

Module Title: Asking Questions (DA1-4A.2, other resources)

Subject: French I	Grade: 9-12	Timeline: 1-1.5 Week
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Module Overview:
The student will learn about how to use interrogative words in conjunction with subjects and predicates to form French questions.
Module Objectives:
1. Students will be able to write and translate basic French sentences that could be transformed into questions. 2. Students will learn, recall, use, and form their own questions with French interrogatives and a knowledge of correct French question syntax embedded in each French interrogative.
Thematic Focus:
<ul style="list-style-type: none"> - No conversation of any value can be held without knowing the skill of how to ask and answer questions. - French question construction is similar to English question construction in that the necessary pieces are an interrogative word, a subject, and a predicated. French and English question syntax differs widely, however, and sometimes there is not a convenient direct translation of a French to English question. - To correctly answer a French question with a complete sentences answer, it is often possible to take a lot of the vocabulary from the question and restate it in the answer.
Essential Questions:
<ul style="list-style-type: none"> - How do I form regular French statements with French subject pronouns and predicates using regular and irregular verbs? - What are the French interrogatives, and do they have a 1-1 equivalent from French to English. - What are the similarities and differences between French and English question formation when it comes to syntax and meaning? - What does the antiquated nature of French questions tell me about the French culture and history? - How can I identify a French who/what/when/where/why question? How can I tell if it's a who/what/when/where/why answer?

Instructional Focus of Module:

Communication		Cultures		Grammar Eligible Content	
1.1	Students engage in conversations, provide and obtain information through their expanded ability to formulate their own questions and answers.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of French while learning antiquated ways to form a French	- irregular –RE verbs prendre and boire	- regular – IR verbs
1.2	Students understand and interpret spoken			- French versus American food vocabulary spelling and pronunciation	- Descriptions of opinions of food
				- writing, saying, and	

<p>and written French many question and answer exchanges.</p> <p>1.3 Students learn to ask about and share information, concepts, and ideas in French to an audience of listeners during multiple question and answer practice sessions.</p>	<p>question.</p>	<p>calculating prices in French euros vs. American dollars.</p>
<p>Connections</p>	<p>Comparisons</p>	<p>Communities</p>
<p>3.1 Students reinforce and further their knowledge of question formation and complete answer formation through French question and answer lessons..</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints in French questions that are antiquated.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English question and answer construction.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p>	<p>5.1 Students use French both within and beyond the school setting in working on homework regarding French questions.</p> <p>5.2 Students show evidence of becoming life-long learners by using French question formation rules as a bedrock of French conversation.</p>

Text Set:

<p>Text: DA1 – 4A.2 Interrogative words</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 120-121 material - VHL tutorial on interrogative words - p. 120-121 ex. 1-3, Essayez - WS on interrogative words, online and in workbook - white board / class question and answer construction lesson drill. <p>2-3 days</p>	<p>Writing Prompts & Assessments:</p> <ol style="list-style-type: none"> 1. White board drill 2. Communication activities 3. Ch. 4A.2 quiz
<p>Text: D'Accord 1 – Leçon 4A.2 – Communication activities on VHL website</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Use several online resources from VHL website for this unit (Info gap, communication activities, etc) to 	<p>Grammar Assessments:</p> <ol style="list-style-type: none"> 1. White board drill 2. Communication activities 3. Ch. 4A.2 quiz

<p>teach correct question formation and answer formation.</p> <p>2 days</p>	
<p>Text: DA-4A.2 quiz</p> <p>Activities:</p> <p>- Take DA1-4A.2 Test, constructed of exercises that target strengths demonstrated plus some Allez-Viens question material</p> <p>1 day</p>	
<p>Writing Instruction:</p> <p>FCAs: Writing a dialogue, creating a dialogue, using prendre, boire, and IR verbs correctly.</p> <p>Activities: All</p>	
<p>Grammar Instruction:</p> <p>FCAs: Correct spelling of food items, annotation of prices, conjugation of new verbs.</p> <p>Activities:All</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.4 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.5 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.6 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use French both within and beyond the school setting.</p>
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5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Le Temps Libre (Unite 5A Contextes, 5A.1)

Subject: French I	Grade: 9-12	Timeline: 4 Weeks (3 Weeks instructions interspersed with 2 small quizzes and a test and review days)
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Module Overview:
We will be learning about the similarities and differences between the French and American high leisure time activities, and the corresponding verb and noun and adjective vocabulary. The students will learn about the French verb "faire" and its corresponding phrases and irregular conjugation. The students will learn French adverbs and their syntactical place in sentences.
Module Objectives:
<ol style="list-style-type: none"> 1. TSWBAT correctly know, speak, write, and recognize the vocabulary for French words for leisure time activities, and ball and non-ball sports. 2. TSWBAT compare and contrast French and American words leisure time activities and French and English irregular verb and verb phrase construction. Students will learn that transliteration is sometimes the best way to translate a sentence. 3. TSWBAT write, speak, express opinions about, and comprehend another students' opinions about leisure time activities, sports, and other things. 4. TSWBAT compare and contrast French and English adverbs of frequency and their syntactical rules.
Thematic Focus:
The students will learn the intricate similarities and differences about a French and American words for leisure time activities and sports. The students will learn how to write solid opinion statements regarding free-time activities and other topics, and they will be able to write complete, correctly formed sentences employing regular -ER verbs and faire expressions, as well as turn these statements into questions and negative statements.
Essential Questions:
<ol style="list-style-type: none"> 1. How do French and English words for leisure time activities compare in English and French? Which words are cognates of English words, and which seem to be natively French phrases? 2. How do you form a question in French? What are the key French equivalent to the "5 Ws" question words? 3. How do you make a statement negative in French? 4. Which activity verbs are single verbs, and which are verb phrases? Which are regular and irregular? 5. How is the French orientation toward sports and leisure time different from or similar to the American way? 6. What is an adverb? What are common English adverbs of frequency? What are French adverbs of frequency? How does the syntax of their usage within sentences and questions differ from English? What is their syntactical rule?

Instructional Focus of Module:

<i>Communication 1.1-3</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.7 Students engage in conversations, provide and obtain information, express feelings and	2.1 Students demonstrate an understanding of the relationship between French school schedule	<ul style="list-style-type: none"> - Negative statement construction - French regular ER Verbs

<p>emotions, and exchange opinions about the leisure time activities they like and don't like. Students form conjugated ER verb and faire sentences aloud and in several written exercises.</p> <p>1.8 Students understand and interpret spoken and written French regarding their and other students' leisure time activities</p>	<p>and the place of sports in the life of a French student.</p> <p>2.2 Students demonstrate an understanding of the relationship between the French leisure time activities and their perspectives about the "laziness" of those in the American culture, as well as the French value of "work hard / play hard"</p>	<ul style="list-style-type: none"> - French interrogatives - Leveled French question structure, from informal to informal, and practice answering questions. - the French irregular verb "faire" and its phrases and usage - translation versus transliteration - French versus English adverbs of frequency, usage and placement.
Connections	Comparisons	Communities
<p>3.1 Students reinforce and further their knowledge of English grammar with an in-depth look at meaning and formation and translation of sentences using French regular ER verbs, faire expressions, and their English equivalents.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures, via the French leisure activities and school schedule, and vacation schedules.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, and hearing statements with complex formed verbs, as well as questions.</p> <p>4.2 Students demonstrate understanding of the French leisure activities by comparing them with American ones.</p>	<p>5.1 Students use French both within and beyond the school setting by applying their knowledge of French schedules to their own lives.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment as they express opinions throughout the unit about the French school system, the American school system, and the French "work hard – play hard" mentality and their orientation toward sports that are different from American favorites.</p>

