

Ware Public Schools

FRENCH – Grades 9-12

SUBJECT MATTER: French I

Grades 9-12

Unit/ Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Vocabulary Cognates, word origins Greetings, farewells Common expressions, expressions of courtesy Number 0-1,000 Currencies and prices Alphabet, spelling, accents, punctuation Basic questions Days, dates Weather and seasons Time expressions, telling time Classroom items, common objects People nouns, family Clothing Intro to body parts, health Intro to Food, shops, beverages Sports, pastimes, music Town, places,	<ol style="list-style-type: none"> 1. Use vocabulary effectively in written and oral communication 2. Demonstrate an understanding of vocabulary in context(written and oral) 3. Comprehend vocabulary in adapted text, use vocabulary to answer written and oral questions 4. Ask and answer basic questions re name, health, age, preferences 5. Make and respond to greetings, farewells, expressions 6. Ask and answer questions re day, date, weather, season, time birthday 7. Identify common objects, people, family members 8. Describe self and others 9. Identify and describe clothing 10. Ask and answer questions re daily activities, schedule, classes 11. Express likes and dislikes regarding activities, clothing, colors, hobbies, movies 	Oral and listening comprehension activities Written quizzes vocabulary and spelling Oral assessment of conversational skills Reading comprehension activities Written quizzes and test of grammar constructions Sentence composition Activities/quizzes		<u>Interpersonal Communication:</u> 1.1 Greet and respond to greetings 1.2 Introduce and respond to introductions 1.3 Ask and answer questions 1.4 Make and respond to requests 1.5 Exchange information and ideas 1.6 Express likes and dislikes 1.7 Express needs and emotions <u>Interpretive Communication:</u> 2.1 Follow directions 2.2 Understand some familiar ideas and details 2.3 Obtain information and knowledge 2.4 Read and /or listen to and interpret simple stories, signs, poems and informational texts <u>Presentational Communication:</u> 3.1 Express opinions and ideas 3.2 Express needs and emotions 3.3 Express agreement and disagreement

Unit/ Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	transportation Daily routine, personal care Common adjectives including colors, nationalities, personality and physical description Ordinal numbers Animals Hobbies, movies				3.4 Describe people, places and things 3.5 Write list or short notes 3.6 Present information in brief report.
	Grammar Subject pronouns Basic sentence structure (affirmative and negative) Question formation- interrogative words, inverting, tag questions Subject-verb agreement and position “BANGS” adjectives (rules of use) Il est., c’est and Il y a Formation of plurals of nouns and adjectives Possessive adjectives- use and agreement Two-verb construction in question and answer Stress pronouns	<ol style="list-style-type: none"> 1. Use grammar constructions to communicate effectively in written and oral communication 2. Identify/recognize grammar constructions appropriately 3. Ask and answer questions using grammar constructions 4. Conjugate regular, irregular and orthographic-changing verbs in present tense 5. Identify and use conjugated verbs with infinitive 6. Make appropriate orthographic changes in verbs with infinitive 7. Make appropriate orthographic changes in verbs, understand importance of correct spelling to context 8. Describe people, places and things using adjective agreement and 	Oral and listening comprehension activities Written quizzes of vocabulary and spelling Oral assessment of conversational skills Reading comprehension activities Written quizzes and tests of grammar constructions Sentence composition activities/quizzes		<u>Linguistic Comparison:</u> 5.1 Ask and answer questions regarding similar and different phonetic and writing systems used in target language 5.2 Give examples of ways in which the target language differs from English 5.4 Identify linguistic characteristics of the target language with own 5.7 Analyze how idiomatic expressions work in both languages 5.9 Recognize grammatical categories such as tense, gender and agreement in both languages.

