

## NATIONAL STANDARDS:

**Communication:**

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

**Cultures:**

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

**Connections:**

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

**Communities:**

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate life long learning by using language for personal enjoyment

## APPLIED NATIONAL STANDARDS:

- 1.1 Students will meet and greet one another, engaging in conversation to obtain information about each other.
- 1.3 Sample dialogues will be rehearsed and presented.
- 2.1 Vous and Tu voices will be used to indicate formality of relationship between speaker and listener.
- 3.1 Subject pronouns and verb agreement will connect the study of French to the study of English grammar.
- 3.2 French viewpoint of etiquette in speech is evident.
- 4.1 Recognize nature of language through comparisons of subject pronouns used as well as subject verb agreement and adverb use.
- 4.2 Compare French and American cultures via information exchanged in greetings, body language, leisure activities and interests pursued.
- 5.2 Pursue personal enjoyment through French songs and games via technology use.

## ACTIVITIES:

- 1. Dialogue rehearsal and presentations of greetings.
- 2. Discuss what misunderstandings may arise if an American learning French did not use proper voice when speaking to a stranger in France.
- 3. Conjugation of –er verbs using a T-chart formation/ 3x5 cards with verb endings written on them- call out various subjects and have students hold up correct verb terminal to match the subject.
- 4. Sing alphabet
- 5. TPR expressions of classroom expressions: ex. Ouvrez vos livres-open hands. Repetez svp - hands indicating words coming from mouth.
- 6. Count off forwards and backwards. Count items in classroom. Combien?
- 7. Computer lab usage to access web sites for listening practice.
- 8. Use adverbs to qualify how often students do certain activities.

RESOURCES: Bien Dit level 1, chapter 1 ( *Et Vous?* Premiere partie, chapitre preliminaire et premier chapitre (pp. 1-56).

[http://french.about.com/library/begin/bl\\_begin\\_vocab.htm](http://french.about.com/library/begin/bl_begin_vocab.htm)

Listening sound bytes for beginners: alphabet, classroom expressions, introductions, greetings and pronunciation.

List of classroom expressions.

Verbarama worksheets that teach and practice subject verb agreement.

<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.

## UNIT OBJECTIVES:

- 1. Students will use correct forms of address for both informal and formal greetings. They will choose the applicable title to indicate Mr., Mrs., and Miss.
- 2. Recite the alphabet with French pronunciation and use letters to spell aloud names and vocabulary words.
- 3. Use French to communicate classroom related needs and personal interests, positive and negative forms.
- 4. Students will access websites that teach French pronunciation and vocabulary.
- 5. Use French numbers 0-30 for counting and telling age.
- 6. Subject pronouns will be compared to English counterparts.

## ASSESSMENTS:

- 1. Oral conversation- participation
- 2. Dialogue presentation- class work
- 3. Individual written practice on numbers, verb conjugations, and negation.-HW
- 4. Dictation (spelling work)- quiz
- 5. Written and oral tests that indicate student skills in response to written and spoken French.
- 6. At the bell journal entries, daily-graded bi-monthly

## REMEDIATION:

- 1. Verb rehearsal worksheets.
- 2. Greeting dialogue vocabulary practice- fill in missing words.

## ENRICHMENT:

- 1. Find a francophone country that you would most like to visit, and state some of the attractions that are unique to that country either geographically or culturally.

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**APPLIED STATE STANDARDS:**

- 1.1 Students will talk about themselves and others. Using descriptive adjectives with the verb être.
- 1.2 Practice French dialogue describing musical tastes.
- 1.3 Modify a given dialogue to represent their personal preferences and present it to the class.
- 2.2 Discuss the impact of French music, sports and dance on culture.
- 3.1 Connect English use of adjectives and articles to French, and use French numbers while doing simple math.
- 3.2 Acknowledge some sources and results of national pride.
- 4.1 Compare adjective and article use of English and French.
- 4.2 What influences have shaped our culture?
- 5.1 Plan to share French music in public setting.
- 5.2 Find some French music students like now (DIAM ?)

