

French I

Teacher: MASTER MAP *****

Month	Essential Questions/Competencies	Content	Skills/Proficiencies	Assessment	Materials/Resources/Technology
August 2012	<p>A. How do we use the textbook?</p> <p>A. What are some common French names?</p> <p>A. How do I greet someone in French?</p>	<p>A. textbook exploration</p> <p>B. the French alphabet</p> <p>C. basic greetings</p> <p>D. asking and giving names</p>	<p>A. utilize the textbook</p> <p>B. reproduce the sounds of the French alphabet</p> <p>C. express their name and ask someone else's name (1.1)</p> <p>D. greet one another in French (1.1)</p>	<p>A. scavenger hunt for textbook</p> <p>B. spelling of their names using French letters</p> <p>C/D. group speaking activity-asking/giving names, greeting each other</p>	<p>Textbook lesson plan template and scavenger hunt</p> <p>Bon Voyage textbook</p> <p>Handout on French Alphabet</p> <p>CD for Bon Voyage</p> <p>List of French names</p>
September 2012	<p>How do you count from 1-60 in French?</p> <p>How does the number and the gender of a noun affect the adjective and the article?</p> <p>How do verbs get conjugated in French?</p> <p>What are the French subject pronouns?</p> <p>How do you make a sentence negative in French?</p>	<p>A. numbers 1-60</p> <p>B. Definite/indefinite articles</p> <p>C. conjugations of etre</p> <p>D. Pronouns</p> <p>E. Negatives</p> <p>F. Noun/Adjective agreement</p> <p>G. physical descriptions and personality traits</p> <p>H. etiquette-formal/versus</p>	<p>A. duplicate the sound of the numbers from 1-60 in French</p> <p>A. Spell the numbers from 1-60 in French</p> <p>B. memorize vocabulary</p> <p>B. apply the correct article to the noun</p> <p>B. understand the differences in article use between French and English (1.2)</p> <p>C. recognize the forms of etre</p> <p>C. apply the correct form of etre to it's subject</p>	<p>All units include a series of written quizzes, listening comprehension activities, some speaking tasks, a reading comprehension and translation, and a chapter test. Other specific assessments will vary according to the teacher. This section will be completed in the individual teacher's maps.</p>	<p>Bon Voyage text, listening book, workbook</p> <p>handouts on verb conjugations, subject pronouns, articles, and adjective agreement</p> <p>a list of adjectives</p> <p>vocabulary list/packets days, months, dates, numbers, greetings</p> <p>dialouge practice sheet</p> <p>cd chapt. 1</p> <p>quizzes, unit test 1</p>

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	What are some cultural differences in greeting people in French?	informal speech I. differences of schools J. Video on Paris	C. Compose sentences using <i>etre</i> (1.1, 1.3) D. Substitute French subject pronouns for their English counterpart (4.1) D. Use pronouns correctly in a sentence (1.3) E. Utilized <i>ne</i> and <i>pas</i> appropriately F. compare and contrast masculine and feminine nouns and adjectives and use them correctly (4.1) G. describe people in written and oral form (1.1) H. apply the appropriate form of "you" based on the situation (2.1) I. describe the differences in the classification of French schools. (4.2)	The Unit I Bon Voyage chapter test (listening, speaking, writing, proficiency test) will be used as a summative assessment for all content listed in September	Springtime in Paris video
October 2012	What are French schools like? What are the names of courses in French?	A. Vocabulary for schools B. numbers in French from 61-100	A. translate from French to English A. recognize, recall and	oral rubric class participation rubric	vocabulary list for schools oral rubric for speaking quiz

