

Modern Foreign Language Level I

Course Description

Level I language courses focus on the development of students' communicative competence in the foreign language and their understanding of the culture(s) of the people who speak the language. Communicative competence is divided into three strands: speaking and writing as an interactive process in which students learn to communicate with another speaker of the language; reading and listening as a receptive process in which comprehension of texts in the foreign language is developed; and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience in delivering information. In Level I classes, the students learn to communicate in real-life contexts about topics that are meaningful to them. In order to develop the three areas of communicative competence, students are encouraged to use the foreign language as much as possible in all areas of study. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop an understanding of how their own language is structured and how their own culture has unique aspects. An important component of language classes is the use of the language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom. Technology is an important tool in accessing authentic information in the foreign language and in providing students the opportunity to interact with native speakers of the language.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives. The computer test bank and alternate assessments should not be used as the primary evaluation of student performance. Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook. Evidence such as student work, integrate reports, and administrative observations may also be required at the time of post observation interviews and summative evaluations.

	<i>National Standards for Foreign Language</i>
COMMUNICATION <i>Communicate in Languages Other Than English</i>	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
CULTURES <i>Gain Knowledge and Understanding of Other Cultures</i>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
CONNECTIONS <i>Connect with Other Disciplines and Acquire Information</i>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
COMPARISONS <i>Develop Insight into the Nature of Language and Culture</i>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES <i>Participate in Multilingual Communities at Home & Around the World</i>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Preliminary Lessons				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Greet others and say good-bye. Talk about and ask the day and date. Talk about and ask the time. Ask and tell names. Express simple courtesies and order foods.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to express the proper greeting, to use the proper question/response to how one is. Use the calendar to tell the day/date. Tell the time looking at an analog or digital clock. Listen to and understand information introducing others.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Present a skit ordering food politely in a café.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Discuss the difference between formal and informal register in French.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss the difference between the traditional clock and the 24 hour clock and how it is used in France.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with geography class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare greetings and saying goodbye in French and English. Compare cardinal numbers and their forms between French and English.</p> <p>4.2 Culture Compare cultural norms for greeting and saying goodbye in the US and France.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Greeting people. Saying good-bye. Asking people how they are. Ask and tell names. Express simple courtesies and order foods. Find out and tell the days of the week. Numbers from 1-30. Find out and tell time.</p>		<p>Greeting people. Saying good-bye. Asking people how they are. Ask and tell names. Express simple courtesies and order foods. Find out and tell the days of the week. Numbers from 1-30. Find out and tell time.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Friends				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about others. Ask about others. Describe yourself and others.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios to describe people. Read about people from various francophone speaking places. Listen to and understand information describing others.</p>	<p>1.3 Presentational Present information, tell about, tell Present information describing others. Tell about others. Tell about oneself. Use maps to tell where people are from.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Discuss the differences of practices of between people living in different Francophone people. Investigate the differences of people living in Francophone places versus the U.S. culture.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Discuss and investigate a French artist.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare forms and use of adjectives in French and English. Compare greetings and saying goodbye in French and English. Compare cardinal numbers and their forms between French and English.</p> <p>4.2 Culture Compare cultural norms for greeting and saying goodbye in the US and France.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
Singular forms of definite and indefinite articles. Adjective Agreement. Singular forms of the verb être. Negation.		Asking about others. Describing yourself and others. Numbers from 30-60.	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