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	Expressions with avoir Future proche(going to) Constrictions with a and de De for possession Comparative superlative constructions Demonstrative adjectives Irregular adjectives(BAGS) Vers: espere, prefere	articles. Identify and use avoir expressions 9. Understand differences in expressing possession 10. Form and answer questions 11. Compare and contrast things and people using 12. Comparative and superlative forms of adjectives 13. Distinguish between items using demonstrative adjs (this that, etc) 14. Conjugate regular, irregular and orthographic-changing verbs in present tense			
	Culture Geography of Francophone countries Currencies, prices, metric system, temperatures(C vs F) 12 vs 24 hour clock Francophone lifestyle and customs Courtesy: formal and informal registers Francophone foods, shopping, clothing Canada and France- geography, holidays and customs	1. Demonstrate an awareness of difference between 2. Francophone and American cultures in regard to customs, manner of speaking, greetings, pastimes, food & shopping, prices, metric system, climates 3. Identify major geographical features in Francophone world 4. Demonstrate an understanding of how differences in location affect leisure activities, weather, food, and cultural perspectives 5. Demonstrate an understanding of the importance of certain holidays in Francophone countries	Oral, aural, and reading comprehension activities Written quizzes and tests of cultural information Projects include: Creation of travel brochure Famous Francophone posters		4.1 Use of appropriate words and phrases in greetings, farewells, school routines, daily activities 4.2 Interact appropriately in cultural activities such as games, celebrations 4.3 Identify distinctive cultural aspects of target culture presented in stories, photos 4.4 Identify distinctive cultural products such as foods, currencies, craft 4.5 Identify distinctive contributions made by people in target culture 4.6 Demonstrate knowledge of artistic expression in target culture by

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	Quebec-history France-provinces, historical events, literature, festivals Paris-monuments and historical events Francophone Holidays: Le Toussaint St. Valentin Mardi Gras	6. Demonstrate an understanding of the importance of saint's days vs. birthdays 7. Identify major geographical regions & cities in France 8. Identify contributions of Francophones 9. Participate in celebration of Foreign Language Week	Creation of masks to celebrate Mardi Gras Preparation of typical Francophone food and/or participation in Café and other activities during FL Week		identifying and making examples of crafts 4.7 Demonstrate knowledge of the target culture's geography by naming features such as cities, climates <u>Cultural Comparisons:</u> 6.1 Ask and answer questions regarding different forms of communication 6.2 Describe patterns of behavior in target culture and compare/contrast with own 6.3 Describe some cultural beliefs and perspectives relating to family and play 6.4 Identify and discuss cultural characteristics of target culture and compare/contrast to own <u>Connections:</u> 7.1 Obtain information and knowledge from sources in target language such as maps, charts <u>Communities:</u> 8.1 Apply knowledge of target culture and language beyond classroom setting.

SUBJECT MATTER: French II

Grades 9-12

Unit/ Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Review all content and skills from French I	Use previously learned grammar and vocabulary to communicate effectively	Oral and listening comprehension activities Written activities Written quizzes of vocabulary and grammar		<u>Interpersonal Communication:</u> 1.8 Perform Stage I Learning Standards <u>Interpretive Communication:</u> 2.5 Perform Stage I Learning Standards <u>Presentational Communication:</u> 3.7 Perform Stage I Learning Standards
	Vocabulary Food House/rooms/furniture/ Town Countries, cities, states Shopping Emotions Physical Descriptions Personalities Idiomatic expressions Avoir/Faire expressions Direction words Body Parts Time expressions	1. Use vocabulary effectively in written and oral communication 2. Ask and answer questions regarding food preferences, locations, description 3. Demonstrate an understanding of vocabulary in context(written and oral) 4. Express likes and dislikes regarding food 5. Identify rooms of a house 6. Describe people in terms of personality and physical characteristics 7. Describe shops-where to buy items in 8. Francophone countries	Oral, aural, reading and written comprehension activities, quizzes and tests Vocabulary quizzes/tests Varied oral activities Translation exercises Reading comprehension activities and quizzes Sentence and paragraph		<u>Interpersonal Communication:</u> 1.12 Perform Stage I and II Learning Standards (examples include ask and respond to questions, exchange opinions, express likes and dislikes) <u>Interpretive Communication:</u> 2.11 Perform Stage I and II Learning Standards (examples include write simple paragraphs, write notes, letters, emails, describe elements of stories, give presentations on planned activities or cultural topics)