**UNIT OBJECTIVES:**

1. Begin to name common nouns with gender markers, including school courses and electronic devices.
2. Form questions using “Est-ce que” to elicit personal responses.
3. Use numbers 0 – 30 in simple math operations.
4. Recognize the meanings of verbs: manger, dormir, aller, travailler, parler, danser, discuter, faire, jouer, sortir, voir, nager, chanter, désirer, être, adorer, aimer, préférer and détester.
5. Utilize “liason” with words beginning with a vowel.
6. Contract definite articles with the preposition “à”.
7. Pluralize irregular nouns ending in –al and –eau.
8. Show subject verb agreement with –er verbs such as “aimer”.

**ACTIVITIES:**

1. Dialogue pronunciation, comprehension and rehearsal.
2. Consider possibility of singing a French song for “coffee house” or international day, listen to some selections.
3. Around the world game with math operations.
4. Listen to samples of various French music, search for words, and attempt to sing- group or individual. Dance the bourrée.
5. Students create schedule of classes they are taking this year.
6. Exchange preferences, using adorer, aimer, préférer and détester.
7. Erase-it game with new vocabulary written on board.

**ASSESSMENTS:**

1. written quiz- make sentences negative/ dictée.
2. participation- responding to lesson / math game.
3. home work – new vocabulary words.
4. atb- written responses to “set” questions
5. class work - create and present dialogue
6. Test – written response to listening and reading prompts.

**EMEDIATION:**

1. Practice memorization of text book dialogue.

**ENRICHMENT:**

1. Create personalized dialogue to indicate personal styles.

**RESOURCES:**

1. Bien Dit level 1, chp. 2 (Et Vous? Premiere partie, chapitres 1-2).
2. [www.dizzler.com](http://www.dizzler.com) for current music samples.
3. Flash cards for addition and subtraction problems.
4. Magazine pictures of people to indicate the 3 singular and 3 plural voices.
5. Copy of words to the Marseillaise.

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**APPLIED NATIONAL STANDARDS:**

- 1.3 Students will name and describe their relationship to others.
- 1.2 Discuss possessions of themselves and others.
- 1.1 Ask simply questions using intonation, est-ce que, n'est-ce pas, and inversion.
- 4.1 Use subject/adjective agreement.
- 4.1 Learn the BANGS adjectives.
- 4.1 Verbs: être, avoir, prendre, vouloir, préférer

**UNIT OBJECTIVES:**

1. Students will list members of their family and friends.
2. Identify classroom objects using *il y a, c'est, ce sont*.
3. *Qu'est-ce que c'est?* and indefinite articles.
4. Discuss possession of objects using possessive adjectives.
5. Students will learn numbers 20-100.
6. Students will learn regular adjectives in addition to “BANGS” adjectives.
7. Students will ask and answer simple questions.
8. Form adjectives to agree in number and gender to the noun described.
9. Students will read and reflect on written text about people’s lives (family, friends, town, and interests).
10. Students will use correct forms of the verb “avoir” (to have).
11. Students will talk about things they have using “avoir”/possessive adjectives.

**ACTIVITIES:**

1. Present and describe photos of family/friends.
2. Describe friends and celebrities.
3. Identify classroom contents and to whom they belong.
4. Number games and math questions.
5. “Jeopardy” game/teacher gives answer and student provides question.
6. Create questions from sentences.
7. Write a magazine article based on an interview with a celebrity.
8. Students write letters to each other as “pen-pals” to describe family, friends, community, and interests.
9. Verb games
10. Create a “family tree” and present to class.

**RESOURCES:**

*Et Vous?* Chapitre 2 and 3  
 Website: [French.about.com](http://French.about.com)/pronunciation and grammar practice  
*Verbarama* worksheets for “avoir”

**ASSESSMENTS:**

1. Presentation (oral and written) of family tree.
2. Presentation of celebrity interview (oral and written).
3. Demonstrate comprehension of written text through homework, quizzes, and tests.
4. Respond appropriately to questions about family, friends, interests, and possessions.
5. Create questions about family, friends, interests, and possessions.
6. Presentation of student written dialogues.
7. Class participation.
8. Adjectives and “avoir” supplementary exercises, quizzes, and tests.
9. Dictation
10. Student read-aloud opportunities to check pronunciation.

