle One step commands-open, close, sit down, stand up, raise your hand, listen, puis-je aller...?	Francophonie Country project 10/14/2011 color quiz 9/21/2011			LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar

			<p>-numbers 0-infinity</p> <p>Colors- rouge, bleu, violet, blanc, noir, vert, gris, jaune, rose, or, argent, orange, Bordeaux , De quelle couleur est... ?, Ma couleur favorit est....</p> <p>Basic subject pronouns -je, tu, il, elle, vous</p>				<p>adults, and providers of common public services</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p>
How does having a global vision promote personal success? Why are cultures considered universal?	Classroom Instructions: 1-Step Directions	Execute kinesthetically sentence commands given orally in target language					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language</p>

							<p>consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
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WELCOME: FIRST STEPS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>Why are cultures considered universal?</p> <p>How does having a global vision</p>	<p>Geography: Target Language Areas</p> <p>FRENCH [1 week]</p> <ul style="list-style-type: none"> Overview of all 	<p>Recognize visually, orally, and in writing target language areas around world based on shape, size,</p>					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING &</p>

<p>promote personal success? Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are life-long learners.</i> <i>--People with global literacy are more marketable.</i></p>	<p>French speaking countries/areas</p>	<p>location</p>					<p>SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
<p>How does having a global vision promote personal success?</p>	<p>Target Language Alphabet: A-Z FRENCH [3 days]</p>	<p>Recite alphabet in isolation, sequence A-Z Spell orally and in writing</p>					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p>

Why are cultures considered universal?	<ul style="list-style-type: none"> Alphabet song Spelling Your Name Name Exchange 	CVC/high-frequency words					LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults
How does having a global vision promote personal success? Why are cultures considered universal?	Numbers/Number Words: 0 -10 (Zero-Ten) FRENCH [see October] <ul style="list-style-type: none"> Numbers 0-10 Phone Numbers Math with Numbers 	State orally and in writing in isolation, forward/backward sequence starting with any given number in target language					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey

							meaning from a language other than English
How does having a global vision promote personal success? Why are cultures considered universal?	<p>Colors: Red, Green, Orange, Yellow, Blue, Purple, Brown, Black, White, Pink</p> <p>FRENCH [1 week]</p> <ul style="list-style-type: none"> • basic colors 	<p>Identify visually, orally, aurally, and in writing 10 colors in the target language</p> <p>State orally and in writing personal color preferences in a sentence in target language</p>					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p>
How does having a global vision promote personal success? Why are	<p>Greetings: Informal/Formal</p> <p>FRENCH [1.5 weeks]</p> <ul style="list-style-type: none"> • Greeting 	<p>State and ask orally and in writing for names in target language</p>					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-</p>

b e r	Essential Questions	Content	Skills	Vocabulary Assessments		Lessons	Resources	Standards
	Why are cultures considered universal? How does having a global vision promote personal success? Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are life-long learners.</i>	Numbers/Number Words: 0 -1000 (Zero-Thousand) FRENCH [2 weeks] <ul style="list-style-type: none">0-1000introductory to phone numbers Make Berets	State orally and in writing in isolation, forward/backward sequence starting with any given number in target language Solve in writing simple addition and subtraction number-word math problems in the target language	Greetings-Comment ca va ?, Comment allez-vous ?, et toi ?, et vous ?, Bonjour, Salut, Au Revoir, A bientôt, A demain, Bonsoir, Bonne journee, tres bien, bien, comme ci comme ca, mal, tres mal, je suis fatigued, je suis malade, merci, de rien, enchante, a tes souhaits, D’où es-tu				LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker

<p>--<i>People with global literacy are more marketable.</i></p>			<p>? Je suis de, Je suis,</p> <p>Numbers- 0-1000</p> <p>Days- lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Months- janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</p> <p>Seasons- l'été, l'automne, l'hiver, le printemps</p>			<p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
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How does having a global vision promote personal success? Why are cultures considered universal?	<p>Telephone Numbers: United States Format (XXX-XXXX)</p> <p>FRENCH [1 day]</p> <ul style="list-style-type: none"> • US phone numbers • European phone numbers 	Provide and obtain orally, aurally, and in writing telephone numbers in complete sentences in the target language					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the</p>