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 5A pp. 146-147 Contextes</p> <p>Activities:</p> <ul style="list-style-type: none"> - speak online vocab link expression, - do pp. 147-148 ex. 1-7 after basic class practice <p>2 days</p>	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Le Football reading passage</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-5A.1 Quiz on Faire verbs - DA1 – 5A contextes and 5A.1 Modified Unit Test
<p>Text: DA1-2B Contextes Student Vocab Sheet, corresponding curriculum worksheets online and workbook.</p> <p>Activities: Students copy the vocab from pp. 146-148, translating from picture rather than</p>	

<p>English for definitions for some complete curriculum worksheet as a class or for homework.</p> <ul style="list-style-type: none"> - Play Memory game for vocabulary <p>3-4 days</p>	
<p>Text: Roman-Photo pp. 150-151 / on VHL DVD or website for Unite 5A "Au parc"</p> <p>Activities: Multiple views watching/WS comp.</p> <p>One day</p>	<p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-5A.1 Quiz on Faire verbs - DA1 – 5A contextes and 5A.1 Modified Unit Test
<p>Text: DA1-2A pp. 152-153 – Lecture. "Le foot"</p> <p>Activities:</p> <ul style="list-style-type: none"> - Student pre-read / Teacher read / Independent read - Write down 5 things you learned about the French l"football" - p.152 ex. 1 Repondez, after multiple views and class discussion - fix falses (in notebook) <p>One day</p>	<p>Grammar Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-5A.1 Quiz on Faire verbs - DA1 – 5A contextes and 5A.1 Modified Unit Test
<p>Text: DA1-5A.1 "The verb faire" pp. 154-155</p> <p>Activities:</p> <ul style="list-style-type: none"> - copy faire verb chart - learn the rap for the faire chart - make a two-column list for the faire expressions - Learn charades for verbs - watch tutorial on faire verb phrases, formation and their translation - do p. 154-155 ex. 1-4 - Play faire phrase dice game for sentence formation practice - do WS, teacher-generated and curriculum generated, to practice the vocabulary. - Do a sentence forming dice day, making sure to make a race, do translation. <p>5-7 Days</p>	
<p>Text: DA1-5A.1 "The verb faire" DA1-2B.1 Quiz</p> <p>Activities:</p> <p>Review for and then administer quiz on faire and faire expressions</p> <p>2 days</p>	
<p>Text: Test: DA1-5A Quest (Modified Quiz and test, excluding the -IR verb conjugation skill.</p> <p>Activities:</p> <p>Prepare for and then administer Unit Exam on chapter 5A. One day minimum for review that is based on quiz exercises. Optional Jeopardy</p>	

game. 2-3 days	
Writing Instruction: FCAs: Correct spelling and ordering faire and ER verb conjugation sentences, negative statements, and interrogatives. Activities: All activities	
Grammar Instruction: FCAs: see writing. Activities: All activities	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.9 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.10 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.11 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use French both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.</p>
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Module Title: IR Irregular Verb Conjugation (sortir, partir, dormir, servir, sentir, courir) (Unit 5A.2, Extra Resources)

Subject: French I	Grade: 9-12	Timeline: 1-1.5 Week
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Module Overview:
The student will learn about how to use form irregular IR verbs as well as what several common IR verbs are, and how they compare and contrast with regular IR verbs, ER verbs, other irregular verbs, and English present tense conjugation.
Module Objectives:
1. Students will be able to write and translate basic French sentences using irregular –IR verbs. 2. Students will learn, recall, use, and form their own sentences using irregular –IR verbs and previous knowledge. 3. Students will be able to compare and contrast irregular IR verbs with regular IR verbs, with ER verbs, and with other irregular verbs, as well as continue comparing French and English present tense conjugation and meaning.
Thematic Focus:
- Irregular IR verbs are a common type of IR verb, and each type of them has its own chart that needs to be memorized.
Essential Questions:
- How do I form irregular French –IR verbs given the actor? - What are the similarities and differences between French and English present tense formation and meaning that can help in translating between the languages? (helping verbs or lack thereof, different modes, etc.) - How can I identify an irregular -IR verb? How do they differ in look and formation from ER verbs? From regular –IR verbs? From other irregular verbs? Which is more common in the French language?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.12 Students engage in conversations, provide and obtain information through their expanded ability to formulate their sentences using irregular -IR verbs.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French when learning about the similarities and differences between French and English present tense conjugation.	-irregular IR verb conjugation and sentence translation.
1.13 Students understand and interpret spoken and written French that includes irregular -IR Verbs		
1.14 Students learn to ask about and share		

information in French using irregular -IR verbs.		
Connections	Comparisons	Communities
<p>3.1 Students reinforce and further their knowledge of verb conjugation, correct sentence formation, and their ability to compare and contrast French and English sentence syntax.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints in French sentences that require less words and no helping verbs to convey the present tense.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English question and answer construction using IR verbs.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p>	<p>5.1 Students use French both within and beyond the school setting in working on homework regarding irregular -IR verbs</p> <p>5.2 Students show evidence of becoming life-long learners by using French irregular -IR verb formation rules as a bedrock of French conversation.</p>

Text Set:

<p>Text: DA1 – 5A.2 Irregular -ir verbs</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 156-157 material - VHL tutorial on Irregular IR verbs - p. 156-157 ex. 1-3, Essayez - WS on irregular IR verbs, online and in workbook - white board / class question and answer construction lesson drill. <p>2-3 days</p>	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> 4. White board drill 5. Communication activities 6. Ch. 5A.2 quiz
<p>Text: D'Accord 1 – Leçon 5A.2 – Communication activities on VHL website</p> <p>Activities:</p> <ul style="list-style-type: none"> 2. Use several online resources from VHL website for this unit (Info gap, communication activities, etc) to teach correct irregular -IR verb usage in sentence and question formation. 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> 4. White board drill 5. Communication activities 6. Ch. 5A.2 quiz

2 days	
Text: DA-5A.2 review and quiz Activities: - Take DA1-5A.2 review and Test, constructed of exercises that target strengths demonstrated	
2 days	
Writing Instruction: FCAs: Writing correct irregular -IR verb conjugation in multiple close activities, dialogues, class notes, and other activities correctly. Activities: All	
Grammar Instruction: FCAs: Correct spelling of irregular -IR verbs Activities: All	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.15 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.16 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.17 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use French both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.</p>

**Module Title: Quel temps fait-il? (Season, weather, months, dates, numbers 101 and higher)
(Unite 5B Contextes, 5B.1)**

