Teacher: core frenchgr7 Year: 2011-12
Course: French Grade 7 Month: All Months

S e	First Steps: W	elcome						
p t	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
e m b e r	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

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

WELCOME: FIRST STEPS

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Why are	Geography: Target	Recognize					LOTE.ML.A.01-
cultures	Language Areas	visually, orally,					STUDENTS WILL: BE
considered		and in writing					ABLE TO USE A
universal?	FRENCH [1	target language					LANGUAGE OTHER
	week]	areas					THAN ENGLISH FOR
How does		around world					COMMUNICATION.
having a	 Overview 	based on					LOTE.ML.A.01.PI.A.01-
global vision	of all	shape, size,					LISTENING &

promote	French	location		SPEAKING ~
personal	speaking			Comprehend language
success?	countries/s	a		consisting of simple
Unit Big	reas			vocabulary and
Ideas:				structures in face-to-face
People				conversation with peers
around the				and familiar adults
world are				LOTE.ML.A.02-
more the				STUDENTS WILL:
same than				DEVELOP CROSS-
they are				CULTURAL SKILLS
different.				AND
People who				UNDERSTANDINGS.
are open-				LOTE.ML.A.02.PI.A.01
minded and				EFFECTIVE
receptive to				COMMUNICATION ~
new ideas				Use some key cultural
are life-long				traits of the societies in
learners.				which the target
People with				language is spoken
global				
literacy are				
more				
marketable.				
How does	Target	 Recite		LOTE.ML.A.01-
having a	6	alphabet in		STUDENTS WILL: BE
-		isolation,		ABLE TO USE A
promote	1 - 1	sequence A-Z		LANGUAGE OTHER
personal	1	Spell orally		THAN ENGLISH FOR
success?		and in writing		COMMUNICATION.

Why are cultures considered universal?	 Alphabet song Spelling Your Name Name Exchang e 	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
having a Wo global (Ze vision promote FR	ords: 0 -10 wero-Ten) for start of the start	state orally and in vriting in isolation, orward/backward sequence tarting 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

					eaning from a language her than English
How does having a global vision promote personal success? Why are cultures considered universal?	Green, Orange, Yellow, Blue, Purple, Brown, Black, White, Pink FRENCH [1 week]	writing 10		STANALA LA TI CO LO LI SI CO str co an LO LI SI re an de	OTE.ML.A.01- FUDENTS WILL: BE BLE TO USE A ANGUAGE OTHER HAN ENGLISH FOR OMMUNICATION. OTE.ML.A.01.PI.A.01 ESTENING & PEAKING ~ Imprehend language Insisting of simple Incabulary and Fructures in face-to-face Inversation with peers Ind familiar adults OTE.ML.A.01.PI.A.03 ESTENING & PEAKING ~ Call upon petition, rephrasing, Ind nonverbal cues to perive or convey Independent than English
How does having a global vision promote personal success?	Greetings: Informal/Forma FRENCH [1.5 weeks] • Greeting	writing for names in target language		ST Al LA TI CO	OTE.ML.A.01- FUDENTS WILL: BE BLE TO USE A ANGUAGE OTHER HAN ENGLISH FOR OMMUNICATION. OTE.ML.A.01.PI.A.01

cultures considered universal?	Name Tag Contest		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
How does having a global vision promote personal success? Why are cultures considered universal?	Subject Pronouns: I, You, He, She, We, They, You Plural	Identify orally, aurally, and in writing subject pronouns in isolation in the target language	other than English
	_!		

c t

o

PERSONAL IDENTIFICATION: ESSENTIAL INFORMATION*

b Essential Questions	Content	Skills	Vocabulary Assessments Lessons Reso	ources Standards
Why are	Numbers/Number	State orally and in	Greetings-	LOTE.ML.A.01-
cultures	Words: 0 -1000	writing in isolation,	Comment	STUDENTS WILL: BE
considered	(Zero-Thousand)	forward/backward sequence	eca va ?,	ABLE TO USE A
universal?		starting with any given	Comment	LANGUAGE OTHER
	FRENCH [2	number in target language	allez-vous	THAN ENGLISH FOR
How does	weeks]	Solve in writing simple	?, et toi ?,	COMMUNICATION.
having a		addition and subtraction	et vous ?,	LOTE.ML.A.01.PI.A.01-
global	• 0-1000	number-word math	Bonjour,	LISTENING &
vision	 introductory 	problems in the target	Salut, Au	SPEAKING ~
promote	to phone	language	Revoir, A	Comprehend language
personal	numbers		bientôt, A	consisting of simple
success?			demain,	vocabulary and
Unit Big			Bonsoir,	structures in face-to-face
Ideas:	Make Berets		Bonne	conversation with peers
People			journee,	and familiar adults
around the			tres bien,	LOTE.ML.A.01.PI.A.03-
world are			bien,	LISTENING &
more the			comme ci	SPEAKING ~ Call upon
same than			comme ca,	repetition, rephrasing,
they are			mal, tres	and nonverbal cues to
different.			mal, je suis	derive or convey
People			fatiguee, je	meaning from a language
who are			suis	other than English
open-			malade,	LOTE.ML.A.01.PI.B.01-
minded and			merci, de	READING & WRITING
receptive to	1		rien,	~ Understand the main
new ideas			enchante, a	idea and some details of
are life-			tes	simple informative
long			souhaits,	materials written for
learners.			D'où es-tu	native speaker