							<p>same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING</p> <p>~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING</p> <p>~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
How does	Subject	Identify					LOTE.ML.A.01-

<p>having a global vision promote personal success? Why are cultures considered universal?</p>	<p>Pronouns: I, You, He, She, We, They, You Plural</p> <p>FRENCH [on-going]</p> <ul style="list-style-type: none"> • formal and familiar 	<p>orally, aurally, and in writing subject pronouns in isolation in the target language</p>					<p>STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~</p> <p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and</p>
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							<p>messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
	Residence: House, Apartment	State orally and in writing personal residence in sentences in the target language Ask for and provide orally and in writing the days of the week in the target language					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p>

N o v e m b e r	PHYSICAL ENVIRONMENT: DATE/TIME/SEASON							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does having a global vision promote personal success? Why are cultures considered universal?	Days Of Week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Today, Tomorrow, Yesterday French week and Chocolate Fondu French Holidays	State orally and in writing in sequence and in isolation the days of the week in the target language	- Date- C'est, Quelle est la date, de ton anniversaire, aujourd'hui, hier, demain, premier Weather-il fait du soleil, il pleut, il neige, il fait beau, il fait bon, il fait du vent, il fait froid/chaud/frais/ Mauvais, Il ya des eclaires, il y a du tonnerre, Quels temps fait-il ? Time - Quelle heure est.., A quelle heure est.., Il est.., A...., et, quart,				LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative

			demie				materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.
How does having a global vision promote personal success? Why are cultures considered universal?	Dates: Cardinal Numbers (First - Thirty-one) / Months of the Calendar Year	Provide and obtain orally, aurally, and in writing random dates in isolation and sentences in the target language Provide and obtain orally, aurally, and in writing personal and					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.04-

			other people's birthdays in sentences in the target language					<p>LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01-EFFECTIVE</p>
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								COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken
	Numbers 32-100	Recognize and identify numbers 32-100 in the target language.						
PHYSICAL ENVIRONMENT: THE OUTDOORS*								
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards	
How does having a global vision promote personal success? Why are cultures considered	Weather: Sunny, Rainy/Raining, Windy, Snowing, Cold, Hot, Good, Bad	Identify visually, orally, aurally, and in writing 8 weather conditions in sentences in the target language Ask for and					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language	

	<p>universal?</p> <p>Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are life-long learners.</i> <i>--People with global literacy are more marketable.</i></p>		<p>provide orally and in writing weather conditions in sentences in the target language</p>				<p>consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING</p>
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								~ Compose short, informal notes and messages to exchange information with members of the target culture
How does having a global vision promote personal success? Why are cultures considered universal?	Clothing: Dress, Skirt, Pants, Jeans, Shorts, Shirt, T-shirt, Sweater, Jacket, Coat, Hat, Shoes, Bathing Suit	Identify visually, orally, aurally, and in writing 13 items in isolation and in sentences in the target language						<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use</p>

							<p>appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
How does having a global vision promote personal success? Why are cultures considered	Outdoor Activities: Skiing, Skating, Swimming, Running, Walking	State orally and in writing personal activity or activities in relationship to appropriate season or seasons in					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~</p>

universal?		sentences in target language					<p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-</p>
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								READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture
How does having a global vision promote personal success? Why are cultures considered universal?	Seasons: Winter, Spring, Summer, Fall	Identify visually, orally, aurally, and in writing 4 seasons in isolation and in sentences in the target language State orally and in writing personal favorite season in sentences in target language State orally and in writing personal birthday (date/month) in relationship to appropriate season in sentences in						LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-LISTENING &

			target language					<p>SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01- EFFECTIVE COMMUNICATION ~</p>
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							Use some key cultural traits of the societies in which the target language is spoken
D e c e m b e r	COMMUNITY AND NEIGHBORHOOD: LOCAL*						
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Standards
	How does having a global vision promote personal success? Why are cultures considered universal? Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are</i>	Public Places: School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French Schools Culture French Christmas	Identify visually, orally, and in writing various public places in the community in isolation in the target language State orally and in writing "I/you go" in relationship to various public places in the community in sentences in the target language	Time- moins, moins le quart Commands - Regardez, Ecoutez, Parlez, Repondez, Repetez, Lisez, Ecrivez, Sortez, Ouvrez, Fermez, Venez, Allez, Levez-vous, Asseyez-vous, apportez-moi, donnez-moi, montrez-moi. Objects-le livre, le cahier, une			LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-