Subject: French I	Grade: 9-12	Timeline: 3 Weeks
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Module Overview:
We will be learning about the similarities and differences between the French and English words for seasons, weather, months, and dates; and we will be learning to write, read, speak, and listen to descriptions of these things throughout the lesson.
Module Objectives:
<ol style="list-style-type: none"> 5. TSWBAT correctly know, speak, write, hear and understand the vocabulary words regarding seasons, weather, months, dates, and numbers higher than 101. 6. TSWBAT compare and contrast French and American words for seasons, weather, months, and dates, and will be able to distinguish between false and true cognates, as well as learn the Roman history behind some of this vocabulary. 7. TSWBAT apply this knowledge in many class activities as well as every day of their lives after this unit as they express the date, season, or weather on any given future date.
Thematic Focus:
The students will learn the intricate similarities and differences about a French and English words for seasons, weather, months, dates, and numbers over 101; and will be able to show mastery in reading, writing, speaking, and hearing descriptions of these things for the rest of their lives.
Essential Questions:
<ol style="list-style-type: none"> 7. How and why are French words for seasons, weather, months, dates, and numbers higher than 101 similar to English/American ones? How and why are they different? 8. What is the history behind some of the naming of the months and seasons in French and English? 9. How does my previous knowledge of how to form French numbers 1-100 help me in forming French numbers over 101? 10. How can I expand my knowledge of English words by learning French ones? 11. How is the way weather is expressed in fixed expressions using "faire" or verbs for precipitation different than the construction of English weather expressions? Can these be altered or must they simply be memorized? 12. How are Fahrenheit and Celsius different systems of temperature measurement? How do you convert between the two? 13. How do I correctly express the full date in English, versus how I correctly express it, long and shorthand, in French?

Instructional Focus of Module:

<i>Communication 1.1-3</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.18 Students engage in conversations, provide and obtain information regarding the date, weather, season, and month that is being discussed.	2.1 Students demonstrate an understanding of the relationship between French words for months and seasons and their cultural and historical inheritance from the Romans, some of which has transferred also into the English language.	- weather expression formation using "faire" or a precipitation verb. - Cognate and false cognate words found in French versus English words for seasons, months, weather, date, and numbers expressions.
1.19 Students understand and interpret spoken and written French regarding		

seasons, dates, months, and numbers over 101.		
Connections	Comparisons	Communities
a. Students reinforce and further their knowledge of English vocabulary by learning the French names for seasons, weather, dates, and months.	4.1 Students demonstrate understanding of the nature of language through comparisons between French and English ways of expressing seasons, months, weather, and dates, Fahrenheit versus Celsius temperature readings and their conversions, as well as in the construction of numbers from 1-?	5.2 Students show evidence of becoming life-long learners by using French to express information about weather, seasons, months, dates, Fahrenheit versus Celsius conversions, and numbers from 1 to one billion in their regular life as longtime language users.

Text Set:

<p>Anchor Text: D' Accord 1 – Leçon 5B pp. 160-161 Contextes</p> <p>Activities:</p> <ul style="list-style-type: none"> - speak online vocab link expression - copy the vocab from pp. 160-161 - do daily journals regarding the day, date, month, and weather, moving from French to English to set a habit of following this pattern - do pp. 161 ex. 1-3 after basic class practice - do workbook and online worksheets to practice material. - teach and practice the difference between Fahrenheit and Celsius expressions of temperature, and how to easily convert between the two when travelling in a foreign country. Teach also which countries use which measurement system. - have mini class conversations about the day, season, date, etc. in class. - do p. 162 ex. 4, and have a conversation with a classmate 	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework, oral writing and presentation.</p> <p>Lecture passage</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1 – 5B / 5B.1 Quest
	<p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework, oral writing and presentation.</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1 – 5B / 5B.1 Quest

<p>4-6 days</p> <p>Text: Roman-Photo pp. 164-165 / on VHL DVD or website for Unite 5B "Quel temps !"</p> <p>Activities: Multiple views watching/WS comp. One day</p> <p>Text: DA1-5B – pp. 166-167 – Lecture – "Les jardins publiques" (Optional, also with slang weather vocabulary)</p> <p>Activities: p. 166 ex. 1 after multiple views and class discussion. Perhaps jigsaw with p. 167 material. One day</p> <p>Text: DA1 – 5B.1 Numbers 101 and higher</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 168-169 material - VHL tutorial on numbers 101 and higher - p. 168-169 ex. 1-4, Essayez - WS on Numbers 101 and higher, online and in workbook <p>2-3 days</p> <p>Text: DA1-5B/5B.1 Quest</p> <p>Activities:</p> <p>Prepare then take the test constructed for students on seasons, weather, months, dates, and numbers higher than 101</p> <p>2-3 days</p> <p>Writing and Grammar Instruction:</p> <p>FCAs: Correct spelling of months, seasons, weather, and date expressions as well as numbers 101 and higher.</p> <ul style="list-style-type: none"> - Correct conversion between Fahrenheit and Celsius temperatures. 	<p>Grammar Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1 – 5B / 5B.1 Quest
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Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p>	
1.20	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.21	Students understand and interpret spoken and written French on a variety of topics.
1.22	Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics
<p><u>Cultures</u></p>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.
<p><u>Connections</u></p>	

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Spelling Change –ER Verbs (acheter, esperer, envoyer, etc.) (Unite 5B.2, Extra Resources)

Subject: French I	Grade: 9-12	Timeline: 1-1.5 Week
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Module Overview:
The student will learn about how to use form spelling-change -er verbs as well as what several common IR verbs are, and how they compare and contrast with regular IR verbs, ER verbs, other irregular verbs, and English present tense conjugation.
Module Objectives:
<ol style="list-style-type: none"> 1. Students will be able to write and translate basic French sentences using spelling-change -er verbs. 2. Students will learn, recall, use, and form their own sentences using spelling-change -er verbs and previous knowledge. 3. Students will be able to compare and contrast spelling-change -er verbs with regular ER verbs, with IR verbs, and with other irregular verbs, as well as continue comparing French and English present tense conjugation and meaning.
Thematic Focus:
<ul style="list-style-type: none"> - Spelling-change -er verbs are a tricky form of almost-regular ER verbs, and each type of them has its own chart that needs to be memorized.
Essential Questions:
<ul style="list-style-type: none"> - How do I form spelling-change -er verbs given the actor? - What are the similarities and differences between French and English present tense formation and meaning that can help in translating between the languages? (helping verbs or lack thereof, different modes, etc.) - How can I identify a spelling-change -er verbs? How do they differ in look and formation from ER verbs? From regular –IR verbs? From other irregular verbs? Which is more common in the French language?

Instructional Focus of Module:

Communication	Cultures	Grammar Eligible Content
1.23 Students engage in conversations, provide and obtain information through their expanded ability to formulate their sentences using spelling-change -er verbs.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French when learning about the similarities and differences between French and English present tense conjugation.	-irregular IR verb conjugation and sentence translation.
1.24 Students understand and interpret spoken and written French that includes spelling-change -er verbs		

1.25	Students learn to ask about and share information in French using spelling-change -er verbs.		
Connections		Comparisons	
3.1	Students reinforce and further their knowledge of verb conjugation, correct sentence formation, and their ability to compare and contrast French and English sentence syntax.	4.1	Students demonstrate understanding of the nature of language through comparisons between French and English question and answer construction spelling-change -er verbs.
3.2	Students acquire information and recognize the distinctive viewpoints in French sentences that require less words and no helping verbs to convey the present tense.	4.2	Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.
			5.1
			5.2
			Students use French both within and beyond the school setting in working on homework regarding spelling-change -er verbs.
			Students show evidence of becoming life-long learners by using French spelling-change -er verbs formation rules as a bedrock of French conversation.

