

Chapter 1: *Salut les Copains*

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- communicate about very familiar topics
- comprehend isolated learned words and high-frequency phrases
- comprehend isolated learned words and high-frequency phrases on very familiar topics
- identify common practices within the target cultures studied
- identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied
- identify the nature of culture through comparisons of the target culture(s) and the student's own culture

CHAPTER OBJECTIVES

VOCABULARY:

- Greetings, introductions,
- leave-taking,
- numbers,
- classroom objects,
- dates, asking for help, leave-taking,

GRAMMAR:

- Subjects and verbs
- Subject pronouns
- Indefinite articles and plural of nouns
- The verb avoir and negation

CULTURE:

- Kissing or shaking hands while greeting
- Personal space and formal versus informal greetings

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- people in different countries greet each other in different ways
- French has different expressions for age and giving name

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. How do people in other countries greet each other?
2. How is it different from country to country?
3. How are French and English sentence structure different?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- greetings
- basic vocabulary for greeting and leave taking
- culturally appropriate gestures for greeting and leave taking
- correct pronunciation for reading vocabulary

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- greeting people
- introducing themselves to others
- responding to classroom directions and questions
- selecting the correct form of **tu/vous**
- asking questions about new words and phrases
- using singular definite articles with the proper nouns

Chapter 2: *Qu'est-ce qui te plaît*

LEARNING OUTCOMES:

Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- communicate greetings, introductions, leave-taking, numbers, classroom objects, dates, asking for help, leave-taking,
- comprehend isolated learned words and high-frequency phrases
- comprehend isolated learned words and high-frequency phrases on very familiar topics
- identify common practices within the target cultures studied
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CHAPTER OBJECTIVES

VOCABULARY:

- Likes and dislikes
- Ask about likes and or dislikes
- Agree and disagree
- Ask how often you do an activity
- Ask how well you do something and to ask about preferences

GRAMMAR:

- Definite articles
- ER verbs
- Irregular plurals
- Contractions with à
- Conjunctions
- Est-ce que

CULTURE:

- Music in France
- Soccer in Africa
- French language comic books
- Movies theaters in France

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- French and English change the verb to agree with the subject
- nouns have gender in French
- nouns have to have an article in French
- what is the French *liaison* in pronunciation

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. What are ways to write and say more complex sentences?
2. What are the differences in French and English sentence structure?
3. What are some differences in French/Francophone countries and American pastimes?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- er verb endings for present tense
- vocabulary for activities
- expressions to agree and disagree
- subject pronouns

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- talking about things they like and don't like with basic vocabulary
- identifying subject and verb
- changing the verb to agree with the subject of the sentence
- agreeing and disagreeing about likes and dislikes
- making questions with est-ce que

Chapter 3: Comment est ta famille?

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CHAPTER OBJECTIVES

VOCABULARY:

- Physical descriptions and personality traits
- Family and pets

GRAMMAR:

- The verb être
- Adjective agreement
- More irregular adjectives
- Possessive adjectives
- Contractions with de
- C'est versus il/elle est
- C'est versus ce sont

CULTURE:

- Last names
- Quebec

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... *(What specifically do you want students to understand? What inferences should they make?)*

- adjectives must agree in gender and number with nouns in French, with few exceptions.
- adjectives are placed after the nouns with few exceptions.
- possessive adjectives reflect the gender and number of the noun they modify.
- French and English change the verb to agree with the subject.

ESSENTIAL QUESTIONS: Students will keep considering... *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

1. How are families similar and different in the US and French speaking countries?
2. What types of activities do families do together in the US and French speaking countries?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- conjugation of avoir
- conjugation of être
- adjective agreement
- adjective placement
- possessive adjectives

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- describing themselves and others.
- talking about their family and inquire about other people's families.

Chapter 4: *Mon année scolaire*

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CHAPTER OBJECTIVES

VOCABULARY:

- School subjects
- Days of the week
- Time
- School supplies
- Colors and numbers 31-201
- Clothing vocabulary from Chapter 7

GRAMMAR:

- Re verbs
- ger and cer verbs
- Le with days of the week
- The verbs préférer, acheter
- Adjectives as nouns
- Agreement with numbers
- Demonstrative adjectives
- Interrogative adjectives

CULTURE:

- Bill 101
- 24 hour clock
- The school system

MEANING

ENDURING UNDERSTANDINGS: Students will understand that...

(What specifically do you want students to understand? What inferences should they make?)

ESSENTIAL QUESTIONS: Students will keep considering...

