

Map: **Introduction to French** Type: **Consensus** Grade Level: **7** School Year: **2007-2008**Author: **Vanessa Brilli** District/Building: **Island Trees/Island Trees Middle School**Created: **05/20/2008** Last Updated: **05/20/2008**This map copied from: **Introduction to French** by **Cindy Eisenberg**

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>How do we express greetings in French?</p> <p>How do we state the day and date in French?</p> <p>How do we state time in French?</p> <p>What is the difference between formal and informal speech?</p>	<p>Leçons Préliminaires VOCABULARY; greeting, salutation, leave-taking</p> <p>hello and goodbye</p> <p>simple vocabulary and structures</p> <p>formal greetings</p> <p>informal greetings</p> <p>key cultural traits</p> <p>initiate and engage in simple conversations</p> <p>names</p> <p>VOCABULARY; punctuation, capitalization</p> <p>days of the week</p> <p>simple vocabulary</p> <p>weekdays</p> <p>weekend days</p> <p>months seasons</p>	<p>selects ways to say hello,</p> <p>states ways to say goodbye,</p> <p>distinguishes between formal and informal greetings,</p> <p>asks others' names,</p> <p>formulates sentences stating how other people are feeling,</p> <p>states name,</p> <p>asks the names of others,</p> <p>chooses formal and informal greetings according to the subject</p> <p>labels the days of the week on a calendar,</p> <p>matches the English to the French days of the week,</p> <p>names the weekdays,</p> <p>lists the weekend days,</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1A</p>	

	numbers 0-31 used for expressing the date	explains that days of the week are not capitalized in French,			
	VOCABULARY; clock, hour, 24-hour clock, military time, a.m.,p.m	recognizes that the weeks begin on Monday on French calendars,			
	numbers 32-59	constructs questions to ask about days of the week			
	quarter after				
	half past				
	quarter to				
	time on the hour	recites numbers 1-31,			
	24 hour clock	translates "it is --- o'clock,"			
	class periods and corresponding time simple conversations	tells time on the hour,			
	VOCABULARY; formal vous, polite vous, informal tu, familiar tu	restates "a quarter after" and "a quarter to" in French,			
		reads time on a French schedule,			
	Monsieur				
	Madame	calculates the difference between hours on a 12 hour and 24 hour clock,			
	Mademoiselle				
	Comment t'appelles-tu?	compares the American and French ways of expressing time,			
	Comment vous appelez-vous?				
	s'il vous plait	prepares schedules using the 24-hour clock,			
	s'il te plait key cultural traits	interprets French school, movie and train schedules			

defines Monsieur,
Madame and
Mademoiselle,

selects the proper
title for a married
woman,

matches Monsieur to
a man's name,

identifies
Mademoiselle as the
title for a young
woman,

abbreviates Monsieur
with M.,

chooses Mme. to
abbreviate Madame,

selects Mlle. as the
abbreviation for
Mademoiselle

differentiates
between Madame
and Mademoiselle,

points out differences
between tu and
vous,

composes questions
using the formal
vous, prepares
questions using the
familiar tu,

discriminates
between the two
forms of "you" in
French

Unit 2	<p>How do we use adjectives to ask or tell what someone is like?</p> <p>How do we use the preposition "de" to ask or tell where someone is from?</p> <p>How do we use the question word "qui" and the verb "etre" to ask or tell who someone is?</p> <p>How do we use adjectives and the verb "etre" to describe ourselves?</p> <p>How is the school day in France different from the school day on the island of Martinique?</p>	<p>Personal Identification</p> <p>VOCABULARY; adjective, adjective agreement, masculine, feminine, singular, noun</p> <p>hair color</p> <p>height</p> <p>personality</p> <p>nationality</p> <p>behavior</p> <p>feminie and masculine adjective forms</p> <p>singular adjectives</p> <p>VOCABULARY; preposition, nationality, pronoun</p> <p>de</p> <p>d'ou</p> <p>il est de</p> <p>elle est de</p> <p>towns in France</p> <p>cities in France</p> <p>nationality</p> <p>VOCABULARY; singular, plural, conjugate,</p>	<p>lists adjectives that describe physical characteristics,</p> <p>distinguishes between physical characteristics and personality traits,</p> <p>identifies personality traits,</p> <p>distinguishes between feminine and masculine adjectives,</p> <p>explains the difference between masculine and feminine adjectives,</p> <p>employs masculine adjectives to modify masculine nouns,</p> <p>uses feminine adjectives to modify feminine nouns</p> <p>identifies "de" as a preposition meaning "from,"</p> <p>explains that "d'ou" means "from where,"</p> <p>recognizes that "d'ou" is a contraction for "de" and "ou,"</p> <p>prepares sentences using the construction "d'ou,"</p> <p>distinguishes between "d'ou est-il" and "d'ou est-elle,"</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1A</p>	
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infinitive	formulates answers to "d'ou est-il" and "d'ou est-elle" using the phrases "il est de" and "elle est de"
singular forms of être	
qui	
il	
elle	
nationalities	
VOCABULARY; adjective, adjective agreement, noun, pronoun, verb, negative	lists the singular forms of être, matches the singular pronouns to the appropriate form of être,
masculine adjectives	
adjectives in the feminine form	translates "qui" as who or whom,
adjectives that are gender neutral	conjugates être in the present tense singular forms
singular forms of être	
pronouns je, tu, il, elle	
ne...pas	lists the singular forms of être,
VOCABULARY; francophone, francophile, Caribbean, territory location of Martinique	chooses the appropriate adjective form based on the gender of the subject,
martiniquais, martiniquaise school day in France school day in Martinique	converts masculine adjectives to their feminine forms,
lycée, collège, école secondaire, école primaire	modifies nouns and pronouns with an adjective, composes sentences using both gender-neutral adjectives and those that change gender,