Text Set:

<p>Text: DA1 – 5B.2 Spelling-change -er verbs</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 170-171 material - VHL tutorial on Spelling-change -er verbs - p. 170-171 ex. 1-3, Essayez - WS on spelling-change -er verbs, online and in workbook - white board / class question and answer construction lesson drill. <p>2-3 days</p>	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> 7. White board drill 8. Communication activities 9. Ch. 5B.2 quiz
<p>Text: D' Accord 1 – Leçon 5B.2 – Communication activities on VHL website</p> <p>Activities:</p> <ul style="list-style-type: none"> 3. Use several online resources from VHL website for this unit (Info gap, communication activities, etc) to teach correct spelling-change -er 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> 7. White board drill 8. Communication activities 9. Ch. 5B.2 quiz

<p>verbs usage in sentence and question formation.</p> <p>2 days</p>	
<p>Text: DA-5B.2 review and quiz</p> <p>Activities:</p> <p>- Take DA1-5B.2 review and Test, constructed of exercises that target strengths demonstrated</p> <p>2 days</p>	
<p>Writing Instruction:</p> <p>FCAs: Writing correct spelling-change -er verbs conjugation in multiple close activities, dialogues, class notes, and other activities correctly.</p> <p>Activities: All</p>	
<p>Grammar Instruction:</p> <p>FCAs: Correct spelling of spelling-change -er verbs</p> <p>Activities:All</p>	

Ongoing Standards Addressed in This Unit:

Communication

- 1.26 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.27 Students understand and interpret spoken and written French on a variety of topics.
- 1.28 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Les Fêtes et Etapes de la vie! (Party and Life Stage vocabulary ; Demonstrative Adjectives) 6A ; 6A.1

Subject: French I	Grade: 9-12	Timeline: 5 Weeks
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Module Overview:

The student will learn about the similarities and differences between French and American life stage and party vocabulary. The students will compare and contrast French and English demonstrative adjectives, given the presence of gendered nouns in French, and they will associate them to previous skills learned with definite and indefinite articles.

Module Objectives:

1. Students will be able to describe in French the basic elements of a French friend and family party, and will also be able to describe how these festivities compare and contrast to an American friend and family party.
2. Students will be able to find cognates and different words to describe life stages in the vocabulary, and they will be able to correctly read, write, hear, and speak these terminologies in full sentences and class drill.
3. Students will be able to correctly use French demonstrative adjectives, and will make appropriate connections between these and the definite and indefinite articles they have learned, as well as compare and contrast these words with the English "this/that/these/those" and expressions for items that are close at hand and far away.

Thematic Focus:

- To be French is to be intimately connected with food and cuisine
- The French and English words for many food items, restaurant terminologies, and culinary practices and terms are linked because many English terms come from French words for foods.
- Some French and English words for foods food items, party items, and life stages come from our shared heritage. The French have a different orientation toward the use of alcohol in their meals and celebrations, however.
- Politeness is a deeply ingrained French value, and traditions around food are a big piece of this politeness.
- The French enjoy celebrations just as much as Americans do, but their celebrations tend to be a bit more understated / refined than American celebrations.
- French and English demonstrative adjectives are dissimilar in both form and some of their function.

Essential Questions:

- Do the American and French cultures value the role of food and drink in our celebrations equally?
- What similarities and differences are there between French and American terminologies regarding food items?
- What is the rhythm of French family and friend celebrations versus American ones?
- How can using and learning French culinary terms help me assimilate into a new culture?
- How has French culture shaped American culinary language?
- How can I express all the life stages in French? Do they mean the same as English life stages? How are they spelled similarly or differently? Which are true or false cognates?

- How are French and English demonstrative adjectives different in meaning, form, and function? How are they similar?

Instructional Focus of Module:

Communication		Cultures	Grammar Eligible Content
1.29	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions using party and life stage vocabulary.	2.1	<ul style="list-style-type: none"> - Demonstrative adjectives. - the difference between marital status as noun or adjective - cognates in party and life stage vocabulary.
1.30	Students understand and interpret spoken and written French in an article and video about French celebrations.	2.2	
1.31	Students present information, concepts, and ideas in French to an audience of listeners during their class activities.		
Connections		Comparisons	Communities
3.1	Students reinforce and further their knowledge of verbs and nouns by learning party and lifestage vocabulary.	4.1	5.1 Students use French both within and beyond the school setting by talking about their own celebrations. 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and celebrations and expression information about life stages.
3.2	Students acquire information and recognize the distinctive viewpoints in French versus American celebrations.	4.2	

Text Set:

Anchor Text: D'Accord 1, Leçon 6A (pp.	Reading Assessments:
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<p>182-183, Contextes)</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Students will complete teacher-provided vocabulary sheet with picture and space for extra vocabulary 2. VHL active site for authentic French pronunciations and class mastery 3. Contextes worksheets for 6A from workbook and online 4. p. 182-183 book practice exercises 5. Roman-Photo 6A pp. 186-187 – pre-read; watch multiple views, fill out worksheet from workbook. <p>5-7 days</p>	<ol style="list-style-type: none"> 1. All written activities. 2. Culture reading – Carnaval and 14 juillet 3. DA-6A-6A.1 Quest
<p>Text: D'Accord 1 – Leçon 6A Culture à la Loupe – Le carnaval</p> <p>Activities:</p> <ol style="list-style-type: none"> 4. Flash culture video/WS 5. Read articles in book p. 188-189 6. Jigsaw 7. Do p. 188-189 ex. 1,2 in groups, check as class. <p>1 day</p>	<p>Writing Prompts & Assessments:</p> <ol style="list-style-type: none"> 10. All written activities. 11. DA-6A-6A.1 Quest
<p>Text: DA1 – 6A.1 Demonstrative Adjectives</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 190-191 material - VHL tutorial on prendre, boire, and partitives - p. 190-191 ex. 1-4 ex. 1-3, Essayez - WS on demonstrative adjectives from workbook. - Teacher-created worksheet on Demonstrative adjectives, pairing them with school-related items for easy mastery. <p>2-3 days</p>	<p>Grammar Assessments:</p> <ol style="list-style-type: none"> 10. Café translate 11. Café script 12. Dice and white board days 13. Ch. 4B test
<p>Text : Writing Worksheet : Ma fete préférée</p> <p>Activities:</p> <p>Students take a day to write all about their</p>	

<p>favorite holiday, making sure to include 4 food or drink items, 2 verbs from Contextes, 2 life stage vocabulary words, and 2 demonstrative adjectives.</p>	
<p>Text: DA-6A contextes-6B.1 review</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Focused review document 2. White board review day 3. Jeopardy day <p>2-3 days</p>	
<p>Text: DA-6A-6A.1 Quest</p> <p>Activities:</p> <p>- Take Quest.</p> <p>1 day</p>	
<p>Writing Instruction:</p> <p>FCAs: Writing sentences and paragraphs and interviews using party and life stage vocabulary and demonstrative adjectives appropriately.</p> <p>Activities: All</p>	
<p>Grammar Instruction:</p> <p>FCAs: Correct spelling of party and lifestage and demonstrative adjective vocabulary.</p> <p>Activities:All</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.32 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.33 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.34 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons</p>

between French and English.

- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.

- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: The Passé composé with avoir (Unit 6A.2, Extra Resources)

Subject: French I	Grade: 9-12	Timeline: 2 Weeks
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Module Overview:
The student will learn about how to use and form regular and irregular verbs in the passé composé with avoir.
Module Objectives:
<ol style="list-style-type: none"> 1. Students will be able to write and translate basic French sentences using regular and irregular verbs in the passé composé with avoir. 2. Students will learn, recall, use, and form their own sentences using regular and irregular verbs in the passé composé with avoir. 3. Students will be able to compare and contrast regular and irregular verbs in the passé composé with avoir with French and English present and English past verb construction.
Thematic Focus:
<ul style="list-style-type: none"> - regular and irregular verbs can be formed in the passé composé with avoir, and each type of verb has their own set of rules that must be followed.
Essential Questions:
<ul style="list-style-type: none"> - How do I form regular and irregular verbs in the passé composé with avoir? - What are the similarities and differences between French and English present and past tenses? When I form regular and irregular verbs in the passé composé with avoir, how does this formation differ from French and English present and English composite past tense? - Why there are helping verbs in French passé composé but not in French present tense? Why is this opposite to English rules? - What types of past usage are covered when forming a verb in the passe compse with avoir? - Will "avoir" be the only helping verb for French passe composé verbs? - How many irregular past participles are there? How do I know if a past participle will be regular or irregular?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.35 Students engage in conversations, provide and obtain information through their expanded ability to formulate their sentences using regular and irregular verbs in the passé composé with avoir.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French when learning about the similarities and differences between French and English present tense	-irregular IR verb conjugation and sentence translation.
1.36 Students understand		

<p>and interpret spoken and written French that regular and irregular verbs in the passé compose with avoir.</p> <p>1.37 Students learn to ask about and share information in French using regular and irregular verbs in the passé compose with avoir.</p>	<p>conjugation.</p>	
Connections	Comparisons	Communities
<p>3.1 Students reinforce and further their knowledge of verb conjugation, correct sentence formation, and their ability to compare and contrast French and English sentence syntax.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints in French sentences that require less words and no helping verbs to convey the past tense.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English question and answer construction using regular and irregular verbs in the passé compose with avoir.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p>	<p>5.1 Students use French both within and beyond the school setting in working on homework regarding regular and irregular verbs in the passé compose with avoir.</p> <p>5.2 Students show evidence of becoming life-long learners by using French regular and irregular verbs in the passé compose with avoir formation rules as a bedrock of French conversation.</p>

Text Set:

<p>Text: DA1 – 6A.2 Irregular –ir verbs</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 192-193 material - VHL tutorial on regular and irregular verbs in the passé compose with avoir. - p. 192-193 ex. 1-3, Essayez - WS on regular and irregular verbs in the passé compose with avoir., online and in workbook - white board / class question and answer construction lesson drill. - Multiple teacher-constructed worksheets 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> 12. White board drill 13. Communication activities 14. Ch. 6A.2 quiz <hr/> <p>Grammar Assessments:</p> <ul style="list-style-type: none"> 14. White board drill 15. Communication activities
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<p>for additional practice. 4-5 days</p>	<p>16. Ch. 6A.2 quiz</p>
<p>Text: D'Accord 1 – Leçon 6A.2 – Communication activities on VHL website Activities: 8. Use several online resources from VHL website for this unit (Info gap, communication activities, etc) to teach correct regular and irregular verbs in the passé composé with avoir usage in sentence and question formation.</p> <p>2 days</p>	
<p>Text: DA-6A.2 review and quiz Activities: - Play ER verb strip and dice game as a series of competitive rounds for mastery. - Take DA1-6A.2 review and Test, constructed of exercises that target strengths demonstrated</p> <p>3-4 days</p>	
<p>Writing Instruction: FCAs: Writing correct regular and irregular verbs in the passé composé with avoir conjugation in multiple close activities, dialogues, class notes, and other activities correctly. Activities: All</p>	
<p>Grammar Instruction: FCAs: Correct spelling of regular and irregular verbs in the passé composé with avoir. Activities: All</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u> 1.38 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.39 Students understand and interpret spoken and written French on a variety of topics. 1.40 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationship between the practices</p>

and perspectives of francophone cultures.

- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Très Chic (Clothing, colors, and indirect object pronouns) D'Accord 1 – Leçon 6B/6B.1

Subject: French I	Grade: 9-12	Timeline: Level 1, 2-3 weeks
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Module Overview:

In this module we will learn how to describe clothing items, colors, and use indirect object pronouns.

Module Objectives:

1. The students will be able to (TSWBAT) identify, describe, read, spell, hear, and write words for clothing items, colors, verbs and adjectives that accompany describing clothing and what someone is wearing, and they will be able do to the same with usage and spelling of indirect object pronouns.
2. TSWBAT to describe people and objects in their everyday world with simple French cognate and non-cognate words for clothing, colors, clothing verbs and adjectives, and indirect object pronouns.
3. The students will be able to show in presentations, journals, games and class discussion that they understand the similarities and differences between French and English adjectives, clothing items, colors, verbs, and indirect object pronouns.

Thematic Focus:

1. The French words for clothing, colors, and adjectives are sometimes English cognates and sometimes original French words. Sometimes, the cognates originate in French, sometimes in English.
2. French and English indirect object pronouns have similar and different forms, functions, and placement rules in the sentences.
3. French and English both have regular and irregular verbs, nouns, and adjectives, which need to be learned and memorized.

Essential Questions:

1. How are French cognates similar to their English counterparts? How are they different?
2. How does my knowledge of English help my knowledge of French, and vice versa? What do I need to watch out for that may confuse me?
3. What is an irregular verb in English? In French? How do I memorize them and use them?
4. How are French adjectives spelled and where are they placed in relation to French nouns?
5. Which words for items and people in the classroom are similar in French and English? Different? How can I guess what a word in French might mean using my English knowledge?
6. What am I learning about French phonics in this lesson?
7. Which French words for items of clothing and colors originated in French? Which originated in English? How can I tell? What have Americans borrowed from the French in terms of color, clothing, and fashion vocabulary?
8. What is the form and function of French and English indirect object pronouns? What are the similarities and differences between them?

Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.41	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions and items and people while they discuss clothing and colors.	2.1	<p>French/English cognate clothing and color vocabulary.</p> <p>False cognates</p> <p>- correct adjective placement after the noun, and correct handling of more complex adjectival phrasing.</p>
1.42	Students understand and interpret spoken and written French in regard to clothing and color vocabulary.	2.2	
1.43	Students present information, concepts, and ideas in French to an audience of listeners or readers regarding descriptions and opinions about people, their clothing and fashion choices, in a classroom.		
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>
3.1	Students acquire information and recognize the distinctive viewpoints that are only available through the French language when it comes to non-cognate clothing and color vocabulary, as well as the usage and form of indirect object pronouns.	4.1	5.2 Students demonstrate becoming lifelong French learners and users by learning to describe and express opinions about people and objects in their everyday world.
		4.2	

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 6B pp. 196-197 Contextes</p> <p>Activities:</p> <ul style="list-style-type: none"> - speak online vocab link expression, do pp. 197-198 exercises after vocabulary practice. - Students copy the vocab from pp. 196-197 	<p>Reading Assessments:</p> <ul style="list-style-type: none"> Lecture – La Mode en France Class Look-Book reading
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<p>onto clothing and accessory flashcards as well as an “extra vocabulary” list including color and extra clothing and accessory vocabulary.</p> <ul style="list-style-type: none"> - student engage in several days of drill games for memorizing clothing vocabulary with their flashcards, and this skill is then expanded in class notes on describing clothing color, cut, and fit. - WS for 6B contextes from Workbook / Online 5-7 days 	<p>DA1-6B Contextes / 6B.1 Test</p> <p>Writing Prompts & Assessments:</p> <p>All class writing exercises</p> <p>Class Look-Book reading</p> <p>Whiteboard day</p> <p>DA1-6B Contextes / 6B.1 Test</p>	
<p>Text: Mon ensemble préférée</p> <p>Activities:</p> <ul style="list-style-type: none"> - Students draw and label a drawing of themselves wearing their favorite outfit. - Students write a detailed paragraph about the outfit they are wearing, detailed descriptions of each item, and why they chose that outfit as their favorite. - Students share their favorite outfits with classmates, and comment with compliments on others’ outfits. - A class “look-book” is created featuring each outfit. <p>2-3days</p>	<p>Grammar Assessments:</p> <p>All class writing exercises</p> <p>Class Look-Book reading</p> <p>Whiteboard day</p> <p>DA1-6B Contextes / 6B.1 Test</p>	
<p>Text: Roman-Photo pp. 200-201 / on VHL DVD or website for Unite 6B “L’Anniversaire”</p> <p>Activities: Multiple views watching/WS comp.</p> <p>1 day</p>		
<p>Text: DA1-6B pp. 202-203 – Lecture, “La Mode en France?”</p> <p>Activities:</p> <ul style="list-style-type: none"> - Cultural Web: Journal on what things are currently fashionable for kids to wear and whether or not students feel that French or American people are more stylish in their clothing choices. - read article and fill in KWL chart for what they learn about French fashion. - p.202 ex. 1, class discussion on fashion, <p>1 day</p>		
<p>Text: DA1-6B.1 Structures, Indirect Object Pronouns</p> <p>Activities:</p> <ul style="list-style-type: none"> - Class notes on pp. 204-205 - VHL tutorial on indirect object pronouns. - pp. 204-205 exercises and Essayez 		

<p>- Workbook and online worksheets 3-4 days</p>	
<p>Text: White Board day – Descriptions Activities: Spend a day writing sentences describing different outfits and working in indirect object pronouns in questions and answers. 1 day</p>	
<p>Text: DA1-6B Contextes / 6B.1 Test Activities: - Review for DA1-6B Contextes / 6B.1 Test with review sheet and class practice - Take Test 2 days</p>	
<p>Writing and Grammar Instruction: FCAs: write description sentences that include correct usage and spelling of clothing, color, verb, adjective, and indirect object pronouns. Activities: all</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.44 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.45 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.46 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use French both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.</p>

Module Title: RE Regular and irregular Verb Conjugation (Unite 6B.2, Extra Resources)

Subject: French I	Grade: 9-12	Timeline: 2 Weeks
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Module Overview:

The student will learn about how to use form regular -RE verbs as well as what several common IR verbs are, and how they compare and contrast with ER verbs and English present tense conjugation.

Module Objectives:

1. Students will be able to write and translate basic French sentences using regular and irregular –IR verbs.
2. Students will learn, recall, use, and form their own sentences using regular -RE verbs and previous knowledge.
3. Students will be able to compare and contrast regular and irregular –IR verbs with ER verbs, as well as continue comparing French and English present tense conjugation and meaning.

Thematic Focus:

IR verbs are one of the three most important types of verbs to learn in French, and learning their pattern and rules will help a student conjugate any regular and irregular –IR verbs they encounter in the future.

Essential Questions:

- How do I form regular French regular and irregular –IR verbs given the actor?
- What are the similarities and differences between French and English present tense formation and meaning that can help in translating between the languages? (helping verbs or lack thereof, different modes, etc.)
 - How can I identify regular and irregular –IR verbs? How do they differ in look and formation from ER verbs? Which is more common in the French language?
 - What are the different styles of irregular –RE verbs, and what are their patterns?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.47 Students engage in conversations, provide and obtain information through their expanded ability to formulate their sentences using regular and irregular – IR verbs Students understand and interpret spoken and written French that includes regular and irregular –IR verbs	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French when learning about the similarities and differences between French and English present tense conjugation.	- regular and irregular –IR verbs conjugation and sentence translation.

1.48	Students learn to ask about and share information in French using regular and irregular –IR verbs.		
Connections		Comparisons	
3.1	Students reinforce and further their knowledge of verb conjugation, correct sentence formation, and their ability to compare and contrast French and English sentence syntax.	4.1	Students demonstrate understanding of the nature of language through comparisons between French and English question and answer construction using regular and irregular –IR verbs
3.2	Students acquire information and recognize the distinctive viewpoints in French sentences that require less words and no helping verbs to convey the present tense.	4.2	Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.
		5.1	Students use French both within and beyond the school setting in working on homework regarding French regular and irregular –IR verbs
		5.2	Students show evidence of becoming life-long learners by using French regular and irregular –IR verbs formation rules as a bedrock of French conversation.

Text Set:

<p>Text: DA1 – 6B.2 Regular and irregular –IR verbs pp. 206-207</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on pp. 206-207 material - VHL tutorial on regular and irregular –IR verbs - p. 134-135 ex. 1-3, Essayez - WS on regular and irregular –IR verbs, online and in workbook - white board / class question and answer construction lesson drill. <p>2-4 days</p>	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> 15. White board drill 16. Communication activities 17. Ch. 6B.2 quiz
<p>Text: D'Accord 1 – Leçon 6B.2 – Communication activities on VHL website</p> <p>Activities:</p> <ul style="list-style-type: none"> 9. Use several online resources from VHL website for this unit (Info gap, 	<p>Grammar Assessments:</p> <ul style="list-style-type: none"> 17. White board drill 18. Communication activities 19. Ch. 6B.2 quiz