People	? Je suis	LOTE.ML.A.01.PI.B.0
with global	de, Je suis,	READING & WRITIN
literacy are		~ Compose short,
more	Numbers-	informal notes and
marketable.	0-1000	messages to exchange
		information with
	Days-	members of the target
	lundi,	culture
	mardi,	
	mercredi,	
	jeudi,	
	vendredi,	
	samedi,	
	dimanche	
	Months-	
	janvier,	
	fevrier,	
	mars, avril,	
	mai, juin,	
	juillet,	
	aout,	
	septembre,	
	octobre,	
	novembre,	
	decembre	
	Seasons-	
	l'été,	
	l'automne,	
	l'hiver, le	
	printemps	
	ı r	

How does	Telephone	Provide and		LOTE.ML.A.01-
having a	Numbers:	obtain orally,		STUDENTS WILL: BE
global vision	United States	aurally, and		ABLE TO USE A
promote	Format (XXX-	in writing		LANGUAGE OTHER
personal	XXXX)	telephone		THAN ENGLISH FOR
success?		numbers in		COMMUNICATION.
Why are	FRENCH [1	complete		LOTE.ML.A.01.PI.A.0
cultures	day]	sentences in		LISTENING &
considered		the target		SPEAKING ~
universal?	• US	language		Comprehend language
	phone			consisting of simple
	numbers			vocabulary and
	European	1		structures in face-to-fac
	phone			conversation with peers
	numbers			and familiar adults
				LOTE.ML.A.01.PI.A.0
				LISTENING &
				SPEAKING ~ Call upo
				repetition, rephrasing,
				and nonverbal cues to
				derive or convey
				meaning from a langua
				other than English
				LOTE.ML.A.01.PI.A.0
				LISTENING &
				SPEAKING ~ Use
				appropriate strategies to
				initiate and engage in simple conversations
				with more fluent or
				native speakers of the

How does	Subject	Identify		LOTE.ML.A.01-
				language is spoken
				which the target
				traits of the societies in
				Use some key cultural
				COMMUNICATION
				EFFECTIVE
				LOTE.ML.A.02.PI.A.0
				UNDERSTANDINGS
				AND
				CULTURAL SKILLS
				DEVELOP CROSS-
				STUDENTS WILL:
				LOTE.ML.A.02-
				culture
				members of the target
				information with
				messages to exchange
				informal notes and
				~ Compose short,
				READING & WRITII
				LOTE.ML.A.01.PI.B.
				native speaker
				materials written for
				simple informative
				idea and some details
				~ Understand the main
				READING & WRITIN
				LOTE.ML.A.01.PI.B.
				common public service
				same age group, familadults, and providers of

having a	Pronouns: I,	orally, aurally,	STUDENTS WILL: BE
global vision	You, He, She,	and in	ABLE TO USE A
promote	We, They,	writing subject	LANGUAGE OTHER
personal	You Plural	pronouns in	THAN ENGLISH FOR
success?		isolation in the	COMMUNICATION.
Why are	FRENCH	target	LOTE.ML.A.01.PI.A.0
cultures	[on-going]	language	LISTENING &
considered			SPEAKING ~
universal?	• formal		Comprehend language
	and		consisting of simple
	famili		vocabulary and
	ar		structures in face-to-fac
			conversation with peers
			and familiar adults
			LOTE.ML.A.01.PI.A.0
			LISTENING &
			SPEAKING ~ Call upo
			repetition, rephrasing,
			and nonverbal cues to
			derive or convey
			meaning from a langua
			other than English
			LOTE.ML.A.01.PI.B.0
			READING & WRITIN
			~ Understand the main
			idea and some details o
			simple informative
			materials written for
			native speaker
			LOTE.ML.A.01.PI.B.0
			READING & WRITIN
			~ 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
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			LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. 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

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		- 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

		de	mie		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	obtain orally,			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
		Provide and obtain orally, aurally, and in writing personal and			consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.04

other	LISTENING &
people's	SPEAKING ~ Use
birthdays in	appropriate strategies to
sentences in	initiate and engage in
the target	simple conversations
language	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