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	<p>How does the French schedule differ from the American schedule?</p> <p>How are questions formed and answered in French?</p> <p>What is noun/article/adjective agreement?</p> <p>What is subject/verb agreement?</p> <p>How do the French pronounce adjectives?</p>	<p>C. plurals of adjectives, articles, and nouns</p> <p>D. plural form of the verb etre</p> <p>E. the differences between "tu" and "vous"</p> <p>F. Questions and responses in French both affirmative and negative</p> <p>G. Rules of pronunciation</p>	<p>pronounce new vocabulary</p> <p>A. apply new vocabulary in the appropriate setting (1.1, 1.2, 1.3)</p> <p>B. recognize, spell and pronounce numbers from 0-100</p> <p>C. choose and apply to correct form of the adjective to match the noun</p> <p>C. Compose sentences using noun/adjective agreement (1.3)</p> <p>D. choose and apply to correct form of etre to match the subject (1.3)</p> <p>D. compose sentences using the appropriate form of etre as the verb</p> <p>E. Differentiate between formal and informal situations and apply the appropriate word for "you" and the appropriate verb form (2.1)</p> <p>F. Understand questions and formulate the appropriate responses (1.1)</p> <p>F. Create questions using the appropriate interrogative</p>	<p>written quizzes</p> <p>class worksheets</p> <p>listening quiz from listening comp. book</p> <p>***More specific assessments will be listed on the individual teacher's map</p>	<p>written quizzes on etre forms, noun/adjective agreement, numbers, vocabulary 1,2</p> <p>handouts on vocabulary for classes, practice sheets for adjectives and verbs</p>

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			G. duplicate French sounds properly from the written word (1.2)		
November 2012	<p>What groups of francophones have an influence on American culture?</p> <p>What is a typical French student's schedule like?</p> <p>What are the French expressions for shopping for school supplies?</p> <p>How does one tell time in French?</p> <p>What are the three families of French verbs? How do their conjugations differ?</p> <p>How do you express the date and the weather in French?</p> <p>What happens to the indefinite article in negative expressions?</p>	<p>A. lecture culturelle-French in United States-Canadian, Haitian, and Cajun influences</p> <p>A. lecture culturelle-the French school day and typical schedules</p> <p>B. vocabulary for school supplies a day at school</p> <p>C. telling time</p> <p>D. "er" verbs</p> <p>E. Review of days, month, date, and include weather</p> <p>F. Articles in negative expressions</p>	<p>A. read and translate a series of short French cultural readings (2.1, 2.2, 3.2, 4.2)</p> <p>A. compare and contrast French and American schools</p> <p>A. describe the influences of different French-speaking countries in American culture (4.2)</p> <p>B. translate vocabulary from French to English (1.2)</p> <p>B. recognize meaning and utilize vocabulary in sentences (1.2, 1.3)</p> <p>C. ask and tell time in French, and describe at what time events occur (1.3)</p> <p>D. understand the three</p>	<p>Chapter 2 Bon Voyage unit test (speaking, listening, writing, proficiency)</p> <p>written quizzes on verb forms, vocabulary, and articles</p> <p>listening comprehension quizzes from accompanying workbook</p> <p>class participation rubric</p> <p>***Specific formative assessments will be highlighted in individual teacher's map</p>	<p>Bon Voyage I text, audio manual, workbook</p> <p>accompanying video and cd</p> <p>handouts on vocabulary, er verbs, and articles in the negative</p>

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			<p>types of infinitives and what it means in conjugating verbs (3.1)</p> <p>D. conjugate "er" verbs and use them appropriately in sentences (1.3)</p> <p>E. express the day, date, weather in written and oral form (1.3)</p> <p>F. utilize articles appropriately in affirmative and negative expressions (1.3)</p>		
December 2012		<p>A. lecture cuturelle-A day with Jacqueline</p> <p>A. lecture cuturelle-Who works?</p> <p>A. lecture cuturelle-rap group-Manau</p> <p>B. vocabulary based on the family and parties</p>	<p>A. read and translate from French to English (1.2)</p> <p>A. compare/contrast different lifestyles for French and American students (4.2), (3.2)</p> <p>A. demonstrate understanding of reading by responding to reading comprehension questions (1.2)</p>	<p>rubric for proverb</p> <p>class participation rubric</p> <p>Audio quizzes from audio book</p> <p>chapt 3 Bon Voyage test (written, speaking, listening, proficiency test)</p>	<p>home project handout and rubric</p> <p>class participation rubric</p> <p>Bon Voyage 1 chapt. 3 unit test</p> <p>Bon Voyage text, workbook, listening manuals, cd</p> <p>Proverbs and proverb rubric</p> <p>written quizzes</p>