<p>communication activities, etc) to teach correct regular and irregular – IR verbs usage in sentence and question formation.</p> <p>3 days</p>	
<p>Text: DA-6B.2 review and quiz</p> <p>Activities:</p> <p>- Take DA1-6B.2 review and Test, constructed of exercises that target strengths demonstrated</p> <p>2 days</p>	
<p>Writing Instruction:</p> <p>FCAs: Writing correct regular and irregular –IR verbs conjugation in multiple close activities, dialogues, class notes, and other activities correctly.</p> <p>Activities: All</p>	
<p>Grammar Instruction:</p> <p>FCAs: Correct spelling of regular and irregular –IR verbs –IR verbs</p> <p>Activities:All</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.49 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.50 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.51 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p> <p><u>Communities</u></p>

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Bon voyage ! (Unite 7A Contextes)

Subject: French I	Grade: 9-12	Timeline: 2 Weeks
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Module Overview:
We will be learning about the similarities and differences between the French and American words for travel and transport vocabulary, as well as nation and nationality nouns and adjectives.
Module Objectives:
<ol style="list-style-type: none"> 8. TSWBAT correctly know, speak, write, and recognize the vocabulary for French nouns and verbs having to do with travel, transportation, nations, and nationalities. 9. TSWBAT compare and contrast French and American customs experiences and will learn about what it's like to travel internationally. 10. TSWBAT write, speak, express opinions about, and comprehend another students' opinions about travel. 11. TSWBAT compare and contrast French and English nouns and adjectives for nations and nationalities, and learn correct prepositional pairing with feminine vs. masculine countries.
Thematic Focus:
The students will learn the intricate similarities and differences about a French and American words nouns and verbs having to do with travel, transportation, nations, and nationalities. The students will learn how to write solid sentences and paragraphs about travelling international, and will be able to express each step of the voyage in French.
Essential Questions:
<ol style="list-style-type: none"> 14. How do French and English nouns and verbs having to do with travel, transportation, nations, and nationalities compare in English and French? Which words are cognates of English words, and which seem to be natively French phrases? 15. Which activity verbs for travelling are single verbs, and which are verb phrases? Which are regular and irregular? 16. How is the French orientation toward tourism and travel different from or similar to the American way? 17. What are the French adjectives of nationality, and how do they different from English adjectives of nationality? What are the correct prepositions to use with different French words for countries?

Instructional Focus of Module:

<i>Communication 1.1-3</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
12. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions about French nouns and verbs having to do with travel, transportation, nations, and nationalities. 1.52 Students form	<ol style="list-style-type: none"> 2.1 Students demonstrate an understanding of the relationship between the French economy and its value of excellent tourism. 2.2 Students demonstrate an understanding of the relationship between the French view of vacationing and tourism 	<ul style="list-style-type: none"> - False and true cognates in French nouns and verbs having to do with travel, transportation, nations, and nationalities. - the French irregular verb "faire" and its phrases and usage - translation versus transliteration

<p>conjugated ER verb and faire sentences aloud and in several written exercises, in present and past.</p> <p>13. Students understand and interpret spoken and written French regarding French nouns and verbs having to do with travel, transportation, nations, and nationalities.</p> <p>1.53</p>	<p>versus American views.</p>	<p>- correct prepositional pairing with feminine vs. masculine countries.</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>14. 3.1 Students reinforce and further their knowledge of English grammar with an in-depth look at meaning and formation and translation of sentences using French regular ER verbs, faire expressions, and their English equivalents as well as English versus French nouns and verbs having to do with travel, transportation, nations, and nationalities.</p> <p>3.2 Students acquire French nouns and verbs having to do with travel, transportation, nations, and nationalities, and recognize the distinctive viewpoints that are only available through the French language and its cultures,</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, and hearing statements with complex formed verbs, as well as questions.</p> <p>4.2 Students demonstrate understanding of the French leisure activities by comparing them with American ones.</p>	<p>5.1 Students use French both within and beyond the school setting by applying their knowledge of French schedules to their own lives.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment as they express opinions throughout the unit about the French school system, the American school system, and the French “work hard – play hard” mentality and their orientation toward sports that are different from American favorites.</p>

Text Set:

<p>Anchor Text: D’Accord 1 – Leçon 7A pp. 218-219 Contextes</p> <p>Activities:</p> <ul style="list-style-type: none"> - speak online vocab link expression, - do pp. 219-220 ex. 1-7 after basic class practice <p>3-4 days</p>	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>(Memory game, jeopardy game included)</p> <p>Reading: Tahiti</p> <p>Summative:</p>
<p>Text: DA1-7A Contextes Student Vocab Sheet, corresponding curriculum worksheets online</p>	

<p>and workbook.</p> <p>Activities: Students copy the vocab from pp. 218-220, translating from picture rather than English for definitions for some complete curriculum worksheet as a class or for homework.</p> <p>- Use Middle School activity pack memory game to master vocabulary.</p> <p>3-4 days</p>	<p>- DA1 – 7A contextes quiz</p>	
<p>Text: Roman-Photo pp. 222-223 / on VHL DVD or website for Unite 7A “De retour au P’tit Bistrot”</p> <p>Activities: Multiple views watching/WS comp.</p> <p>One day</p>	<p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <p>- DA1 – 7A contextes quiz</p>	
<p>Text: DA1-2A pp. 152-153 – Lecture. “Tahiti”</p> <p>Activities:</p> <p>- Student pre-read / Teacher read / Independent read</p> <p>- Write down 5 things you learned about Tahiti and French Polynesia</p> <p>- p. 224 ex. 1 Repondez, after multiple views and class discussion - fix falses (in notebook)</p> <p>Optional alternate activity – Flash culture worksheet / website activity</p> <p>One day</p>	<p>Grammar Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <p>- DA1 – 7A contextes quiz</p>	
<p>Text: Mes vacances preferees</p> <p>Activities:</p> <p>Teacher-generated worksheet showcases a paragraph students write about their ideal vacation that they have either already taken or that they would like to take. They need to include many vocabulary words from the travel vocab, and make sure to plan for the trip, go to the airport, and travel to the destination.</p>		
<p>Text: Test: DA1-5A Quiz</p> <p>Activities:</p> <p>Prepare for and then administer Unit Quiz on chapter 7A contextes. One day minimum for review that is based on quiz exercises.</p> <p>Optional Jeopardy game.</p> <p>2 Days</p>		
<p>Writing Instruction:</p> <p>FCAs: Correct spelling and ordering of French</p>		

nouns and verbs having to do with travel, transportation, nations, and nationalities. Activities: All activities	
Grammar Instruction: FCAs: see writing. Activities: All activities	

Ongoing Standards Addressed in This Unit:

Communication

- 1.54 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.55 Students understand and interpret spoken and written French on a variety of topics.
- 1.56 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: The Passé composé with être (Unite 7A.1, Extra Resources)

Subject: French I	Grade: 9-12	Timeline: 2 Weeks
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Module Overview:

The student will learn about how to use and form regular and irregular verbs in the passé composé with être.

Module Objectives:

1. Students will be able to write and translate basic French sentences using regular and irregular verbs in the passé composé with être.
2. Students will learn, recall, use, and form their own sentences using regular and irregular verbs in the passé composé with être.
3. Students will be able to compare and contrast regular and irregular verbs in the passé composé with être with French and English present and English past verb construction, as well as with passé composé with avoir.

Thematic Focus:

- regular and irregular verbs can be formed in the passé composé with être, and each type of verb has their own set of rules that must be followed.