<i>life-long learners. --People with global literacy are more marketable.</i>			feuille de papier, la regle, la craie, le crayon, le stylo, l'ordinateur, la fenetre, la porte, le drapeau, le tableau, la table, la chaise, la carte, la tele, la taille-crayon, Articles-le, la, l', les, un, une, des Christmas-l'arbre de noel, la buche de noel, le père noel				LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture
How does having a global vision promote personal	Transportation: Car, Bus, Foot, Subway, Bicycle	Identify visually, orally, aurally, and in writing various forms of local					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR

<p>success? Why are cultures considered universal?</p>		<p>transportation in isolation in the target language</p> <p>State orally and in writing "I/you go" in relationship to various forms of local transportation in sentences in the target language</p>				<p>COMMUNICATION. LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04- LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of</p>
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	are open-minded and receptive to new ideas are life-long learners. --People with global literacy are more marketable.							derive or convey meaning from a language other than English LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture
J a n u a r y	EARNING A LIVING: COGNATES*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does having a global vision promote personal success? Why are cultures considered universal?	Professions: Engineer, Teacher, Lawyer, Police Officer, Nurse, Doctor, Firefighter	Identify visually, orally, aurally, and in writing 7 professions in isolation and in sentences in the target language	Origin-D’ou es-tu? Est-ce que tu es..., je suis, je suis de, j’habite a, americain, canadien, anglais, francais, italien				LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language

Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are life-long learners.</i> <i>--People with global literacy are more marketable.</i>	Three Kings Day	Subject Prounouns- je, tu, il, elle, nous, vous, ils, elles Etre- je suis, tu es, il/elle est, nous sommes, vous etes, ils/elles sont People nouns--le monsieur, l'homme, la femme, la dame, la fille, le garçon, le/la prof, l'eleve, l'etudiant(e) People info – Comment s'appelle-t-il/elle ? Il/Elle s'appelle..., Est-ce que tu connais.... ?,	consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING
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				<p>Je le/la connais, Je ne le/la connais pas, Il/elle est</p> <p>Pets- le chat, le chien, l’oiseau, le poisson, le poisson rouge, le serpent, la grenouille le lézard, le hamsterle cochon d’Inde,</p> <p>Family - le pere, la mere, le frère, la soeur, le fils, la fille, l’oncle, la tante, le grand-pere, la grand- mere, la belle-mere, la belle- soeur, le</p>				<p>~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
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			beau-pere, le beau-frere, l'enfant, le cousin, la cousine, le demi-frere, la demie- soeur				
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FAMILY LIFE: BASIC DESCRIPTION*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does having a global vision promote personal success? Why are cultures considered universal?	Family Members: Nuclear and Extended	Identify orally, aurally, and in writing the basic family members by role in sentences in the target language					<p>LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~</p> <p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon</p>

							repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04- LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture LOTE.ML.A.02- STUDENTS WILL:
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								<p>DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~</p> <p>Use some key cultural traits of the societies in which the target language is spoken</p>
How does having a global vision promote personal success? Why are cultures considered universal?	Pets: Dog, Cat, Fish, Bird	Identify visually, orally, and in writing 4 pets in sentences in the target language						<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~</p> <p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~</p> <p>Call upon repetition, rephrasing, and nonverbal cues to derive or convey</p>

		the target language. State where you are from in the target language								
	Verb "to be" Subject pronouns People, place, info	Stating where others are from Use 3rd person questions								

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MEAL TAKING: AT HOME*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does having a global vision promote personal success? Why are cultures considered universal? Unit Big Ideas: <i>--People around the</i>	Physical Needs: Hunger, Thirst	Ask for and state orally and in writing physical needs in complete sentences in the target language	adjectives- grand, petit, belle, beau, blond, brun, roux, sympa, mechant, intelligent, penible, bête, content, triste, bavard, sportif, timide, drole, amusant, comique,				LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults

<p><i>world are more the same than they are different.</i></p> <p><i>--People who are open-minded and receptive to new ideas are life-long learners.</i></p> <p><i>--People with global literacy are more marketable.</i></p>			<p>patient, parasseux, jeune</p> <p>Possessives- mon/ma/mes, ton/ta/tes, son/sa/ses,</p> <p>Avoir--j'ai, as, a, avons, avez, ont</p> <p>Age- Quel age avoir form-person? Person avoir form # ans.</p>			<p>LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04- LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target</p>
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							culture
How does having a global vision promote personal success? Why are cultures considered universal?	Grocery Shopping: Fruits, Vegetables, Meats, Desserts	State orally and in writing foods from 4 categories in isolation in the target language					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~</p> <p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-</p>

								<p>READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
How does having a global vision promote personal success? Why are cultures considered universal?	Meals: Breakfast, Lunch, Dinner	Recognize aurally and in writing mealtimes in target language countries						<p>LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and</p>

								<p>structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01-</p>
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							EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken
PERSONAL IDENTIFICATION: ESSENTIAL INFORMATION*							
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does having a global vision promote personal success? Why are cultures considered universal?	Age: 0-20 FRENCH [3 days] <ul style="list-style-type: none"> Introduce 'J'ai _____ ans.' continue in Family Life: Basic Description 	Ask for and state orally and in writing personal age in complete sentences in the target language State orally age of third person in sentences in the target language					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language

							<p>other than English</p> <p>LOTE.ML.A.01.PI.A.04- LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
How does having a global vision promote personal	Adjectives: Tall, Short, Nice, Mean, Funny, Silly, Intelligent,						<p>LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR</p>

success? Why are cultures considered universal?	Pretty, Blonde, Brunette FRENCH [1 - 1.5 weeks]						<p>COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
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								LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01- EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken
M a r c h	HEALTH AND WELFARE: HUMAN BODY*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does having a global vision promote personal success? Why are cultures considered universal? Unit Big Ideas: -- <i>People around the</i>	Parts of the Body: Head, Face, Eyes, Ears, Nose, Mouth, Arms, Hands, Legs, Feet	Identify visually, orally, aurally, and in writing 10 parts of the body in isolation in the target language	Food- La viande Le jambon ,Le poulet Le porc ,Le steak Le boeuf ,Le gâteau Les biscuits ,La glace				LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults

<p><i>world are more the same than they are different.</i></p> <p><i>--People who are open-minded and receptive to new ideas are life-long learners.</i></p> <p><i>--People with global literacy are more marketable.</i></p>			<p>La glace au chocolat,</p> <p>La glace à la vanille,</p> <p>La glace à la fraise,</p> <p>La tarte ,Les Fruits</p> <p>Les raisins</p> <p>Un pamplemousse ,Un ananas,Les bleuets</p> <p>Une orange, Une pomme ,Une fraise, Une banane ,Une poire</p> <p>Une cerise, Une pêche, Une framboise</p> <p>Les Fruits de</p>			<p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
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				<p>Mer L'homard ,Les crevettes ,Les moules</p> <p>Le poisson ,Le thon ,Le saumon ,Les Légumes ,</p> <p>Les petits pois ,</p> <p>Les haricots verts, Les champignons ,Un oignon ,Une tomate</p> <p>Une carotte</p> <p>Une pomme de terre Une salade ,Une laitüe</p> <p>un croissant ,un sandwich ,un steak-frites ,un hamburger ,un hotdog ,le pain ,le</p>				
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			<p>fromage ,le sel</p> <p>le poivre ,le sucre</p> <p>les frites ,une salade</p> <p>une pizza ,une omelette</p> <p>une crêpe ,la soupe</p> <p>Beverages- Le café, Le thé, Le jus d'orange, Le jus de pomme, Le jus de raisin, Le jus de tomate, L'eau , L'eau minérale, Le lait, Le thé glacé, Le soda, Le chocolat, Le vin, La limonade</p>				
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Expressions-