School and Teachers				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Describe yourself and others. Talk about more than one person or thing. Tell what subjects you take in school and express some opinions about the. Speak to people formally or informally. Talk about French-speaking people in the U.S.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch</p> <p>Read questions and use pictures to create scenarios to describe people. Read about French-speaking people in the United States. Listen to and understand information describing others.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell</p> <p>Present information about own school subjects and tell whether they are difficult or easy. Tell about others in the classroom.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss the differences of practices of between French speaking people living in the United States and other places in North America and the Caribbean. Investigate the differences of people living in Francophone places versus those Francophone people living in North America.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss and investigate a the difference between French and American schools.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class history class.</p> <p>3.2 Target Culture</p> <p>Acquire, research</p> <p>Acquire information about Francophone people in North America.</p>	<p>4.1 Language</p> <p>Compare forms and use of articles, nouns, and adjectives in French and English</p> <p>Compare language used to describe members of the school community in French and English.</p> <p>Compare cardinal numbers and their forms between French and English.</p> <p>4.2 Culture</p> <p>Compare school systems in France and the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out</p> <p>Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment</p> <p>Awareness of the presence of peoples of French heritage in our country and nearby countries.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Plural forms of definite/indefinite articles, nouns, and adjectives. Verb être in the plural. Tu and vous: informal vs. formal.</p>		<p>Describing people and things related to school and school subjects. Numbers 70-100.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

During and After School				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Describe a day at school. Talk about school supplies and how to shop for them. Tell about a day at school for a French student.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch</p> <p>Read questions and use pictures to create scenarios to describe someone's day at school and what one does after school.</p> <p>Read about a French student's day. Listen to and understand information describing the school day and what happens after school.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell</p> <p>Present information about one likes and does not like to do.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss a day at school for a French student. Research typical school schedules.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss a day at school for a French student. Research typical school schedules</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class to math class: use French numbers to complete simple mathematical functions.</p> <p>3.2 Target Culture</p> <p>Acquire, research</p> <p>Acquire information about a French student's day.</p>	<p>4.1 Language</p> <p>Compare forms and use of articles, nouns, and adjectives in French and English</p> <p>Compare language used to describe members of the school community in French and English.</p> <p>Compare cardinal numbers and their forms between French and English.</p> <p>4.2 Culture</p> <p>Compare a French student with an American student.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out</p> <p>Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment</p> <p>Awareness of different forms of education in the world.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Regular <u>-er verbs</u>. Negations of indefinite articles. A verb of preference plus the infinitive.</p>		<p>Describing people and things that happen in school. Talk about what one does with friends after school. Identify and shop for school supplies. Numbers 100-1,000.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Family and Household				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Describe family and family members. Tell about and describe a house and apartment building and the neighborhood.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch</p> <p>Read questions and use pictures to create scenarios to describe a family. Read questions and use pictures to create scenarios to describe a home or apartment and the neighborhood around it. Read about where French people live. Listen to and understand information describing the family and home.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell</p> <p>Present information about one's family or home.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research</p> <p>Investigate French family structure. Discuss the family structure.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss French home choices. Investigate typical French homes and research</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class to math class: use French numbers to complete simple mathematical functions.</p> <p>3.2 Target Culture</p> <p>Acquire, research</p> <p>Acquire information about a French student's day.</p>	<p>4.1 Language</p> <p>Compare forms and use of idiomatic expressions used to tell one's age. Compare language used to describe members of the family and to describe one's home in French and English.</p> <p>4.2 Culture</p> <p>Compare a French home with an American home.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out</p> <p>Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment</p> <p>Awareness that not all families are the same as those found in the United States and that housing choices are different throughout the world.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The verb <u>avoir</u>. Possessive adjectives. Irregular adjectives: beau, nouveau, vieux.</p>		<p>Describing family. Describing home and neighborhood. Asking and telling age.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Cafés and Restaurants				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Tell how to order in a café or restaurant. Discuss locations. Tell what belongs to you.