			Us tra wl lan LO El CO Us tra wl	OMMUNICATIONS of the societion of the societion of the societion of the target of the spoken of the societion of the societion of the societion of the societion of the target of the spoken of the sp	ural es in I.A.01- ON ~ ural es in
	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	Weather:	Identify					LOTE.ML.A.01-
having a	Sunny, Rainy/Raining,	visually, orally,					STUDENTS WILL: BE
global	Windy, Snowing,	aurally, and in					ABLE TO USE A
vision	Cold, Hot, Good, Bad	writing 8					LANGUAGE OTHER
promote		weather					THAN ENGLISH FOR
personal		conditions in					COMMUNICATION.
success?		sentences in					LOTE.ML.A.01.PI.A.01
Why are		the target					LISTENING &
cultures		language					SPEAKING ~
considered		Ask for and					Comprehend language

universal?	provide orally	consisting of simple
	and in	vocabulary and
Unit Big	writing weather	structures in face-to-f
Ideas:	conditions in	conversation with pee
People	sentences in	and familiar adults
around the	the target	LOTE.ML.A.01.PI.A
world are	language	LISTENING &
more the		SPEAKING ~ Call u
same than		repetition, rephrasing
they are		and nonverbal cues to
different.		derive or convey
People		meaning from a langu
who are		other than English
open-		LOTE.ML.A.01.PI.A
minded and		LISTENING &
receptive to		SPEAKING ~ Use
new ideas		appropriate strategies
are life-		initiate and engage in
long		simple conversations
learners.		with more fluent or
People		native speakers of the
with global		same age group, fami
literacy are		adults, and providers
more		common public servi
marketable.		LOTE.ML.A.01.PI.B
		READING & WRIT
		~ Understand the mai
		idea and some details
		simple informative
		materials written for
		native speaker
		LOTE.ML.A.01.PI.B
		READING & WRITI

					~ 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			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 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?	Outdoor Activities: Skiing, Skating, Swimming, Running,	State orally and in writing personal activity or activities in relationship to		LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION.
Why are cultures considered	Walking	appropriate season or seasons in		LOTE.ML.A.01.PI.A.01 LISTENING & SPEAKING ~

universal?	sentences in	Comprehend language
	target	consisting of simple
	language	vocabulary and
		structures in face-to-face
		conversation with peers
		and familiar adults
		LOTE.ML.A.01.PI.A.03
		LISTENING &
		SPEAKING ~ Call upor
		repetition, rephrasing,
		and nonverbal cues to
		derive or convey
		meaning from a languag
		other than English
		LOTE.ML.A.01.PI.A.0
		LISTENING &
		SPEAKING ~ Use
		appropriate strategies to
		initiate and engage in
		simple conversations
		with more fluent or
		native speakers of the
		same age group, familia
		adults, and providers of
		common public service
		LOTE.ML.A.01.PI.B.0
		READING & WRITIN
		~ Understand the main
		idea and some details o
		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 naving 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	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

· .		
	target	SPEAKING ~ Use
	language	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 ~

						traits of the societies in which the target language is spoken
Y AND NEIGH	IBORHOOD: I	LOCAL*				
Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French Schools Culture French Christmas	visually, orally, aurally, 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	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				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-
	Public Places: School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French Schools Culture French Christmas	Public Places: School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French Schools Culture French Christmas Skills Identify visually, orally, aurally, 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	Public Places: Identify School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French French Culture French Christmas Public Places: Identify visually, orally, aurally, and in writing Various public places in the community in isolation in the target language Culture State orally Asseyez-vous, places in the community in sentences in the target language Objects-le livre, le	Public Places: School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French Culture State orally French Christmas Comtands - Regardez, Parlez, Repondez, Repetez, Lisez, Ecrivez, Sortez, Ouvrez, Fermez, Venez, Allez, Levez-vous, Asseyez-vous, apportez-moi, donnez-moi, moins le quart Commands - Regardez, Repondez, Rependez, Repetez, Lisez, Ecrivez, Sortez, Ouvrez, Fermez, Venez, Allez, Levez-vous, apportez-moi, donnez-moi, montrez-moi. Objects-le livre, le	Public Places: School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French French Culture French Christmas State orally French Christmas Skills Vocabulary Time- moins, moins le quart Orally, Commands - Regardez, Various public Community in isolation in Feperber Culture State orally French Christmas "I/you go" in relationship to various public places in the community in sentences in the target language Objects-le livre, le	Public Places: School, Park, Restaurant, Cafe, Library, Post Office, Store, Movie Theater, Mall French French Culture State orally French Christmas Skills Vocabulary Assessments Lessons Resources Time- moins, moins le quart Ocommands - Regardez, Ecoutez, Parlez, Community in isolation in French State orally French Christmas Time- moins, moins le quart Ocommands - Regardez, Ecoutez, Parlez, Repondez, ILisez, Ecrivez, Sortez, Ouvrez, Fermez, Venez, Allez, Levez-vous, Asseyez-vous, apportez-moi, donnez-moi, montrez-moi. Objects-le livre, le