prepares short paragraphs in the affirmative and negative forms of être,

compares gender neutral and gender-changing adjectives,

explains the difference between adjectives that change gender and adjectives that do not change their gender

identifies Martinique on a map of the Caribbean,

names the capital of Martinique as Fort-de-France,

distinguishes between un martiniquais and une martiniquaise,

compares the differences between the school day in Martinique and the school day in France,

distinguishes between a "collège" and a "lycée,"

points out that "une école primaire" includes grades K-6,

contrasts the "école

			primaire" and "école secondaire"		
Unit 3	<p>How do we use adjectives to describe people and objects in the school environment?</p> <p>How do we use the plural form of "etre" to talk about more than one person or thing?</p> <p>How do we tell the difference between formal and informal speech and when do we properly use both?</p> <p>How do we use nouns and adjectives to talk about the classes we take in school?</p> <p>Which parts of the United States are influenced by the French language?</p>	<p>School and Community VOCABULARY; adjective, adjective agreement, masculine, feminine, singular adjectives, plural adjectives, noun/adjective agreement</p> <p>sympathique</p> <p>stricte</p> <p>difficile</p> <p>facile</p> <p>être d'accord</p> <p>VOCABULARY; verb, conjugate, infinitive, pronoun</p> <p>plural forms of être</p> <p>"ils" as a plural pronoun</p> <p>"elles" as a plural pronoun</p> <p>difference between "il" and "ils"</p> <p>difference between "elle" and "elles"</p> <p>VOCABULARY; formal, informal, polite, familiar</p> <p>tu</p> <p>vous singular</p> <p>VOCABULARY; noun,</p>	<p>selects adjectives to describe items in the classroom,</p> <p>matches singular adjectives with singular nouns,</p> <p>chooses plural adjective forms to modify plural nouns,</p> <p>converts masculine adjectives to their feminine forms,</p> <p>rewrites feminine adjectives in their masculine forms,</p> <p>changes nouns, pronouns, verbs and adjectives to their singular and plural forms,</p> <p>prepares written and oral work describing objects found in school,</p> <p>employs "être d'accord" to state agreement,</p> <p>changes "être d'accord" to the negative to express disagreement,</p> <p>compares different subjects studied in school</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1A</p>

	definite article, indefinite article, collège, lycée, université	repeats singular and plural forms of "être" aloud,			
	courses offered in middle schools	matches plural pronouns with the appropriate form of "être,"			
	social sciences				
	natural sciences	locates plural forms of "être" in writing and speech,			
	languages				
	baccalauréat	distinguishes between singular and plural pronouns and verb forms of "etre,"			
	primary schools				
	secondary schools	changes sentences from the singular to the plural using pronouns and "etre,"			
	VOCABULARY; Francophone, Francophile, Haitian, Canadian, Acadien, Cajun	prepares written statements using plural forms of être,			
	creole				
	Haiti	selects "sommes" as the "être" form that corresponds to the pronoun "nous,"			
	French-speaking Canada				
	Cajuns in Louisiana	chooses "êtes" as the "être" forms corresponding to "vous,"			
		composes oral and written work using the verb form "sont" to correspond to the pronouns "ils" and "elles"			
		defines "tu" as the informal translation for "you"			

names "vous" as the formal "you"

discusses the difference between "tu" and "vous"

