

Map: **French 1R** Type: **Consensus** Grade Level: **8** School Year: **2007-2008**

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Created: **01/15/2008** Last Updated: **05/20/2008**

| | Essential Questions | Content | Skills | | Standards/Pis |
|--------|---|---|--|--|---|
| Unit 1 | <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-speaking world?</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>VOCABULARY; verb, conjugate, preposition, contraction</p> <p>forms of "aller"</p> <p>the preposition a</p> <p>contractions with a</p> <p>VOCABULARY; conjugate, infinitive,</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>orders beverages in a café,</p> <p>chooses basic French dinner foods from a menu,</p> | | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</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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| | future tense, simple future tense | |
| | aller + infinitive | lists all forms of "aller," |
| | aller + prendre | identifies "à" as meaning "to," |
| | ordering in a restaurant using "aller" | selects the phrase "à la" to mean "to the" when the destination is feminine, |
| | VOCABULARY: café, repas, restaurant | converts "à" to "au" when the destination is masculine and singular, |
| | typical French menus | |
| | pets in restaurants | changes "au" to "aux" when there is more than one destination, |
| | tip included (service compris) | |
| | meals | employs the contraction "à l'" when the destination begins with a vowel |
| | meal times | |
| | fast food in France | |
| | | describes a French breakfast as a croissant and coffee, |
| | | outlines the general times of breakfast, |

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| | | | <p>lunch and dinner in France,</p> <p>selects foods common to each meal,</p> <p>describes a typical French lunch,</p> <p>explains that dinnertime in France is much later than in the United States due to longer work and school days</p> <p>compares and contrasts the eating habits of the French with those of Americans,</p> | |
| Unit 2 | <p>How do we use adjectives to describe different types of foods?</p> <p>How do we shop for food in</p> | <p>hot/cold</p> <p>rare/well-done</p> <p>menu</p> <p>Je voudrais...</p> <p>Je vais</p> | <p>describes how they would like their food prepared,</p> <p>identifies items on a menu</p> <p>memorizes</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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| specific stores (market / supermarket)? | commander... | how to ask for a specific menu item |
| How do we use the verb "faire" and other idiomatic expressions to tell what we are doing at the present moment? | boulangerie-pâtisserie cremerie poissonnerie marche supermarche | expresses what they would like to order from a menu, points out the differences between menu items |
| How do we ask for the specific quantity of food that we want using the metric system? | forms of the verb faire | describes specific menu items and how they would like them cooked |
| How do we use the verb "avoir", the partitive, and the definite article to tell what we have and don't have? | faire la cuisine faire les courses faire un pique-nique | distinguishes between the different specialty stores |
| How do we use the verbs "pouvoir" and "vouloir" to talk about what we are able to do and want to do? | Combien un kilo une livre | chooses which store certain things are bought in |
| What are some food-shopping customs of French-speaking countries and how do they differ from those in the United States? | un litre un paquet une tranche grammes forms of "avoir" contractions of "de" + le, la, l', les "de" in the negative forms of "pouvoir" and "vouloir" compound verb clauses - "pouvoir" and "vouloir" followed by an infinitive Specialized shops vs. big supermarkets | identifies similarities and differences between a marche and a supermarche examines what the benefits to each type of store are conjugates the verb "faire" applies the forms of "faire" to idiomatic expressions chooses the correct form of the verb "faire" when using simple speech recognizes idiomatic expressions |

selects which expressions would best fit when talking about foods

recognizes the difference between the metric system and the US measurements

utilizes the metric system to ask for quantities of food

calculates standard units of measure into the metric system

identifies the quantity and forms that certain foods come in (oeufs, jambon, boites)

conjugates the verb "avoir"

relates the forms of "avoir" to contractions when talking about quantity

utilizes contractions of "de + indefinite article" to express quantity

employs "de" when talking in the negative

conjugates the verbs "pouvoir" and "vouloir"

generates compound verb clauses using the forms of these verbs and an infinitive

identifies

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| | | | <p>when to use each verb in relation to food</p> <p>combines forms of "vouloir" and "pouvoir" with infinitives to create compound clauses</p> <p>utilizes 2-verb clauses to convey what they can and want to do</p> <p>analyzes the differences in culture</p> <p>distinguishes between food customs in France and the United States</p> <p>identifies the differences between big stores and specialty shops</p> <p>lists the names of some common markets in France</p> <p>creates an informed opinion on how food shopping is done in France</p> | |
| Unit 3 | <p>How do we identify and shop for articles of clothing?</p> <p>How do we state the color and size preferences of clothing articles?</p> <p>How do we use verbs to describe people's activities?</p> <p>How do we use comparative vocabulary to compare two or</p> | <p>Vetements</p> <p>Pour hommes</p> <p>Pour femmes</p> <p>Faire des courses</p> <p>Grand(e)</p> <p>Petit(e)</p> <p>taille</p> <p>serre</p> <p>au-dessus</p> | <p>memorizes the different types of clothing articles</p> <p>labels clothing articles</p> <p>identifies which items are for men and which are for women</p> <p>tells which items men</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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| more people or things? | pointure | wear and which items women wear |
| How do we express opinions and make observations about people and things? | les couleurs De quelle couleur...? | differentiates between "dressy" and "casual" clothing |
| How can we compare clothing and clothes shopping in French-speaking countries and the United States? | Forms of "Mettre" Faire expressions Plus...que Moins...que Aussi...que adjectives adjective/noun agreement Forms of "Voir" Forms of "Croir" Usage of que (qu') A mon avis... A votre avis... | distinguishes between different sizes expresses which size they would like identifies different colors modifies adjectives to fit with the gender of the noun chooses the correct ending for a word based on its gender states specifically which article of clothing they would like and in what size |
| Difference between malls, shopping centers | petites boutiques vs. grands magasins Les Galeries Lafayette Le Prisunic Les marches aux puces | conjugates the verbs "mettre" and "faire" examines idiomatic expressions using "mettre" and "faire" combines the verbs with items of clothing to express what they are wearing and what size they are interprets idiomatic expressions |