life-long		feui	lle de				LISTENING &
learners.		papi	er, la				SPEAKING ~ Use
People with		regle	e, la craie,			8	appropriate strategies to
global		le cr	ayon, le			i	nitiate and engage in
literacy are		stylo	о,			5	simple conversations
more		l'ord	dinateur,			\ <u></u>	with more fluent or
marketable.		la fe	netre, la			1	native speakers of the
		port	e, le			8	same age group, familia
		drap	eau, le			į.	adults, and providers of
		table	eau, la				common public services
		table	e, la				LOTE.ML.A.01.PI.B.0
		chai	se, la				READING & WRITIN
		carte	e, la tele,				Understand the main
		la ta	ille-			i	dea and some details of
		cray	on,			S	simple informative
						1	naterials written for
		Arti	cles-le, la,				native speaker
			es, un,				LOTE.ML.A.01.PI.B.02
		une,	des				READING & WRITIN
							Compose short,
		Chri	istmas-			ļi	nformal notes and
			ore de				nessages to exchange
			, la buche				nformation with
		de n	oel, le				nembers of the target
		père	noel				culture
How does	Transportation:	Identify			<u> </u>		LOTE.ML.A.01-
having a		visually, orally,					STUDENTS WILL: BI
global vision	Subway,	aurally, and in					ABLE TO USE A
promote	Bicycle	writing various					LANGUAGE OTHER
personal	Dicycle	forms of local					CANGUAGE OTHER THAN ENGLISH FOR
personar		Torms or local				-	

success?	transportation in	COMMUNICATION.
Why are	isolation in the	LOTE.ML.A.01.PI.A.01
cultures	target language	LISTENING &
considered		SPEAKING ~
universal?		Comprehend language
	State orally and	consisting of simple
	in writing	vocabulary and
	"I/you go" in	structures in face-to-fac
	relationship to	conversation with peers
	various forms	and familiar adults
	of local	LOTE.ML.A.01.PI.A.0
	transportation in	LISTENING &
	sentences in the	SPEAKING ~ Call upo
	target language	repetition, rephrasing,
		and nonverbal cues to
		derive or convey
		meaning from a langua
		other than English
		LOTE.ML.A.01.PI.A.0
		LISTENING &
		SPEAKING ~ Use
		appropriate strategies t
		initiate and engage in
		simple conversations
		with more fluent or
		native speakers of the
		same age group, famili
		adults, and providers of
		common public service
		LOTE.ML.A.01.PI.B.0
		READING & WRITIN
		~ Understand the main
		idea and some details o

			m na Lu R ~ in m in cu Lu S' D	mple informative aterials written for aterials written for aterials written for ative speaker OTE.ML.A.01.PI.B.02-EADING & WRITING Compose short, formal notes and essages to exchange formation with embers of the target alture OTE.ML.A.02-FUDENTS WILL: EVELOP CROSS-ULTURAL SKILLS
			U	ND NDERSTANDINGS. OTE.ML.A.02.PI.A.01-
			E	FFECTIVE OMMUNICATION ~
			U	se some key cultural aits of the societies in
			$ \mathbf{w} $	hich the target
			la	nguage is spoken
Classroom Instructions: 1-Step Directions	Execute kinesthetically sentence commands given orally in target language			
Classroom	Identify orally,			

Supplies: Pen,	inesthetically,	
Pencil, Paper,	urally, and in	
Book, Desk,	riting 10	
Chair,	lassroom	
Notebook,	applies	
Computer,	n target	
	inguage	
Flag		

TRAVEL: WORLDWIDE*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does	Time: 12-	Identify orally,					LOTE.ML.A.01-
having a	Hour Clock,	aurally,					STUDENTS WILL: BE
global vision	Analog/Digital	manipulatively,					ABLE TO USE A
promote	Face	and in writing					LANGUAGE OTHER
personal		time in the					THAN ENGLISH FOR
success?		target					COMMUNICATION.
Why are		language					LOTE.ML.A.01.PI.A.01-
cultures							LISTENING &
considered							SPEAKING ~
universal?							Comprehend language
							consisting of simple
Unit Big							vocabulary and
Ideas:							structures in face-to-face
People							conversation with peers
around the							and familiar adults
world are							LOTE.ML.A.01.PI.A.03-
more the same							LISTENING &
than they are							SPEAKING ~ Call upon
different.							repetition, rephrasing,
People who							and nonverbal cues to

are open-		derive or convey
minded and		meaning from a language
receptive to		other than English
new ideas are		LOTE.ML.A.01.PI.B.01-
life-long		READING & WRITING
learners.		~ Understand the main
People with		idea and some details of
global		simple informative
literacy are		materials written for
more		native speaker
marketable.		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 EARNING A LIVING: COGNATES*