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			<p>composition</p> <p>Short answer and selected response activities (fill in the blank, multiple choice) to assess comprehension and application grammar concepts</p> <p>Verb conjugation activities including verb charts</p> <p>Video and audio tape activities and quizzes</p>		
	<p>Grammar Conjugations of all regular and irregular er, ir re verbs in present tense Infinite construction with aller, vouloir, pouvoir, devoir Question formation with inversion Imperative construction(negative and affirmative) Special forms for</p>	<ol style="list-style-type: none"> 1. Use of grammar constructions to communicate effectively in written and oral communication 2. Identify/recognize grammar constructions in context 3. Form and use grammar constructions appropriately 4. Ask and answer questions using grammar constructions 5. Identify and use conjugated verbs with infinitive 6. Make and respond to commands 7. Discuss rules for affirmative and negative partitive article usage 		<p>Oral and aural comprehension activities Reading comprehension activities Written quizzes and tests of grammar constructio</p>	<p><u>Linguistic Comparisons:</u> 5.2 Give examples of ways in which the target language differs from English 5.4 Identify linguistic characteristics of the target language and compare/contrast them with English 5.5 Compare and contrast target language with own 5.7 Analyze how idiomatic expressions work in both languages 5.9 Recognize grammatical categories such as tense, gender and</p>

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	avoir/etre Il faut + infinitive Il y a Oui or si Other uses of de A and de + definite article Relative pronouns qui and que Reflexive verbs Verbs ending in ger, cer,yer Passe compose of avoir and etre affirmative and negative construction of regular and irregular verbs including verbs with orthographic changes Imperfect tense- formation and use Imperfect with passes compose Negative construction (ne..rien,. ne,. ni) Present tense Irregular verbs: faire, boire, voir, metre, sortir, partir, venire, dormer Partitive articles, positive and negative ³	8. Distinguish between two types of passé compose verbs 9. Ask for quantities of items 10. Use pronouns in context to refer to previously discussed items 11. Identify and use reflexive and object pronouns appropriately in context 12. Discuss daily routine using reflexive verbs 13. Make appropriate orthographic changes in verbs, understand importance of correct spelling to context 14. Conjugate regular, irregular and orthographic-changing verbs in resent, passé compose, imperfect and future tenses 15. Distinguish between present and past tenses by identifying forming verb conjugations 16. Distinguish between passé compse and imperfect constructions and use both tenses appropriately in context 17. Describe using regularly and irregular adjectives 18. Distinguish between various negative construction Use prepositions to describe location.		ns Sentence and paragraph compositio n activities/q uizzes Projects including storyboards that describe sequences and events in past tense Written homework assignment s Oral quizzes, dialogues Paragraph, short essay assignment s	agreement in both languages

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	D.O./I.O./Y/EN Future tense Prepositions of location				
	Culture Currencies, prices Courses of a meal, meals Recipes Paris Africa Canada Schools abroad Artist World Language Café/Foods	<ol style="list-style-type: none"> 1. Demonstrate an awareness of difference between Francophone and American cultures in regard to schooling, food & shopping, dining customs and travel 2. Identify major geographical features in France, Canada, and Africa 3. Demonstrate an understanding of how difference in location/hemisphere affect food and cultural perspectives 4. Identify contributions of major 5. Francophone artist/works 6. Participate in celebration of Foreign Language Week 	Oral, aural, and reading comprehension activities Written quizzes and tests of cultural and historical information Translations of texts and dialogues Projects including: Internet research and reenactments of historical events Preparation of typical Francophone food and/or participation in Café and other activities during FL Week		<u>Cultures:</u> 4.3 Identify distinctive cultural aspects of target culture presented in stories, photos 4.4 Identify distinctive cultural products such as foods, currencies, craft 4.5 Identify distinctive contributions made by people in target culture 4.6 Demonstrate knowledge of artistic expression in target culture by identifying and making examples of visual arts 4.7 Demonstrate knowledge of the target culture’s geography by naming features such as cities, climates 4.8 Identify patterns of social behavior that are typical of target culture. 4.9 Interact appropriately in social and cultural activities such as in a restaurant 4.10 Identify distinctive aspects of the target culture presented in literature, video or visual arts and relate these to cultural perspectives in target culture