applies "tu" when speaking to someone in the familiar

employs "vous" when speaking to someone politely

selects "tu" for use with family members

prepares formal sentences using "vous"

defines "écoles primaires" as elementary schools,

identifies a "collège" as a middle school,

translates "lycée" as high school,

distinguishes between primary and secondary schools,

prepares lists of courses offered in a typical American middle school, assembles lists of courses offered in a typical French "collège,"

chooses "facile" or "difficile" to describe courses,

summarizes differences between

a French collège and an American middle school

names Port-Au-Prince as the capital of Haiti,

labels Haiti on a map of the Caribbean,

describes that Creole is a language derived from French, Spanish and some African dialects,

lists some New England cities and towns that have French-Canadian origins,

shows the French-speaking regions on a map of Canada,

relates the story of the Acadiens and their adopted home of Louisiana

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>How do we use regular "er" verbs to talk about activities that we do in school and after school?</p> <p>How do we identify and shop for school supplies?</p> <p>How do we use the negative ne...pas to talk about what we and others do not do?</p> <p>How is the typical middle school day in France different from the typical middle school day in the United States?</p>	<p>School and Community</p> <p>Leisure Activities</p> <p>VOCABULARY; verb, conjugate, infinitive</p> <p>regular "er" verbs</p> <p>regular "er" verb conjugation</p> <p>VOCABULARY; noun, definite article, indefinite article, gender</p> <p>school supplies</p> <p>la papetrie</p> <p>numbers 100-1000</p> <p>VOCABULARY; verb, negative, affirmative</p> <p>ne...pas with</p> <p>n'...pas</p> <p>negative statements</p> <p>negative questions</p> <p>VOCABULARY; collègue, lycée, université, Parisien</p> <p>student life in France</p> <p>student life in Montréal</p> <p>technology in the French classroom</p>	<p>selects "er" verbs that describe school activities</p> <p>lists singular and plural forms of regular "er" verbs</p> <p>expresses daily activities using regular "er" verbs</p> <p>tells about after-school activities using regular "er" verbs</p> <p>changes verb forms to correspond with subjects</p> <p>composes short paragraphs about typical school-based activities using "er" verbs</p> <p>identifies common school supplies,</p> <p>matches definite and indefinite articles with each school supply,</p> <p>names items in a backpack,</p> <p>translates the items in the teacher's desk,</p> <p>employs numbers 100-1000 to state the number of school supplies in the classroom,</p> <p>inventories items in the classroom,</p> <p>explains that typical French notebook paper is graph paper and not composition paper</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1A</p>	

identifies negative statements with "ne...pas"

converts affirmative statements to negative statements

distinguishes between affirmative and negative statements

changes affirmative questions to negative questions

employs n'...pas in a negative statement whose verb begins with a vowel

compiles interview questions in the negative

constructs negative statements using "er" verbs

describes the typical school day of a student in Paris

lists differences between the school day in Paris and the school day in New York

discusses the school day in Montréal

explains the differences between the school day in Paris and the school day in small French towns

			<p>compares study habits of Parisien and American students</p> <p>examines study habits of French-speaking students in Montréal</p>		
Unit 5	<p>How do we use adjectives and the verb "être" to describe our family members?</p> <p>How do we use adjectives and the verb "être" to describe our house and neighborhood?</p> <p>How do we use the verb "avoir" to state one's age and ask about the age of others?</p> <p>How do we use possessive adjectives to tell what belongs to both you and others?</p> <p>What are the differences between French and American neighborhoods and houses?</p>	<p>Community and Neighborhood</p> <p>VOCABULARY; verb, conjugate, adjective, adjective agreement</p> <p>forms of être</p> <p>la famille</p> <p>step-family</p> <p>VOCABULARY; noun, article, adjective, masculine, feminine, adjective placement</p> <p>rooms in the house</p> <p>adjectives describing beauty, age, goodness and size</p> <p>first floor</p> <p>second floor</p> <p>attic</p> <p>basement</p> <p>VOCABULARY; irregular verb, literal translation</p> <p>avoir</p> <p>j'ai --- ans</p>	<p>lists family members using the appropriate definite article</p> <p>matches feminine articles to female family members,</p> <p>chooses masculine articles for male family members,</p> <p>names family pets,</p> <p>explains family relationships,</p> <p>shows step family members on a family tree,</p> <p>assembles sentences describing family members,</p> <p>generates lists of adjectives that describe family members,</p> <p>composes descriptions of family members using adjectives that describe beauty, age, goodness and size,</p> <p>places adjectives of beauty, age, goodness and size before the noun</p>	<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1A</p>	