	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
a	How does	Professions:		Origin-D'ou				LOTE.ML.A.01-
1	having a	Engineer,	visually, orally,					STUDENTS WILL: BE
У	global vision	Teacher,	aurally, and in	que tu es, je				ABLE TO USE A
	promote	Lawyer,	writing 7	suis, je suis				LANGUAGE OTHER
	personal	Police	professions in	de, j'habite				THAN ENGLISH FOR
	success?	Officer,	isolation and in	a, americain,				COMMUNICATION.
	Why are	Nurse,	sentences in	canadien,				LOTE.ML.A.01.PI.A.01-
	cultures	Doctor,	the target	anglais,				LISTENING &
	considered	Firefighter	language	français,				SPEAKING ~
	universal?			italien				Comprehend language

	TT1		consisting of simple
Unit Big	Three Kings	Subject	vocabulary and
Ideas:	Day	Prounouns-	structures in face-to-fac
People		je, tu, il, elle,	conversation with peers
around the		nous, vous,	and familiar adults
world are		ils, elles	LOTE.ML.A.01.PI.A.0
more the sam	e		LISTENING &
than they are		Etre- je suis,	SPEAKING ~ Call upo
different.		tu es, il/elle	repetition, rephrasing,
People who)	est, nous	and nonverbal cues to
are open-		sommes,	derive or convey
minded and		vous etes,	meaning from a langua
receptive to		ils/elles sont	other than English
new ideas are	ę		LOTE.ML.A.01.PI.A.0
life-long		People	LISTENING &
learners.		nounsle	SPEAKING ~ Use
People with	ι	monsieur,	appropriate strategies t
global		l'homme, la	initiate and engage in
literacy are		femme, la	simple conversations
more		dame, la	with more fluent or
marketable.		fille, le	native speakers of the
		garcon, le/la	same age group, famili
		prof, l'eleve,	adults, and providers o
		l'etudiant(e)	common public service
			LOTE.ML.A.01.PI.B.0
		People info –	READING & WRITIN
		Comment	~ Understand the main
		s'appelle-t-	idea and some details of
		il/elle ?	simple informative
		II/Elle	materials written for
		s'appelle,	native speaker
		Est-ce que tu	LOTE.ML.A.01.PI.B.0
		connais?,	READING & WRITIN

T 1 /1	
Je le/la	~ Compose short,
connais, Je	informal notes and
ne le/la	messages to exchange
connais pas,	information with
II/elle est	members of the target
	culture
Pets- le chat,	
le chien,	
l'oiseau, le	
poisson, le	
poisson	
rouge, le	
serpent, la	
grenouille le	
lezard, le	
hamsterle	
cochon	
d'Inde,	
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	

	beau-pere, le beau-frere, l'enfant, le cousin,la cousine, le demi-frere, la demie- soeur
--	--

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					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 languag 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, familia 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 ~ Use some key cultural traits of the societies in which the target language is spoken
having a	Pets: Dog, Cat, Fish, Bird	Identify visually, orally, and in writing 4 pets 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

					m	eaning from a la	anguage
						her than English	
						OTE.ML.A.01.F	
					R	EADING & WE	RITING
					~	Understand the	main
					id	ea and some det	tails of
					si	mple informativ	e
						aterials written	
					na	ative speaker	
					L	OTE.ML.A.01.F	PI.B.02-
					R	EADING & WE	RITING
					~	Compose short,	
					in	formal notes and	d
					m	essages to excha	ange
						formation with	
						embers of the ta	ırget
						ılture	
						OTE.ML.A.02-	
						TUDENTS WIL	
						EVELOP CROS	
						ULTURAL SKI	ILLS
						ND	
						NDERSTANDI	
						OTE.ML.A.02.F	PI.A.01-
						FFECTIVE	
						OMMUNICATI	
						se some key cul	
						aits of the societ	ies in
						hich the target	,
	<u></u>			<u> </u>	 la	nguage is spoke	11
	Nationalities	Identify					
		nationalities in	1				