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios to describe a ordering foods in cafés and restaurants. Read questions and use pictures to create scenarios to describe cafés and restaurants Read about how, when, where, and with whom French people eat. Listen to and understand information describing cafés and restaurants.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about foods in France.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Investigate French restaurants. Discuss</p> <p>2.2 Products and Perspectives Discuss, investigate, research Investigate French eating habits. Compare and discuss the difference between French eating habits versus those of Americans</p>	<p>3.1 Cross-Curricular Connect French class to family arts classes.</p> <p>3.2 Target Culture Acquire, research Acquire information about a French restaurants and foods.</p>	<p>4.1 Language Compare forms and use of idiomatic expressions to tell about going places and describing how one feels in French and English. Compare language used to describe wants and wishes in French and English.</p> <p>4.2 Culture Compare a French eating habits with those of Americans.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Ability to order foods and awareness that food holds a more important place in French life than it does in the U.S.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The verb aller. The near future: aller + infinitive. Contractions of the prepositions à and de and the definite article. The verb prendre and the similar verbs apprendre and comprendre.</p>		<p>Going to a café or restaurant</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Foods and Errands				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Tell how to identify and shop for food. Discuss what you and others have. Tell what you and others are able to do or want to do.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios to describe a shopping trip and purchasing foods. Read about how, when, where French people shop. Listen to and understand information about markets and shops.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about shopping in France.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Research French foods and markets and French shopping habits.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Discuss the differences between American and French shopping habits</p>	<p>3.1 Cross-Curricular Connect French class to family arts classes.</p> <p>3.2 Target Culture Acquire, research Acquire information about a French restaurants and foods.</p>	<p>4.1 Language Compare forms and use of idiomatic expressions used to tell one's age. Compare language used to describe members of the family and to describe one's home in French and English.</p> <p>4.2 Culture Compare a French shopping habits with those of Americans.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Ability to shop for foods in markets and small shops and awareness that food holds a more important place in French life than it does in the U.S.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The verb faire in the present tense. The partitive and the definite article. The partitive forms in the negative. The verbs pouvoir and vouloir in the present tense.</p>		<p>Identifying foods. Shopping for foods.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Clothing and Fashion				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Tell how to identify and describe articles of clothing. State color and size preferences. Tell how to describe people’s activities. Compare, express opinions, and make observations.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch</p> <p>Read questions and use pictures to create scenarios to describe a shopping trip and purchasing clothings. Read about how, when, where, and for what French people shop for clothings.</p> <p>Listen to and understand information about clothing and clothing shops.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell</p> <p>Describe what others in classroom are wearing and have others guess who it is. Present an ideal outfit for school. Describe one’s personal preferences in clothing. Tell one’s favorite color for clothing items. Give personal preferences. Tell about personal characteristics in comparison with others. Tell about what is in style at the student’s school.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research</p> <p>Research French clothing and shops where clothing may be purchased. Discuss French shopping habits and clothing.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class to English class in reading “La poésie.”</p> <p>3.2 Target Culture</p> <p>Acquire, research</p> <p>Acquire information about a French clothing and shops.</p>	<p>4.1 Language</p> <p>Compare forms and use of comparative adjectives, irregular verbs between English and French</p> <p>4.2 Culture</p> <p>Compare French shopping habits with those of Americans.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out</p> <p>Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment</p> <p>Ability to shop for clothing and compare sizes in France to those of United States.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The verb mettre in the present tense. Comparative adjectives. The verbs voir and croire in the present tense.</p>		<p>Clothing. Shopping for clothes.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Air Travel and Airports				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Tell how to check in for a flight. Discuss services aboard a plane. Describe people's activities.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios to describe checking in for a flight and what happens aboard a plane. Read about a trip by students to France. Listen to and understand information about clothing and clothing shops.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about checking in for a flight. Tell about traveling on board an airplane. Present information about arrival boards in an airport.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Research travel to France.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss travel to France.