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		<p>C. vocabulary based on the home and the neighborhood</p> <p>D. the verb avoir and idiomatic expressions with avoir</p> <p>E. il y a to express there is, there are</p> <p>F. proverb memorization/translation</p>	<p>B. translate vocabulary from French to English (1.2)</p> <p>B. describe how people are related to each other in French (1.3)</p> <p>C. identify and describe rooms in the home</p> <p>C. describe near from and far from in French C. design a home and identify the different rooms (5.1), (1.3)</p> <p>D. conjugate avoir and use it appropriately in written and oral form (1.3)</p> <p>D/E ask and answer questions using avoir and il y a (1.1) (1.3)</p> <p>F. memorize, translate, and reproduce orally a French proverb (1.3), (4.1)</p>	<p>written quizzes on avoir and vocabulary</p> <p>project and project rubric for designing dream home</p>	<p>handouts for vocabulary and grammar</p>

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January 2013	<p>How do you show possession in French?</p> <p>What are homes like in different parts of the French speaking world?</p> <p>How does the French government subsidise its social programs?</p> <p>What are some common "ir" verbs and how are they conjugated?</p> <p>What are some commands for ordering food in a cafe?</p> <p>How do you express "going" in French?</p>	<p>A. possessive adjectives</p> <p>B. lecture culturelle-houses, appartments in France</p> <p>B. The HLM in France (low-income housing)</p> <p>B. French social programs</p> <p>C. conjugation of "ir" verbs and "re"</p> <p>D. review for mid-term exam</p> <p>E. Vocabulary for going to a French cafe</p> <p>F. the verb "aller"</p>	<p>A. describe who something belongs to using possessive adjectives (1.1)</p> <p>B. read, interpret, and translate readings on housing (1.2)</p> <p>B. discuss social programs in France (3.2)</p> <p>C. distinguish "ir" verbs from "er" verbs and apply the appropriate verb conjugations (1.2)</p> <p>D. write responses to questions using "ir" verbs (1.1)</p> <p>D. create sentences using "ir" verbs (1.3)</p> <p>E. recognize and memorize vocabulary pertaining to a cafe (1.2)</p> <p>E. apply vocabulary to order food (1.1, 1.3)</p> <p>F. express where people are</p>	<p>listening activities quiz from listening activities manual</p> <p>reading comprehension questions on "les logements"</p> <p>Chapt. 4 unit test (Bon Voyage 1)- speaking, reading, writing, listening, and profciency test</p> <p>mid-term exam (multiple choice, listening comp.)</p> <p>various handouts from teacher on aller and the cafe</p> <p>written quizzes on ir, re verbs</p>	<p>Bon Voyage text, listening manual, listening cd</p> <p>chapt 4 unit test</p> <p>mid-term exam</p> <p>vocabulary list for le cafe</p> <p>handouts with cafe, aller</p>