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

F MEAL TAKING: AT HOME*

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

world are	patient,	LOTE.ML.A.01.PI.A.03
more the	parasseux,	LISTENING &
same than	jeune	SPEAKING ~ Call upon
they are		repetition, rephrasing,
different.	Possessives-	and nonverbal cues to
People who	mon/ma/mes,	derive or convey
are open-	ton/ta/tes,	meaning from a languag
minded and	son/sa/ses,	other than English
receptive to		LOTE.ML.A.01.PI.A.04
new ideas are	Avoirj'ai,	LISTENING &
life-long	as, a, avons,	SPEAKING ~ Use
learners.	avez, ont	appropriate strategies to
People with		initiate and engage in
global	Age- Quel	simple conversations
literacy are	age avoir	with more fluent or
more	form-person?	native speakers of the
marketable.	Person avoir	same age group, familia
	form # ans.	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	Grocery	State orally		LOTE.ML.A.01-
having a	Shopping:	and in		STUDENTS WILL: BE
global vision	Fruits,	writing foods		ABLE TO USE A
promote	Vegetables,	from 4		LANGUAGE OTHER
personal	Meats,	catagories		THAN ENGLISH FOR
success?	Desserts	in isolation in		COMMUNICATION.
Why are		the target		LOTE.ML.A.01.PI.A.0
cultures		language		LISTENING &
considered				SPEAKING ~
universal?				Comprehend language
				consisting of simple
				vocabulary and
				structures in face-to-fac
				conversation with peers
				and familiar adults
				LOTE.ML.A.01.PI.A.0
				LISTENING &
				SPEAKING ~ Call upo
				repetition, rephrasing,
				and nonverbal cues to
				derive or convey
				meaning from a langua
				other than English
				LOTE.ML.A.01.PI.B.0
				READING & WRITIN
				~ Understand the main
				idea and some details o
				simple informative
				materials written for
				native speaker
				LOTE.ML.A.01.PI.I

			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.0 EFFECTIVE COMMUNICATION ~
			Use some key cultural traits of the societies in which the target language is spoken
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	LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.0 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 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	
--	--	--	--

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] Introduce 'J'ai ans.' continue in Family Life: Basic Descripti on	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

l ₁	1			
				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, familia 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	Adjectives: Tall, Short, Nice, Mean,			LOTE.ML.A.01- STUDENTS WILL: BE ABLE TO USE A
promote personal	Funny, Silly, Intelligent,			LANGUAGE OTHER THAN ENGLISH FOR

success?	Pretty, Blonde,		COMMUNICATION.
Why are	Brunette		LOTE.ML.A.01.PI.A.01
cultures			LISTENING &
considered	FRENCH [1 -		SPEAKING ~
universal?	1.5 weeks]		Comprehend language
			consisting of simple
			vocabulary and
			structures in face-to-fac
			conversation with peers
			and familiar adults
			LOTE.ML.A.01.PI.A.0
			LISTENING &
			SPEAKING ~ Call upo
			repetition, rephrasing,
			and nonverbal cues to
			derive or convey
			meaning from a langua
			other than English
			LOTE.ML.A.01.PI.B.0
			READING & WRITIN
			~ Understand the main
			idea and some details of
			simple informative
			materials written for
			native speaker
			LOTE.ML.A.01.PI.B.0
			READING & WRITIN
			~ 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
	traits of the societies in which the target language is spoken

M HEALTH AND WELFARE: HUMAN BODY*

r c	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
h	How does	Parts of the	,	Food- La				LOTE.ML.A.01-
	having a	Body: Head,	visually,	viande				STUDENTS WILL: BE
	global vision	Face, Eyes,	orally,					ABLE TO USE A
	promote	Ears, Nose,	aurally, and in	Le jambon ,Le				LANGUAGE OTHER
	personal	Mouth, Arms,	writing 10	poulet				THAN ENGLISH FOR
	success?	Hands, Legs,	parts of the					COMMUNICATION.
	Why are	Feet	1	Le porc ,Le				LOTE.ML.A.01.PI.A.01-
	cultures		in isolation in	steak				LISTENING &
	considered		the target					SPEAKING ~
	universal?		language	Le boeuf ,Le				Comprehend language
				gâteau				consisting of simple
	Unit Big							vocabulary and
	Ideas:			Les biscuits				structures in face-to-face
	People			,La glace				conversation with peers
	around the							and familiar adults

world are	La glace au	LOTE.ML.A.01.PI.A.03
more the same	chocolat,	LISTENING &
than they are		SPEAKING ~ Call upor
different.	La glace à la	repetition, rephrasing,
People who	vanille,	and nonverbal cues to
are open-		derive or convey
minded and	La glace à la	meaning from a languag
receptive to	fraise,	other than English
new ideas are		LOTE.ML.A.01.PI.B.01
life-long	La tarte ,Les	READING & WRITING
learners.	Fruits	~ Understand the main
People with		idea and some details of
global	Les raisins	simple informative
literacy are		materials written for
more	Un	native speaker
marketable.	pamplemousse	LOTE.ML.A.01.PI.B.02
	J.Un	READING & WRITING
	ananas,Les	~ Compose short,
	bleuets	informal notes and
		messages to exchange
	Une orange,	information with
	Une pomme	members of the target
	,Une fraise,	culture
	Une banane	
	,Une poire	
	Une	
	cerise,Une p-	
	êche, Une	
	framboise	
	Les Fruits de	