	<p>quel âge as-tu?</p> <p>numbers 1-100</p> <p>question formation using inversion</p> <p>VOCABULARY; possessive adjectives, gender, subject, direct object</p> <p>mon, ma, mes</p> <p>ton, ta, tes</p> <p>son, sa, ses</p> <p>notre, nos</p> <p>votre, vos</p> <p>leur, leurs</p> <p>VOCABULARY; rue, ville, voisin, quartier, logement</p> <p>houses in France</p> <p>apartments in France</p> <p>homes in French-speaking Africa</p> <p>homes in Martinique</p>	<p>names the rooms in the house, locates the first and second floors of a house or apartment building, distinguishes between the ground floor and the first floor, prepares descriptions of houses and apartments using adjectives that indicate beauty, age, goodness and size points out that the ground floor is not considered the first floor in France designs floor plans including basic pieces of furniture explains that homes in France are generally smaller than homes in the United States</p> <p>counts from 1-100 in French</p> <p>matches the forms of "avoir" with the appropriate subject pronoun</p> <p>prepares questions using inversion</p> <p>employs the construction "avoir # ans" to express age</p> <p>explains that the French use the verb "to have" to state age</p> <p>constructs answers to "quel âge as-tu" using "avoir"</p> <p>compares ages of family members</p> <p>translates the possessive adjectives my, your, his, her, our, their</p>		
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			<p>selects the singular, plural, masculine or feminine possessive adjectives to modify the direct object of the sentence</p> <p>changes phrases such as "le chien de Jean" to "son chien" using the possessive adjective</p> <p>differentiates between the subject of the sentence and the direct object of the sentence</p> <p>identifies H.L.M. as moderately priced apartment complexes describes homes in the suburbs of Paris explains that French homes are generally smaller than American homes points out the differences between dwelling in Paris with dwelling in the suburbs compares apartment buildings in Paris with those in Dakar points out that most dwellings in Martinique are one-story due to the heat</p>		
Unit 6	<p>How do we order food or a beverage at a cafe or a restaurant?</p> <p>How do we use the verb "aller" to tell where we go?</p> <p>How do we use the verb "aller" to tell what we are "going to do" (aller + infinitive)?</p> <p>How do we describe the differences between the eating habits in the United States and the French-</p>	<p>Meal Taking</p> <p>Food and Drink</p> <p>VOCABULARY; noun, pronoun</p> <p>breakfast food</p> <p>lunch food</p> <p>beverages</p> <p>simple meals</p>	<p>labels people and objects in a restaurant or café</p> <p>names typical French breakfast food</p> <p>selects typical lunch meals in a French café</p> <p>explains the difference between a café and a restaurant</p> <p>employs basic expressions of courtesy while ordering in a café</p>	<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1A</p>	

	speaking world?	<p>VOCABULARY; verb, conjugate, preposition, contraction</p> <p>forms of "aller"</p> <p>the preposition à</p> <p>contractions with à</p> <p>VOCABULARY; conjugate, infinitive, future tense, simple future tense</p> <p>aller + infinitive</p> <p>aller + prendre</p> <p>ordering in a restaurant using "aller"</p> <p>VOCABULARY; café, repas, restaurant</p> <p>typical French menus</p> <p>pets in restaurants</p> <p>tip included (service compris)</p> <p>meals</p> <p>meal times</p> <p>fast food in France</p>	<p>orders beverages in a café</p> <p>chooses basic French dinner foods from a menu</p> <p>lists all forms of "aller"</p> <p>identifies "à" as meaning "to"</p> <p>selects the phrase "à la" to mean "to the" when the destination is feminine</p> <p>converts "à" to "au" when the destination is masculine and singular</p> <p>changes "au" to "aux" when there is more than one destination</p> <p>employs the contraction "à l'" when the destination begins with a vowel</p> <p>describes a French breakfast as a croissant and coffee,</p> <p>outlines the general times of breakfast, lunch and dinner in France</p> <p>selects foods common to each meal,</p>			
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			<p>describes a typical French lunch,</p> <p>explains that dinnertime in France is much later than in the United States due to the longer work and school days</p> <p>compares and contrasts the eating habits of the French with those of Americans,</p>			
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Key to Standards used in this Map						
LOTE1-K1-1A [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1A - comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. [Checkpoint A]						
LOTE1-K1-1B [5 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1B - comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. [Checkpoint A]						
LOTE1-K1-1C [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1C - call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. [Checkpoint A]						
LOTE1-K1-1D [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1D - use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. [Checkpoint A]						
LOTE2-K1-1A [6 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1A - use some key cultural traits of the societies in which the target language is spoken. [Checkpoint A]						