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| | | | <p>identifies two items to compare</p> <p>distinguishes between two items</p> <p>applies "plus que", "aussi que" and "moins que" to nouns and adjectives</p> <p>composes comparisons between two or more objects</p> <p>conjugates the verbs "voir" and "croire"</p> <p>memorizes the forms of the verbs</p> <p>recognizes when to use each verb</p> <p>applies "que" or "qu'" when necessary</p> <p>relates the two verbs to their own or someone else's point of view</p> <p>recognizes the differences between shopping here in the United States and France</p> <p>discusses the different styles of stores (malls, specialty stores, open-air markets)</p> <p>compares and contrasts the shopping styles of Americans and the French</p> | | |
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| | Essential Questions | Content | Skills | Standards/PIs | |
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| Unit 4 | How do we check in for a flight? | A l'aéroport A bord | defines vocabulary relating to the airport: un aéroport, une aerogare, un avion, une valise, le comptoir, le vol, la compagnie aerienne | LOTE1-K1-1A LOTE1-K1-1B LOTE1-K1-1C LOTE1-K1-1D LOTE2-K1-1A | |
| | How do we describe activities and services that take place on-board a plane? | l'horaire le comptoir le billet | | | |
| | How do we use "quel" and "tout" to talk about and ask questions about people and things as a group? | Un vol Il faut la cabine le steward forms of verbs that end in "ir" | identifies items in an airport points out different areas of the airport describes an airport (size / location) | | |
| | How do we use the verbs "sortir", "partir", "dormir", and "servir" in conjunction with the airport vocabulary? | quel, quelle, quels, quelles tout, toute, tous, toutes Agreement between quel and tout and the noun they are describing | distinguishes between different types of tickets practices asking for an airplane ticket/boarding pass | | |
| | How do we know what time it is across the globe by using time zones? | Tout le monde Forms of the irregular verbs "sortir", "partir", "dormir" and "servir" | labels different items on a plane identifies parts of the interior cabin | | |
| | | Servir le repas un passager dort des passageres sortent leurs bagages Le declage horaire | uses "Il faut..." to show that something is "necessary" to do conjugates verbs that end in "ir" | | |
| | | | differentiates between "quel", "quelle", "quels", and "quelles" | | |
| | | | uses each of the above in the correct manner | | |
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discovers the difference between "tout", "toute", "tous", and "toutes"

employs the above words correctly when identifying what they are specifically talking about

applies the correct form of the above words to their writing and speaking

recalls the definitions of "sortir", "partir", "dormir", and "servir"

identifies the above verbs as irregular verbs

experiments with these verbs by using them in relation to the vocabulary of the airport and the airplane

discriminates between irregular "ir" verbs and regular "ir" verbs

identifies different time zones throughout the world

matches cities to time zones

locates where day and night are happening on the globe

computes flight times when changing time zones is

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| | | | involved | | |
| Unit 15 | <p>How do we purchase a train ticket?</p> <p>How do we request information about arrival and departure time?</p> <p>How do we use the verbs "dire", "lire" and "ecrire" and regular "re" verbs to talk about train travel?</p> <p>How do we use demonstrative adjectives to point out specific people and things?</p> <p>Which cities would we visit on a train tour through French-speaking Africa?</p> | <p>A la gare</p> <p>le guichet</p> <p>le train</p> <p>un billet</p> <p>la salle d'attente</p> <p>l'agent</p> <p>l'horaire</p> <p>les annonces</p> <p>le depart</p> <p>l'arrivee</p> <p>la correspondance</p> <p>Forms of the irregular verbs "dire", "lire", and "ecrire"</p> <p>conjugation of regular "re" verbs</p> <p>ce, ces, cet, cette</p> <p>using "-la" as emphasis</p> <p>Bamako-Dakar</p> <p>types of reservations necessary for African train travel</p> <p>Length of time between cities</p> | <p>identifies items in a train station</p> <p>names different areas of the train station</p> <p>defines vocabulary words related to train travel</p> <p>labels parts of a train</p> <p>distinguishes between an "aller simple" and an "aller retour"</p> <p>composes sentences based on the vocabulary of the train</p> <p>describes how to purchase a ticket</p> <p>identifies arrival and departures on a schedule</p> <p>applies prior vocabulary and verbs to ask for information</p> <p>points out the differences between le depart and l'arrivee</p> <p>conjugates the verbs "dire", "lire", and "ecrire"</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> | |

differentiates
between
regular and
irregular "re"
verbs

modifies verbs
to reflect wo
the subject is

applies the
above verbs to
train travel
vocabulary

practices using
"re" verbs in
relation to
prior
vocabulary

repeats the
demonstrative
adjectives to
hear the
difference
between them
all

identifies when
to use each
particular
demonstrative
adjective

distinguishes
between the
different
demonstrative
adjectives

practices using
demonstrative
adjectives with
train
vocabulary

combines
demonstrative
adjectives with
prior
vocabulary

uses "-la" to
place
emphasis on a
word

points out
Bamako and
Dakar on a
map

locates
Francophone
countries in
Africa

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| | | | <p>describes what type of train reservation is necessary for a train trip through Africa</p> <p>calculates how long it would take to get from one city to another on a train</p> <p>explains what happens on a long train trip</p> <p>discovers how train trips through Africa are different from train trips in the United States</p> | | |
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Key to Standards used in this Map

- LOTE1-K1-1A** [5 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** [6 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** [5 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** [5 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** [5 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]