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					<p>4.11 Identify historical/cultural figures from target culture and describe contributions.</p> <p><u>Cultural Comparison:</u></p> <p>6.2 Describe patterns of behavior in target culture and compare/contrast with own.</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family and play</p> <p>6.4 Identify and discuss cultural characteristics of target culture and compare/contrast to own</p> <p>6.5 Compare and contrast aspects of target culture</p> <p>6.6 Discuss basic needs in different cultures</p> <p>6.7 Compare and contrast examples of visual arts</p> <p>6.8 Compare and contrast and report on cultural traditions</p> <p><u>Connections:</u></p> <p>7.2 Obtain information and knowledge from sources in target language</p> <p><u>Communities:</u></p> <p>8.2 Apply knowledge of target culture and language beyond classroom setting</p>

SUBJECT MATTER: French III

Grades 9-12

Unit/ Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Vocabulary Vacations/trips Car Camping Signs/Maps Personal identification: Biographical information, physical characteristics, psychological characteristics, emotion House and home: lodging and rooms, furniture and appliances, housework. Community/Neighborh ood Physical environment: city, materials, nature, animals Health and welfare: parts of body, illnesses Education: school, school subjects, school activities Earning a living: jobs Leisure: leisure activities, sports Public and private</p>	<ol style="list-style-type: none"> 1. Use vocabulary effectively in written and oral communication 2. Ask and answer questions regarding vocabulary 3. Demonstrate an understanding of vocabulary in context(written and oral) 4. Increase aural/oral skills 5. Comprehend vocabulary in texts, use vocabulary to answer written and oral questions: improve proficiency in reading skills 6. Use correct spelling vocabulary 7. Identify and use idiomatic expressions in context 8. Discuss and describe past, present and future vacations 9. Identify parts of a car 10. Identify items needed for camping trip 11. Discuss map vocabulary and identify road signs used in France 12. Give physical descriptions 13. Identify, describe and discuss family 14. State nationality 15. Describe/identify types of lodging/parts of house/ apartment / furniture/ appliances 16. Identify places in town/city, ask for 	<p>Oral, aural and written activities using relevant vocabulary including sentence completion, pair activities, journal writing oral, aural, and written quizzes and tests of vocabulary</p> <p>Skits (writing/performing)</p> <p>Oral presentations</p> <p>Projects using posters and/or PowerPoint presentations</p> <p>Tape activities</p> <p>Reading comprehension activities and quizzes</p> <p>Picture sequence/storytelling Activities</p>		<p><u>Interpersonal Communication:</u></p> <ol style="list-style-type: none"> 1.12 Perform Stage I and II Learning Standards(examples include ask and respond to questions, exchange opinions, discuss class reading, express likes and dislikes) 1.13 Suggest possible solutions to a problem 1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint. <p><u>Interpretive Communication:</u></p> <ol style="list-style-type: none"> 2.11 Perform Stage I and II Learning Standards(examples include read authentic and adapted materials, understand important ideas and details in adapted texts, identify themes in texts) 2.12 Read articles in a magazine, journal or newspaper and understand main ideas 2.13 Read a literacy text and understand them, characters and setting 2.15 Comprehend narration in present, past and future 2.17 Comprehend audio and video texts