Essential Questions:

- How do I form regular and irregular verbs in the passé composé with être?
- What are the similarities and differences between French and English present and past tenses? When I form regular and irregular verbs in the passé composé with être, how does this formation differ from French and English present and English composite past tense? How does this differ from French passe composé with avoir? How do I know which helping verb to choose?
- Why there are helping verbs in French passé composé but not in French present tense? Why is this opposite to English rules?
- What types of past usage are covered when forming a verb in the passe compse with être?
- Will "avoir" be the only helping verb for French passe composé verbs?
- How many irregular past participles are there? How do I know if a past participle will be regular or irregular?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.57 Students engage in conversations, provide and obtain information through their expanded ability to formulate their sentences using regular and irregular verbs in the passé	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French when learning about the similarities and differences between	-irregular IR verb conjugation and sentence translation.

<p>1.58 compose with être. Students understand and interpret spoken and written French that regular and irregular verbs in the passé compose with être.</p> <p>1.59 Students learn to ask about and share information in French using regular and irregular verbs in the passé compose with être.</p>	<p>French and English present tense conjugation.</p>	
Connections	Comparisons	Communities
<p>3.1 Students reinforce and further their knowledge of verb conjugation, correct sentence formation, and their ability to compare and contrast French and English sentence syntax.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints in French sentences that require less words and no helping verbs to convey the past tense.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English question and answer construction using regular and irregular verbs in the passé compose with être.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p>	<p>5.1 Students use French both within and beyond the school setting in working on homework regarding regular and irregular verbs in the passé compose with être and avoir.</p> <p>5.2 Students show evidence of becoming life-long learners by using French regular and irregular verbs in the passé compose with être and avoir formation rules as a bedrock of French conversation.</p>

Text Set:

<p>Text: DA1 – 7A.1 Passé composé with être pp. 226-227</p> <p>Activities:</p> <ul style="list-style-type: none"> - class notes on p. 226-227 material - DR MRS VANDERTRAMPP mnemonic - House picture - Past participle list, highlight 5 irregulars - VHL tutorial on regular and irregular verbs in the passé compose with être. - p. 226-226 ex. 1-3, Essayez 	<p>Writing Prompts & Assessments:</p> <ul style="list-style-type: none"> 18. White board drill 19. Communication activities 20. Ch. 7A.1 quiz <hr/> <p>Grammar Assessments:</p> <ul style="list-style-type: none"> 20. White board drill
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<ul style="list-style-type: none"> - WS on regular and irregular verbs in the passé compose with être, online and in workbook - white board / class question and answer construction lesson drill. - Multiple teacher-constructed worksheets for additional practice. <p>4-5 days</p>	<p>21. Communication activities</p> <p>22. Ch. 7A.1 quiz</p>	
<p>Text: D'Accord 1 – Leçon 7A.2 – Communication activities on VHL website</p> <p>Activities:</p> <p>10. Use several online resources from VHL website for this unit (Info gap, communication activities, etc) to teach correct regular and irregular verbs in the passé compose with avoir usage in sentence and question formation.</p> <p>2 days</p>		
<p>Text: DA-7A.1 review and quiz</p> <p>Activities:</p> <ul style="list-style-type: none"> - Play ER verb strip and dice game as a series of competitive rounds for mastery. - Take DA1-7A.1 review and Test, constructed of exercises that target strengths demonstrated <p>3-4 days</p>		
<p>Writing Instruction:</p> <p>FCAs: Writing correct regular and irregular verbs in the passé compose with être conjugation in multiple close activities, dialogues, class notes, and other activities correctly.</p> <p>Activities: All</p>		
<p>Grammar Instruction:</p> <p>FCAs: Correct spelling of regular and irregular verbs in the passé compose with être.</p> <p>Activities: All</p>		

Ongoing Standards Addressed in This Unit:

Communication

- 1.60 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.61 Students understand and interpret spoken and written French on a variety of topics.
- 1.62 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Direct Object Pronouns D'Accord 1 – Structures 7A.2

Subject: French I	Grade: 9-12	Timeline: Level 2, 1 week
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Module Overview:
In this module we will learn how to correctly use direct and indirect object pronouns.
Module Objectives:
<ol style="list-style-type: none"> 4. The students will be able to (TSWBAT) identify, describe, read, spell, hear, and write words for spelling and usage of direct and indirect object pronouns. 5. TSWBAT to describe people and objects in their everyday world using direct and indirect object pronouns. 6. The students will be able to show in journals, games and class discussion that they understand the similarities and differences between French and English direct and indirect object pronouns.
Thematic Focus:
<ol style="list-style-type: none"> 4. French and English direct object pronouns have similar and different forms, functions, and placement rules in the sentences. 5. French and English both have direct and indirect object pronouns, and there is an order to how and where these are used in a sentence to shorten it.
Essential Questions:
<ol style="list-style-type: none"> 9. What is the form and function of French and English direct and indirect object pronouns? What are the similarities and differences between them? How is syntax in sentences similar and different in French and English when it comes to the use of these pronouns?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.63 Students engage in conversations, provide and obtain information, using direct and indirect object pronouns 1.64 Students understand and interpret spoken and written French in regard to direct and indirect object pronouns Students present information, concepts, and ideas in French to an audience of listeners or readers while correctly using direct and indirect object		Correct meaning, usage, and syntax of direct and indirect object pronouns

pronouns		
Connections	Comparisons	Communities
3.1 Students acquire information and recognize the distinctive viewpoints that are only available through the French language when it comes to the usage and form of indirect object pronouns.	4.1 Students demonstrate understanding of the nature of language through comparisons between French and English. 4.2 Students demonstrate understanding of the concept of culture through comparisons of pronoun usage.	5.2 Students demonstrate becoming lifelong French learners and users by learning to describe and express themselves more succinctly by using direct and indirect object pronouns

Text Set:

<p>Text: DA1-7A.2 Structures, Direct Object Pronouns Activities: - Class notes on pp. 228-229 - Teacher-provided pronoun comparison sheet - Review indirect object pronouns, teach direct object pronouns. - VHL tutorial on direct object pronouns. - pp. 228-229 exercises and Essayez - Workbook and online worksheets 3-4 days</p>	<p>Reading Assessments: Structures lecture and worksheet VHL tutorial DA1-7A.2 Quiz</p>
<p>Text: White Board day – Descriptions Activities: Spend a day writing sentences describing different outfits and working in direct and indirect object pronouns in questions and answers. 1 day</p>	<p>Writing Prompts & Assessments: All class writing exercises Structures lecture and worksheet VHL tutorial Whiteboard day DA1-7A.2 Quiz</p>
<p>Text: DA1-7A.2 Quiz Activities: - Review for DA1-7A.2 Quiz with review sheet and class practice - Take Quiz 2 days</p>	<p>Grammar Assessments: See writing</p>
<p>Writing and Grammar Instruction: FCAs: write sentences with the correct usage of direct and indirect object pronouns. Activities: all</p>	

Ongoing Standards Addressed in This Unit:

Communication

- 1.65 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.66 Students understand and interpret spoken and written French on a variety of topics.
- 1.67 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
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