Mer L'homard
,Les crevettes
,Les moules
Le poisson ,Le
thon ,Le
saumon ,Les
Légumes,
Les petits pois
,
Les haricots
verts, Les
champignons
,Un oignon
,Une tomate
Une carotte
T In a manner
Une pomme de terre Une
salade, Une
laitüe
lattue
un croissant
un sandwich
un steak-frites,
un hamburger,
un hotdog ,le
pain ,le
F

fromage ,le sel
le poivre ,le
sucre
les frites ,une
salade
Suruce
une pizza ,une
omelette
omerette
une crêpe ,la
soupe
Daviaragas, I a
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

Expressions-	
C'est combien?, Ça fait combien?, Ça fait ,Combien coûte?,Il / Elle coûte., Prête-moi, S'il vous plait, S'il te plait,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 plait,	

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
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

cheveux, Le nez, Le menton, 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	Dining	State orally and in					LOTE.ML.A.01-
having a	Establishments:	writing 4					STUDENTS WILL: BE
global vision	Cafe,	characteristics					ABLE TO USE A
promote	Restaurant	(menu/items					LANGUAGE OTHER
personal		offered, order of					THAN ENGLISH FOR
success?		food courses,					COMMUNICATION.
Why are		pricing, types of					LOTE.ML.A.01.PI.A.01-
cultures		establishments) of	•				LISTENING &
considered		cafes and					SPEAKING ~
universal?		restaurants in the					Comprehend language
		target language					consisting of simple
Unit Big							vocabulary and
Ideas:							structures in face-to-face
People							conversation with peers
around the							and familiar adults
world are							LOTE.ML.A.01.PI.A.03-

more the	LISTENING &
same than	SPEAKING ~ Call upon
they are	repetition, rephrasing,
different.	and nonverbal cues to
People who	derive or convey
are open-	meaning from a language
minded and	other than English
receptive to	LOTE.ML.A.01.PI.A.04
new ideas are	LISTENING &
life-long	SPEAKING ~ Use
learners.	appropriate strategies to
People with	initiate and engage in
global	simple conversations
literacy are	with more fluent or
more	native speakers of the
marketable.	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 targe 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
having a global vision	Currency: Target Language Countries	Recognize visually and aurally and apply in writing the coins/bills and written symbols in isolation and 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 vocabulary and structures in face-to-face conversation with peers and familiar adults LOTE.ML.A.01.PI.A.03- LISTENING & SPEAKING ~ Call upon

1 1		
		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
		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
 · · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	·

EDUCATION	EDUCATION: DAILY CONSIDERATIONS*						
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How does	School	Identify	- Est-ce que tu				LOTE.ML.A.01-
having a	Subjects:	visually,	aimes?,				STUDENTS WILL: BE
global vision	Math,		J'aime, Je				ABLE TO USE A
promote	Science,	aurally, and in	n'aime pas, Je				LANGUAGE OTHER
personal	Social	writing	préfère,				THAN ENGLISH FOR
success?	Studies,	10 school	Adorer,				COMMUNICATION.
Why are	English,	subjects in	Aimer, Aider,				LOTE.ML.A.01.PI.A.01
cultures	Spanish,	isolation and	Chanter,				LISTENING &
considered	French, Art,	in	Danser,				SPEAKING ~
universal?	Music,	sentences in	Détester,				Comprehend language
	Technology,	the target	Dîner,				consisting of simple
Unit Big	Physical	language	Donner,				vocabulary and
Ideas:	Education		Écouter,				structures in face-to-face
People			Étudier,				conversation with peers
around the			Habiter,				and familiar adults
world are			Inviter, Jouer,				LOTE.ML.A.01.PI.A.03
more the same			Jouer au				LISTENING &
than they are			basket, Jouer				SPEAKING ~ Call upor
different.			au volley,				repetition, rephrasing,
People who			Jouer au				and nonverbal cues to
are open-			tennis, Jouer				derive or convey
minded and			au foot, Jouer				meaning from a languag
receptive to			au football				other than English
new ideas are			américain,				LOTE.ML.A.01.PI.A.04
life-long			Jouer aux jeux				LISTENING &
learners.			video, Manger,				SPEAKING ~ Use
People with			Nager,				appropriate strategies to
global			Organiser,				initiate and engage in