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	services: telephone, post office, bank, other public services Shopping for clothing: clothing, colors, fabrics and materials, jewelry, gems and metals Travel and transportation Current events: politics, cultural life.	and give directions, describe location 17. Describe the local community and francophone communities 18. Describe illnesses, ailments, pain, body parts 19. Use school vocabulary to describe daily routines at school 20. Discuss past, present and future school schedules 21. Identify careers, professions 22. Identify and discuss leisure activities, sports 23. Make and answer phone calls 24. Ask for help at post office 25. Use vocabulary to articulate in exchange in bank Describe clothing, styles, give sizes 26. Discuss fashion.	Participation in class discussion Responses in oral Q&A Sentence and paragraph composition activities/quizzes Pair/group activities Journal entries Written homework assignments Paragraph, short essay assignments		2.18 Understand telephone conversations or written correspondence <u>Presentational Communication:</u> 3.12 Perform Stage I and II Learning Standards (examples include write simple paragraphs, write notes, letters, emails, describe elements of stories, give presentations on planned activities or cultural topics) 3.15 Write letters requesting specific information.
	Grammar Adjectives: regular and irregular, feminine and plural Adverbs: regularly and irregular Adverbial time expressions Adverbial expressions Comparisons of equality and inequality of adjectives, adverbs and quantities	1. Build listening, speaking, reading, and writing skills with grammar review 2. Demonstrate knowledge of grammar rules when reading, speaking, writing, listening 3. Apply learned material consistently and appropriately in reading, writing, listening and speaking activities 4. Identify/recognize grammar constructions in context 5. Form and use grammar constructions appropriately	Written homework assignments Paragraph, short essay assignments		Standards are same as listed above.

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	Prepositions Negative forms, expressions, and use Direct objects Indirect objects Pronoun Y Pronoun En Double object pronouns Relative pronouns(qui,que) Interrogative adverbs(combine, comment, ou, d'ou,pourquoi, quand) Interrogative adjectives(Quel,Quelle, Quels, Quelles) Interrogative pronouns (Qui,Qui, est-ce qui, Qui est-ce que, Qu'est- ce qui, Que, Quoi, Qu'est'ce que) Variable interrogative pronouns(lequel, auquel,duquel) Present tense(regular and irregular) Stem-changing verbs Reflexive construction Infinitive use Imperative	6. Ask and answer questions using grammar constructions, speak and write spontaneously 7. Adjectives: formation, position and use 8. Adverbs: formation, position, and use 9. Make comparisons with adjectives, adverbs and quantities 10. Compare like and different quantities and qualities 11. Identify prepositions used before infinitives, nouns, adjectives, with geographical expressions, and other expressions 12. Identify and use negative expressions 13. Use direct object pronouns, indirect object pronouns, y and en and place appropriately in all tenses and in imperative form 14. Use relative pronouns appropriately 15. Identify, use and place interrogative adverbs appropriately 16. Identify, use and place interrogative adjectives appropriately 17. Identify use and place interrogative pronouns appropriately 18. Form and use regular and irregular present tense verbs appropriately 19. Make appropriate orthographic changes in verbs, understand importance of correct spelling to			

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	Preterit tense(avoir and etre) Imperfect tense Imperfect vs preterit tense Imperfect and preterit tenses in the same sentence Future tense Conditional tense	context 20. Form and use reflexive verbs appropriately in all tenses, with appropriate orthographic changes, and in imperative form 21. Place and use infinitives appropriately and with correct prepositions 22. Formation and use of imperatives: affirmative and negative, formal and informal, with object and reflexive pronouns 23. Formation and use of preterit tense using both avoir and etre with regular and irregular past participles 24. Formation and use of imperfect tense with both regular and irregular stems 25. Distinguish between use of the preterit tense and the imperfect tense in the past 26. Formation and use of the future tense with both regular and irregular stems 27. Formation and use of the conditional tense with both regular and irregular stems			