C'est
combien?, Ça
fait combien?,
Ça fait....
,Combien
coûte..?, Il /
Elle coûte.,
Prête-moi, S'il
vous plaît, S'il
te plaît, Merci,
De Rien, Je
voudrais,
C'est
tout?, Tout de
suite,
D'accord , Et
avec ça?, Est-
ce que tu as
soif?, Est-ce
que vous avez
soif?, J'ai soif,
Je n'ai pas
soif, J'ai faim
= (avoir +
faim), J'ai soif
= (avoir +
soif), Je
voudrais,
Donne-moi,
Donnez-moi ,
S'il te plaît,

				<p>S'il vous plait, Qu'est-ce que tu veux?, Qu'est-ce que vous voulez ?, Vous désirez?, Est-ce que tu veux...?, Est- ce que vous voulez...?, Est-ce que tu aimes...?, Est- ce que vous aimez...?, J'aime..., Je n'aime pas</p>				
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				<p>Body -- La tête, La main, les jambes, les épaules, La poitrine, La visage, La bouche, les dents, les oreilles, les lèvres , La langue, La joue, les doigts, les doigts de pied, L'oeil, les yeux, Les</p>				
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			cheveux, Le nez, Le menton, Le front, Le cou, les coudes, les genoux, les pieds , L'estomac, Le ventre, les bras, Le dos				
MEAL TAKING: OUTSIDE THE HOME*							
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does having a global vision promote personal success? Why are cultures considered universal? Unit Big Ideas: <i>--People around the world are</i>	Dining Establishments: Cafe, Restaurant	State orally and in writing 4 characteristics (menu/items offered, order of food courses, pricing, types of establishments) of cafes and restaurants in the target language					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-

<p><i>more the same than they are different.</i></p> <p><i>--People who are open-minded and receptive to new ideas are life-long learners.</i></p> <p><i>--People with global literacy are more marketable.</i></p>							<p>LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-</p> <p>LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01-</p> <p>READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-</p> <p>READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p>
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							<p>LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01- EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
<p>How does having a global vision promote personal success? Why are cultures considered universal?</p>	<p>Currency: Target Language Countries</p>	<p>Recognize visually and aurally and apply in writing the coins/bills and written symbols in isolation and sentences in target language</p>					<p>LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing,</p>

								<p>and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
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A p p r i l	EDUCATION: DAILY CONSIDERATIONS*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	<p>How does having a global vision promote personal success? Why are cultures considered universal?</p> <p>Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are life-long learners.</i> <i>--People with global</i> </p>	<p>School Subjects: Math, Science, Social Studies, English, Spanish, French, Art, Music, Technology, Physical Education</p>	<p>Identify visually, orally, aurally, and in writing 10 school subjects in isolation and in sentences in the target language</p>	<p>- Est-ce que tu aimes...? , J'aime, Je n'aime pas, Je préfère, Adorer, Aimer, Aider, Chanter, Danser, Détester, Dîner, Donner, Écouter, Étudier, Habiter, Inviter, Jouer, Jouer au basket, Jouer au volley, Jouer au tennis, Jouer au foot, Jouer au football américain, Jouer aux jeux video, Manger, Nager, Organiser,</p>				<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in</p>

<i>literacy are more marketable.</i>			Parler anglais, Parler français, Parler espagnol, Préférer, Regarder, Surfer sur l'internet, Téléphoner, Travailler, Voyager, Visiter -ne..pas				simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture
How does having a global vision promote personal success? Why are cultures considered universal?	Scholarly Activities: Study, Read, Listen, Write, Use	State orally and in writing personal activity or activities within school in sentences in target language					LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple

								<p>vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short,</p>
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							informal notes and messages to exchange information with members of the target culture
How does having a global vision promote personal success? Why are cultures considered universal?	Academic Culture in the Target Language Countries: Times/Format of School Day/Week	Recognize aurally and in writing school schedules and grade levels in isolation in target language countries					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to</p>

							<p>initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in</p>
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LEISURE: ADOLESCENT ACTIVITIES*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>How does having a global vision promote personal success? Why are cultures considered universal?</p> <p>Unit Big Ideas: --<i>People around the world are</i></p>	Free Time Activities: Television and Movies, Shopping, Music, Time with Friends	State orally and in writing personal activity preferences in sentences in target language					<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-</p>

more the same than they are different.
--People who are open-minded and receptive to new ideas are life-long learners.
--People with global literacy are more marketable.

LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English
LOTE.ML.A.01.PI.A.04-
LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services
LOTE.ML.A.01.PI.B.01-
READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker
LOTE.ML.A.01.PI.B.02-
READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture

							<p>LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01- EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
How does having a global vision promote personal success? Why are cultures considered universal?	Sports: Baseball, Basketball, Soccer, Football, Volleyball, Tennis	State orally and in writing sports in isolation in the target language State orally and in writing personal sport preferences in sentences in target language					<p>LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01- LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing,</p>

								<p>and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-</p>
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								<p>CULTURAL SKILLS AND UNDERSTANDINGS.</p> <p>LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~</p> <p>Use some key cultural traits of the societies in which the target language is spoken</p>
How does having a global vision promote personal success? Why are cultures considered universal?	Leisure Activities in the Target Language Countries: Comparison of Popularity	Recognize aurally and in writing popular sports and activities in target language countries versus in the United States						<p>LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.</p> <p>LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~</p> <p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language</p>

							<p>other than English</p> <p>LOTE.ML.A.01.PI.A.04- LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01- READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p> <p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS.</p>
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								LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken
M a y	TRAVEL: WORLDWIDE*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	How does having a global vision promote personal success? Why are cultures considered universal?	Transportation: Airplane, Boat, Train	Identify visually, orally, aurally, and in writing various forms of global transportation in isolation in the target language	Places- Un petit village, Sud, Un quartier, Nord, Une grande ville, Ouest, Une rue, Est, Une avenue, Un hotel, Un restaurant, Un supermarché, Un magasin, Un cinéma , Un centre commercial, Un théâtre, Un musée, Un hôpital, Un parc, Un stade, Un aéroport (une aéroport),				LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING & SPEAKING ~ Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey

			<p>Un college, Un lycée, Un bureau d'échange, Un immeuble, Une école, Une université, Une usine, Une église, Une bibliothèque, Une piscine, Une plage, Une gar, Une banque, Une boutique, Une maison, , Une bâtiment, Une pharmacie, Une poste, Une boulangerie, Une boucherie, Une patisserie, Une librairie, Une parfumerie, Une mairie, Une station-service</p> <p>Aller--vais ,vas, va, allons</p>			<p>meaning from a language other than English LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker LOTE.ML.A.01.PI.B.02-READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture LOTE.ML.A.02-STUDENTS WILL: DEVELOP CROSS-CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01-EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
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J CLOSURE: VACATION SCRAPBOOK

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does having a global vision promote personal success? Why are cultures	Project Preparation: Vacation Scrapbook Final Project: Vacation Scrapbook	Identify visually, aurally, and in writing necessary vocabulary and concepts	all vocabulary review				LOTE.ML.A.01-STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.01-LISTENING &

<p>considered universal?</p> <p>Unit Big Ideas: <i>--People around the world are more the same than they are different.</i> <i>--People who are open-minded and receptive to new ideas are life-long learners.</i> <i>--People with global literacy are more marketable.</i></p>		<p>in isolation and sentences in the target language</p> <p>Apply visually, orally, aurally, and in writing vocabulary and concepts learned throughout the year in the target language</p>					<p>SPEAKING ~</p> <p>Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults</p> <p>LOTE.ML.A.01.PI.A.03-LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</p> <p>LOTE.ML.A.01.PI.A.04-LISTENING & SPEAKING ~ Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services</p> <p>LOTE.ML.A.01.PI.B.01-READING & WRITING ~ Understand the main idea and some details of simple informative materials written for native speaker</p>
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								<p>LOTE.ML.A.01.PI.B.02- READING & WRITING ~ Compose short, informal notes and messages to exchange information with members of the target culture</p> <p>LOTE.ML.A.02- STUDENTS WILL: DEVELOP CROSS- CULTURAL SKILLS AND UNDERSTANDINGS. LOTE.ML.A.02.PI.A.01- EFFECTIVE COMMUNICATION ~ Use some key cultural traits of the societies in which the target language is spoken</p>
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