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			going (1.1) F. create sentences using the verb "aller" (1.3)		
February 2013	<p>How do you express future actions in French?</p> <p>What are the expressions for place settings in French?</p> <p>How would one order food in France?</p> <p>What are some common foods eaten in France?</p> <p>What are some similarities and differences between American dining habits and those of the French?</p>	<p>A. the verb aller-present tense conjugations</p> <p>A. aller to express the future</p> <p>B. contractions "au" and "du"</p> <p>C. vocabulary on place settings and restaurants</p> <p>D. French cuisine (video)</p> <p>E. lectures culturelles-at the restaurant, meals and meal times in France, common foods, mathematics</p>	<p>A. describe where people are going (1.1, 1.2, 1.3) A. create sentences describing what people are going to do in the future (1.1, 1.3) B. recognize French contractions and apply them appropriately</p> <p>C. recognize vocabulary and apply it in a variety of settings (1.2)</p> <p>C. create a menu for a restaurant (5.1)</p> <p>C. students will access the internet to assist with their project (3.1) C. create and perform a skit set in a French restaurant (5.1, 5.2) ,(1.3)</p> <p>D. recognize foods common to French cuisine (4.1, 4.2)</p> <p>E. read, translate, interpret, discuss readings in French (2.1), (4.1, 4.2)</p>	<p>listening activities quizzes with listening manual</p> <p>written fill-in quizzes on aller and vocabulary</p> <p>menu project with menu project rubric</p> <p>oral rubric for oral presentation</p> <p>class participation rubric</p> <p>question/answer sheet for understanding of video</p> <p>chapter 5 unit test (Bon Voyage I)</p>	<p>Video on French cuisine</p> <p>Bon Voyage text, workbook, listening manual</p> <p>project handout with rubric</p> <p>sample restaurants handout for assistance with forming addresses</p> <p>class participation rubric</p> <p>handouts with aller, vocabulary</p> <p>unit test 5 (Bon Voyage level 1)</p>

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			<p>E. compare and contrast French dining habits from American habits (4.2)</p> <p>E. students work with basic mathematics in French (3.1)</p>		
March 2013	<p>What is are some current events from the French-speaking world?</p> <p>Where do the French go to buy food and how often?</p> <p>How does one describe their abilities and wants in French?</p> <p>How does the Metric system compare to our system of measurement?</p>	<p>A. newspaper articles on current events</p> <p>B. vocabulary pertaining to shopping (specialty markets, open-air markets, supermarkets)</p> <p>C. the verb "faire"</p> <p>D. the partitive article</p> <p>E. the verbs pouvoir and vouloir</p> <p>F. lectures cuturelles- shopping habits in France and metric conversion</p> <p>G. Grand Concours National French Exam</p>	<p>A. research a newspaper article or advertisement on-line (3.2), (5.1, 5.2)</p> <p>A. read a newspaper article to the class (1.3)</p> <p>A. translate a newspaper article and respond to questions about the article (1.1, 1.2)</p> <p>B. recognize vocabulary pertaining to shopping and apply it in the appropriate setting (1.2)</p> <p>B/D ask for specific quantities and idefinite quantities of nouns (1.1)</p> <p>C. describe what they and others are able to do using the verb "faire" (1.1, 1.3)</p> <p>E. Express abilities and wants in written and oral form (1.1, 1.3)</p>	<p>Newspaper article rubric</p> <p>Grand Concours National French Exam</p> <p>written fill-in quizzes on the partitive, faire, vocabulary, pouvoir/vouloir</p> <p>listening activities quiz in manuals</p> <p>class participation rubric</p> <p>metric conversion practice sheet</p>	<p>internet to access Le Monde/Le Journal/Le Figaro</p> <p>Text, listening books, workbook</p> <p>rubric for newspaper articles</p> <p>rubric for class participation</p> <p>quizzes for partitive, faire, pouvoir/vouloir, vocab</p> <p>additional fill-in practice sheets on all content</p> <p>metric conversion practice sheet</p> <p>Grand Concours exam</p>