**REMEDIATION:**

1. Peer tutoring
2. Additional practice through supplementary material and French educational websites.
3. Grouping
4. Extra teacher help

**ENRICHMENT:**

Cultural discussions to compare life in francophone cities and towns and those in the United States.

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## APPLIED NATIONAL STANDARDS:

- 1.1 Students will obtain information regarding class schedules and school supplies from other students.
- 1.2 Students will be able to say what they need and ask for help finding supplies.
- 1.3 Students will tell time and give scheduling information.
- 4.1 Students will learn days, months, and dates.
- 4.1 Students will learn how to tell time as well as expressions of time.
- 4.1 Students will understand the different ways that verbs are conjugated. - RE, -ger, -cer, and accent changing verbs will be studied.
- 4.1 Adjectives will be used as nouns.

## UNIT OBJECTIVES:

1. Students will talk about school schedules and time.
2. Students will be able to explain what supplies they need for various classes.
3. Students will tell when something is going to occur using days, months, and dates.
4. Students will learn to tell time as well as inquire about time.
5. Students will learn how and when to use appropriate time expressions in contextual settings.

## ACTIVITIES:

1. Describe the perfect class schedule to classmates and teacher using chapter vocabulary, pictures and props.
2. Work with a partner and ask each other about school supplies that are needed for various classes, and express at what time classes start.
3. Consider a French student's class schedule, and create a similar one.
4. Listen and write down times said by others, race fellow students to get the correct numeric time written to match the spoken French time.
5. Create a dialogue using -re, -ger, -cer, and accent changing verbs.
6. Make a calendar, and compare it to the revolutionary calendar from France 1789.
7. Make a clock and use it to demonstrate how to tell time in French. Prize to be awarded for most creative clock.
8. Verb games

## RESOURCES:

*Bien Dit* Chapitre 4  
 Website: [French.about.com](http://French.about.com)  
 -pronunciation and grammar practice  
*Verbarama* worksheets for "aller", verbs that use the preposition "à", faire

## REMEDIATION:

1. Peer tutoring
2. Additional practice through supplementary material and French educational website.
3. Grouping
4. Extra teacher help

## ENRICHMENT:

Cultural discussions to compare leisure time in France and the U.S.

Use a school supplies flyer from a local store, and change the descriptions into French terms.

Traditional French holidays.

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**APPLIED NATIONAL STANDARDS:**

- 1.1 Students interests will be expressed, and opinions about interests exchanged
- 1.2 “At the Bell” activities and other classroom activities will demonstrate interpretation of the written & spoken language.
- 1.3 Students will present their ideas about their interests to the class
- 2.1, 2.2 Sports and pastimes will be discussed in class and the differences in opinions and practices from the US to other French speaking countries
- 3.1 reinforce & further knowledge in Math through puzzles and charts
- 3.2 Acquire & recognize Francophone viewpoints about sports and leisure activities through short video clips, articles and the internet
- 4.1, 4.2 Understanding the nature of language through comparing verbs used with sports such as “faire” – to do, to make; while comparing our cultures.
- 5.1 Play “Pétanque” an outdoor game similar to Bocci

**ACTIVITIES:**

1. Skits – asking & talking about sports.
2. Class discussion & essay about household activities & chores.
3. The verb game (A conjugation game) with irregular verbs, with the “future proche” tense rather than the present.
4. Write about the 4 seasons: the weather, activities, opinions.
5. Learn to play a traditional French game – La Pétanque (an outdoor game similar to lawn bowling or Bocci)

**RESOURCES:**

*Bien Dit, Chapter 5*

*French First Year, Amsco*

*Various teacher generated hand-outs and work sheets*  
*Verbarama worksheets for “-re”, “-ger, -cer”, and accent changing stem verbs.*