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class to Science class in reading "Les sciences physiques: Le climat et le temps."</p> <p>3.2 Target Culture</p> <p>Acquire, research Research travel to France.</p>	<p>4.1 Language Compare use of regular and irregular verbs between French and English. Compare use of adjectives used to express "what/ which" and "every" in French and English.</p> <p>4.2 Culture Compare travel in France to travel in the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Ability to use language to travel to a Francophone country.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The <u><i>-ir</i></u> verbs in the present tense. Quel and tout. The verbs <u><i>sortir, partir, dormir,</i></u> and <u><i>servir</i></u> in the present tense.</p>		<p>At the airport. On board the plane.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Train Travel and Train Stations				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Tell how to purchase a ticket and request information. Tell how to use expressins related to train travel. Describe people’s activities.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read questions and use pictures to create scenarios to describe the train station, traveling by train, and what happens in a train. Listen to and understand information about the train station, train travel, and the train.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Tell about waiting for a train and the arrival of the train. Present information about one’s own train trip. Tell about traveling by train. Tell about a real or imaginary trip.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Research and discuss train travel in France.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Investigate train schedules in France. Discuss the schedules.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class to Math class in converting train schedules from the 24 hour clock to the A.M./P.M. system of indicating time.</p> <p>3.2 Target Culture</p> <p>Acquire, research</p>	<p>4.1 Language Compare use of demonstrative adjectives in French and English. Compare use of the verbs that end in –er in French and English. Compare use of the verbs lire, dire, and écrire in French and English.</p> <p>4.2 Culture</p> <p>Compare train travel and its use in other Francophone countries.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p> <p>5.2 Lifelong Enrichment Ability to use language to travel by train in a Francophone country.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The <u>–re</u> verbs in the present tense. Demonstrative adjectives. The verbs <u>dire</u>, <u>écrire</u>, and <u>lire</u> in the present tense.</p>		<p>At the train station. A trip by train. In the train</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Sports and Sporting Events				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about sports and other physical activities. Describe past actions. Ask questions.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios to describe sports and sports activities. Listen to and understand information about sports. Read questions and use pictures to create scenarios to describe past actions. Use answers and pictures to create questions.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about playing a sport. Tell about a sporting event that took place in the past. Tell about the importance of drinking water. Present information about the World Cup.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Investigate sports activities in France.</p> <p>2.2 Products and Perspectives Discuss, investigate, research</p>	<p>3.1 Cross-Curricular Connect French class with science. L'anatomie.</p> <p>3.2 Target Culture Acquire, research Research sports activities in France.</p>	<p>4.1 Language Compare the use of the past in French and English.</p> <p>4.2 Culture Compare sporting activities in France and the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The <i>passé composé</i> of regular verbs. Qui, qu'est-ce que, quoi. The verbs <i>boire, devoir, recevoir</i> in the present tense.</p>		<p>Sports and physical activities.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Summer and Winter Activities				
15 - 55 minute class periods M-F; 8 - 90 minute class periods AB Block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk summer and winter activities. Describe past actions. Make negative statements.</p> <p>1.2 Interpretive Read, listen, watch Read questions and use pictures to create scenarios to describe winter and summer activities. Read questions and use pictures to create scenarios to describe past actions. Read questions and use pictures to create scenarios that elicit negative statements.</p>	<p>1.3 Presentational Present information, tell about, tell Tell about winter and summer activities. Tell about a events that took place in the past.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Investigate winter and summer activities in France.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Investigate and discuss where activities related to winter and summer occur in France.</p>	<p>3.1 Cross-Curricular Connect French class with art. La peinture.</p> <p>3.2 Target Culture Acquire, research Research winter and summer activities that occur in France.</p>	<p>4.1 Language Compare the use of the past in French and English. Compare the use of negatives in French and English.</p> <p>4.2 Culture Compare winter and summer activities in France and the United States.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, and telephone conversations, finding articles about Francophone places and finding items labeled in French. Write a postcard to someone in French.</p> <p>5.2 Lifelong Enrichment Be able to tailor travel to France to participate in activities of interest according to the time of year.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The <i>passé composé</i> of irregular verbs. Negative words. The <i>passé composé</i> with <i>être</i></p>		<p>Summer activities. Winter activities.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>