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			F. Read, interpret, discuss and translate (4.1, 4.2) (3.1) F. compare metric measurements to English measurements (3.2)		
April 2013	<p>What are some current events going on in the French-Speaking world?</p> <p>How do you express colors and clothing in French?</p> <p>How does one do a comparison in French?</p> <p>How does one express their opinion/beliefs in French?</p>	<p>A. newspaper articles/advertisements</p> <p>B. vocabulary pertaining to colors, clothing, and trying on clothes</p> <p>C. meaning and conjugations of "mettre"</p> <p>D. Comparatives</p> <p>E. meanings and conjugations of "voir and croire"</p>	<p>A. research and report on current events using the internet as a guide (3.2) (5.1, 5.2)</p> <p>B. differentiate between colors (1.2)</p> <p>B. describe clothing that people are wearing (1.1, 1.3)</p> <p>B. differentiate between appropriate clothing based on the give situations (1.1, 1.3)</p> <p>B. create a mini-skit and perform in class (5.1), (1.3)</p> <p>C. understand the meaning of mettre and apply the correct pronunciation and conjugations to the appropriate situation (1.1, 1.2, 1.3)</p>	<p>Chapter 7 Bon Voyage I test (reading, writing, speaking, listening comp.)</p> <p>newspaper article rubric</p> <p>mini-skit task list</p> <p>listening activities quiz</p> <p>writing quiz on comparative, vocabulary, mettre, voir/croire</p> <p>class participation rubric</p>	<p>internet to access newspapers</p> <p>chapter 6 test (Bon Voyage 1)</p> <p>task list and mini-skit guidelines for clothing store</p> <p>colored cards</p> <p>fill-in quizzes on mettre, comparative, vocabulary, voir/croire</p> <p>Bon Voyage Level 1 text, workbook, listening book, listening cd</p> <p>handouts for vocabulary, colors, mettre, comparative, voir/croire</p>

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			<p>D. compare qualities and quantities of one thing to another (1.1, 1.3)</p> <p>E. describe what they and others see and believe (1.1)</p>		
May 2013	<p>Where do the rich shop for clothes in Paris?</p> <p>Where do the majority of people shop for clothes in Paris?</p> <p>What are some common clothing styles in Northern and Western Africa?</p> <p>Who was Apollinaire?</p> <p>How does one write a poem in French?</p> <p>What are the major parts to the airport?</p> <p>Who works on the plane?</p>	<p>A. lecture culturelle-shopping for clothing in France, African clothing, sizes</p> <p>A. reading-Apollinaire and poetry</p> <p>A. reading-Reflections on Africa</p> <p>B. poems and poetry (basic)</p> <p>C. vocabulary pertaining to the airport and air travel</p> <p>D. irregular verbs sortir, dormir, servir, partir</p> <p>E. the passe compose</p>	<p>A. read, translate, interpret, discuss readings in French(3.2), (5.1, 5.2)</p> <p>B. intepret a poem and create their own basic poem in French (2.1, 2.2), (1.1, 1.3), (3.1)</p> <p>C. recognize vocabulary pertaining to the airport (1.2)</p> <p>C. differentiate which activities are done at specific parts of the airport (1.1, 1.3)</p> <p>C. identify the parts of the plane and the flight personnel (1.2)</p>	<p>Translations of readings in written form</p> <p>Class discussions around readings</p> <p>Chapt. 7 Unit test for Bon Voyage level 1</p> <p>Poem translation</p> <p>Poem creation task list/scoring explanation</p> <p>written quiz on vocabulary for the airport and irregular verbs</p> <p>writing task-what happened last weekend</p>	<p>Poem from 240 in text and other selected poems</p> <p>poem creation task list</p> <p>chapter 7 test</p> <p>written quizzes on airport vocab and irregular verbs</p> <p>packet on passe compose</p> <p>grading explanation for assignment "what happened last weekend"</p> <p>text, workbook, listening books</p> <p>video on Montreal</p> <p>other selected handouts on vocabulary and verb forms</p>

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	<p>How do you express past actions in French?</p> <p>What might you do in Montreal?</p>	F. Montreal (video)	<p>D. apply the correct forms of irregular verbs in written and oral expression (1.1, 1.3)</p> <p>E. describe past actions using the passe compose (1.1, 1.3)</p> <p>F. discuss what Montreal offers for tourists</p>	class participation rubric	
June 2013	<p>What are the different climatological zones in France?</p> <p>What are the differences between past tense forms with avoir and etre?</p>	<p>A. Lectures cuturelles-On va en France, physical sciences</p> <p>B. passe compose with avoir and etre</p>	<p>A. read, translate, discuss and interpret readings on France and it's climates (5.1, 5.2), (3.1), (1.2)</p> <p>B. describe past actions using the passe compose (1.1, 1.3)</p>	<p>quiz on passe compose with avoir</p> <p>quiz on passe compose with etre</p> <p>final exam</p>	

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