literacy are			Parler anglais,	simple conversations
more			Parler	with more fluent or
marketable.			français,	native speakers of the
			Parler	same age group, familia
			espagnol,	adults, and providers of
			Préférer,	common public services
			Regarder,	LOTE.ML.A.01.PI.B.01
			Surfer sur	READING & WRITING
			l'internet,	~ Understand the main
			Téléphoner,	idea and some details of
			Travailler,	simple informative
			Voyager,	materials written for
			Visiter	native speaker
				LOTE.ML.A.01.PI.B.02
			-nepas	READING & WRITIN
				~ Compose short,
				informal notes and
				messages to exchange
				information with
				members of the target
				culture
How does	Scholarly	State orally		LOTE.ML.A.01-
having a	Activities:	and in writing		STUDENTS WILL: BE
global vision	Study, Read,	personal		ABLE TO USE A
promote	Listen, Write,	1		LANGUAGE OTHER
personal	Use	activities		THAN ENGLISH FOR
success?		within school		COMMUNICATION.
Why are		in sentences in		LOTE.ML.A.01.PI.A.0
cultures		target		LISTENING &
considered		language		SPEAKING ~
universal?				Comprehend language
				consisting of simple

	1
	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
	~ Compose short,
 •	· · · · · · · · · · · · · · · · · · ·

		informal notes and messages to exchange information with members of the target culture
having a Culture in the global Target vision Language promote Countries:	Recognize aurally and in writing school schedules and grade levels in isolation in target language countries	LOTE.ML.A.01- STUDENTS WILL: BIABLE TO USE A LANGUAGE OTHER THAN ENGLISH FOR COMMUNICATION. LOTE.ML.A.01.PI.A.0 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.0 LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a langua other than English LOTE.ML.A.01.PI.A.0 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
		COMMUNICATION ~
		Use some key cultural
		traits of the societies in

			which the target language is spoken
-er verbs (French)	Students will conjugate verbs		
To like/negation	Students will state what they do and do not like to do		

LEISURE: ADOLESCENT ACTIVITIES*

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

1	1 1	1	1 1	
more the same				LISTENING &
than they are				SPEAKING ~ Call upon
different.				repetition, rephrasing,
People who				and nonverbal cues to
are open-				derive or convey
minded and				meaning from a language
receptive to				other than English
new ideas are				LOTE.ML.A.01.PI.A.04-
life-long				LISTENING &
learners.				SPEAKING ~ Use
People with				appropriate strategies to
global				initiate and engage in
literacy are				simple conversations
more				with more fluent or
marketable.				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
				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
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		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,

	1	
		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:
		DEVELOP CROSS-
· ·	1	

		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
How does having a global vision promote personal success? Why are cultures considered universal? Leisure Action in the Target Language Countries: Comparison Popularity	writing popular sports 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.03- LISTENING & SPEAKING ~ Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language

1 1	1
	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:
	DEVELOP CROSS-
	CULTURAL SKILLS
	AND
	UNDERSTANDINGS.
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -

PI.A.01-
TION ~
ltural
eties in
en

M TRAVEL: WORLDWIDE*

,

y Essential Questions Co	ontent	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
having a A	rain	visually, orally, aurally, and in writing various forms of global transportation in isolation in the target language	Sud, Un quartier, Nord,				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

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

		allez, vont, Transportation À pied, À vélo, En voiture, En bus, En train, En taxi, En avion, En metro, En bateau, En camion			
To go	Students will state where they go around town and how they go there				

J CLOSURE: VACATION SCRAPBOOK

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

considered	in isolation	SPEAKING ~
universal?	and sentences	Comprehend language
	in the target	consisting of simple
Unit Big	language	vocabulary and
Ideas:	Apply	structures in face-to-face
People	visually,	conversation with peers
around the	orally,	and familiar adults
world are	aurally, and in	LOTE.ML.A.01.PI.A.03
more the same	writing	LISTENING &
than they are	vocabulary	SPEAKING ~ Call upor
different.	and concepts	repetition, rephrasing,
People who	learned	and nonverbal cues to
are open-	throughout	derive or convey
minded and	the year in the	meaning from a languag
receptive to	target	other than English
new ideas are	language	LOTE.ML.A.01.PI.A.04
life-long		LISTENING &
learners.		SPEAKING ~ Use
People with		appropriate strategies to
global		initiate and engage in
literacy are		simple conversations
more		with more fluent or
marketable.		native speakers of the
		same age group, familia
		adults, and providers of
		common public service
		LOTE.ML.A.01.PI.B.0
		READING & WRITIN
		~ Understand the main
		idea and some details of
		simple informative
		materials written for
		native speaker

1 1
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