**UNIT OBJECTIVES:**

1. Students will be able to ask about interests.
2. Students will properly use adverbs to ask how often someone does an activity
3. Students will learn the names of places in a town
4. Students will learn and properly use weather expressions
5. Students will learn the months of the year & the seasons
6. Students will learn to conjugate the irregular verb “faire – to do, to make” and related “faire expressions”
7. Students will apply the verb “aller-to go” to express the future tense
8. Students will apply the verb “venir- to come” to express the recent past (Just done something)

**ASSESSMENTS:**

1. Oral dialogues & skits
2. Written vocab. quizzes on sports and weather.
3. Verb quiz (faire, venir, other verbs related to chapter)
4. Essay on related topic- (pro sports player, weather, leisure activities, etc...)

**REMEDATION:**

1. Extra help after school
2. Peer tutoring
3. Practice sheets
4. Ability grouping

**ENRICHMENT:**

1. Additional vocabulary related to chapter. (Sports, weather, health, clothing)
2. Le future- The real future tense (Will & shall)

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## APPLIED NATIONAL STANDARDS:

- 1.1 Provide & obtain information about food, express & exchange feelings and opinions about food and drink.
- 1.2 Interpretation of written and spoken language through explanation of the uses of prendre versus avoir.
- 1.3 Presentation of information and ideas through skits and food presentations.
- 2.1 Discuss relationship of food and culture in US and in francophone countries.
- 2.2 Discuss and show to class actual French products and how it differs to please a different market. Also differences in Advertising.
- 3.1 Reinforce knowledge in math and the metric system through restaurant checks, packaging weights & measures.
- 3.2 Point out France's distinctive viewpoints on Food and drink.
- 4.1 Demonstrate the nature of language through comparison of the use of direct object pronouns and articles in French and in English.
- 4.2 Compare Food cultures of the US and France
- 5.1 Use French in ordering food at a French Restaurant.
- 5.2 Speaking French while dining at a French Restaurant

## UNIT OBJECTIVES:

1. Students will learn food & drink vocabulary.
2. Students will be able to accurately label a sample place setting.
3. Students will offer, accept, & refuse food.
4. Students will ask for & give an opinion.
5. Students will ask about food & place an order.
6. Students will ask about prices & pay the check.
7. Students will learn to conjugate the irregular verbs, Prendre, Boire, Payer, Essayer, & "voudrais" –conditional tense "would like"
8. Students will learn the cultural differences between American meals and meals from Francophone countries,
9. Students will learn about partitive articles and accurately use them and other articles learned.
10. Students will learn direct object pronouns & use them correctly.

## ACTIVITIES:

1. Skits – Food shopping, In a restaurant
2. Class discussion & essay about Cultural food differences and table manners
3. The verb game (A conjugation game) with irregular verbs and regular verbs
4. Write a French menu
5. Practice sheets on direct object pronouns and articles..
6. Prepare foods following recipes.

## RESOURCES:

*Bien Dit* (2008) level 1. Chapitre 6, Bon Appétit! (EV chp. 5)  
<http://frenchfood.about.com> Authentic French recipes  
 French recipes provided by teacher  
<http://www.ipl.org/div/news> for listing of and access to world newspapers on line.  
 Blume, *French First Year*, 3<sup>rd</sup> edition, Amsco  
 Various teacher generated hand-outs and work sheets

## ASSESSMENTS:

1. Oral dialogues & skits
2. Written vocab. quizzes on Food and The place setting
3. Verb quiz (Boire, Prendre, Payer, Essayer, & other related verbs)
4. Tests on partitive articles and direct object pronouns. (written & oral)
5. Written original menus (3 meals)

## REMEDATION

1. Extra help after school
2. Peer tutoring
3. Practice sheets
4. Ability grouping

## ENRICHMENT:

1. Additional vocabulary related to chapter. (Foods, verbs of food preparation. Ex. sauter)
2. Essay on Foods in France (ex. Escargots, Cheese, Crepes)