(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

- words for numbers are formed differently in French (seventies through nineties)
- colors are adjectives and need to agree with the item they are describing
- AM and PM are expressed differently in French
- there are major groups of verbs that follow same rules for conjugations
- demonstrative and interrogative adjectives agree with the noun they modify

1. How is school different in French-speaking countries?
2. How does culture affect the concept of time?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... *(What facts and basic concepts should students know and be able to recall?)*

- how to conjugate -RE verbs
- how to conjugate spelling change verbs
- the difference in meaning when using "le" before a day of the week

LANGUAGE SKILLS: Students will be skilled at... *(What discrete skills and processes should students be able to use?)*

- talking about school schedule and what they need for their classes.
- being able to tell, recognize and say time
- talking about the amount and color of various school supplies
- asking and answering preference questions using appropriate forms of "quel" and "ce"

Chapter 5: *Le temps libre*

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CHAPTER OBJECTIVES

VOCABULARY:

- Sports and activities
- Season and months of the year
- Places in town
- weather

GRAMMAR:

- the verb **faire**
- question words
- adverbs
- aller and the future proche
- venir and the passé récent
- idioms with avoir

CULTURE:

- school sports
- sports de glisse
- French sports teams
- La pétanque

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... (What specifically do you want students to understand? What inferences should they make?)

- a form of the verb aller and the infinitive forms a near future tense
- a form of the verb venir with de and the infinitive is a recent past tense
- the function of adverbs and their placement in a sentence
- expressions in French do not always translate directly

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

1. How do sports and activities differ in French-speaking countries from those in the US?
2. How do expression differ in French and English when talking about the weather and sports

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- question words
- weather expressions
- sports expressions
- expression with avoir and what they mean
- how to form a question with a question word

LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- conjugating the verb faire
- using question words to ask more complex questions
- talking about the weather and what they do or don't do in various seasons

Chapter 6: *Bon appétit*

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CHAPTER OBJECTIVES

VOCABULARY:

- Breakfast foods and drinks
- Place settings
- Café foods

GRAMMAR:

- The partitive
- Ir verbs
- The verb **vouloir**
- The verb **prendre**
- The imperative
- The verb **boire**

CULTURE:

- A typical breakfast
- Table manners in France
- Tipping in France
- The Euro

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... (What specifically do you want students to understand? What inferences should they make?)

- Ir verbs are one of the major verb groups
- Irregular verbs do not follow a predictable pattern
- you cannot give a command with all subject pronouns
- the differences in usage of the partitive, the definite and indefinite articles

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

1. How do meals differ in French and American cultures?
2. What are major differences in eating in a restaurant in France and US?
3. What are differences with breakfast in France and US?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- present tense of vouloir, prendre and boire
- how to form the imperative
- vocabulary for breakfast foods
- how to order food in a restaurant
- how to use prendre instead of avoir for food

LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- talking about what they do and do not eat for breakfast
- talking about eating some or a whole of something
- forming and following commands
- having a simple conversation with a waiter
- conjugating prendre and use it to order food or drink
- IR verb conjugation

Chapter 7: On fait les magasins

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CHAPTER OBJECTIVES

VOCABULARY:

- Clothing and accessories
- Sports equipment, leather goods, and jewelry
- Numbers 1,000-1,000,000

GRAMMAR:

- Demonstrative adjectives
- Interrogative adjectives
- The verb **mettre**
- The passé composé of er verbs
- The passé composé of irregular verbs
- Adverbs with the passé compose

CULTURE:

- Clothing Sizes
- Les soldes
- Des costumes traditionnels
- Le Boubou
- The senegalese franc CFA
- Bargaining in Senegal

MEANING

ENDURING UNDERSTANDINGS: Students will understand that... (What specifically do you want students to understand? What inferences should they make?)

- the past tense in French has two parts
- different countries have different monetary units
- sizes for clothing and shoes are different in different countries
- gender in nouns is used to form several parts of speech
- there are two different verbs used to say you are wearing something

ESSENTIAL QUESTIONS: Students will keep considering... (What thought-provoking questions will foster inquiry, meaning-making, and transfer?)

1. How does shopping differ in different countries?
2. How do you convert money?
3. How do you form the past tense in French?
4. What are some differences in French and English with the past tense?

ACQUISITION

ACQUIRED KNOWLEDGE: Students will know... (What facts and basic concepts should students know and be able to recall?)

- avoir conjugation is necessary to make past tense
- past participles have different forms
- irregular verbs have irregular past participles
- vocabulary for clothing and shopping

LANGUAGE SKILLS: Students will be skilled at... (What discrete skills and processes should students be able to use?)

- talking about their clothes
- having a basic conversation with a shopkeeper
- giving their opinions about clothing
- knowing the different parts of a department
- saying and write things in past tense
- how to conjugate the verb mettre