

Map: **French 2R** Grade Level: **9**District: **Island Trees**Created: **11/10/2007** Last Updated: **11/10/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	<p>How do we use French vocabulary to discuss the movies, theater and museums?</p> <p>How do we conjugate and appropriately use the verbs, "savoir" and "connaitre" in the present tense?</p> <p>How do we use direct and indirect object pronouns to refer to people and things already mentioned?</p> <p>What fine arts are popular in France?</p>	<p>Leisure Activities</p> <p>VOCABULARY: cognate</p> <p>appropriate vocabulary selection related to cultural activities through use of gestures and repetition</p> <p>initiation of conversations about cultural activities with peers and more fluent individuals</p> <p>comprehension of short face-to-face conversations when listening to peers discuss cultural activities</p> <p>VOCABULARY: conjugate</p> <p>conjugation of savoir and connaitre in present and past tenses</p> <p>rules for spontaneous and familiar use of either savoir or connaitre in simple and complex sentences</p> <p>VOCABULARY: indirect object pronouns, direct object pronouns</p> <p>references to people and things already mentioned by expressing details with appropriate modifiers</p> <p>spontaneous and familiar use of indirect and object pronouns in simple and complex sentences</p>	<p>identifies vocabulary from pictures</p> <p>identifies cognates from vocabulary list</p> <p>memorizes vocabulary words</p> <p>repeats vocabulary chorally as a class</p> <p>dramatizes vocabulary by creating skits</p> <p>constructs sentences using vocabulary</p> <p>produces charts of conjugations of savoir and connaitre</p> <p>practices conjugations of savoir and connaitre by writing sentences</p> <p>completes cloze activities with forms of either savoir or connaitre</p> <p>compares and contrasts uses of</p>	<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p> <p>LOTE2-K1-1C</p> <p>LOTE2-K1-1D</p>

		<p>comparisons of cultural sites such as museums and theaters in France and the US</p> <p>comprehensive knowledge of cultural activities in France, along with the cultural variations in other French-speaking countries</p> <p>comprehension of the influence of words and social interactions related to French cultural activities</p> <p>comprehension of information in television and radio programs related to French cultural activities</p>	<p>savoir and connaitre</p> <p>identifies the uses of direct and indirect object pronouns</p> <p>constructs sentences using direct and indirect object pronouns</p> <p>responds orally to open-ended questions by replacing nouns with direct and indirect objects</p> <p>reads passages in French about museums, music and film</p> <p>names French cultural activities related to fine arts</p> <p>distinguishes between theater, television and radio</p> <p>listens to African music in French</p>	
Unit 2	<p>How do we use vocabulary to discuss health and medicine in French?</p> <p>How do we use the imperative to give commands in French?</p> <p>How do we use the pronouns lui, leur and en to refer to people,</p>	<p>HEALTH AND WELFARE</p> <p>VOCABULARY: cognate</p> <p>appropriate vocabulary selection related to body parts by using repetition and gestures</p> <p>appropriate vocabulary selection related to health and medicine by using repetition and gestures</p> <p>appropriate vocabulary</p>	<p>identifies cognates from vocabulary list</p> <p>memorizes vocabulary words</p> <p>uses gestures to act out vocabulary</p> <p>dramatizes symptoms and illnesses using role-playing</p>	<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p>

places and things already mentioned?	selection related to filling a prescription in France	repeats vocabulary chorally as a class	LOTE2-K1-1C
How do we conjugate the verbs souffrir and ouvrir in the present and past tense?	initiation of face-to-face conversations with more fluent speakers related to health and the body	constructs sentences using health vocabulary	LOTE2-K1-1D
How are the medical services in France different from in United States?	comprehension of short conversations when listening to peers discuss health concerns	reponds orally to questions with partner	
	VOCABULARY: imperative, commands		
	rules for forming the imperative in French spontaneous and familiar interactions	uses commands in oral activities with partner	
	difference between singular and plural commands in simple and complex sentences	differentiates between singular and plural commands	
	VOCABULARY: pronouns	practices negative forms aloud as a class	
	references to people, places and things already mentioned by expressing details using appropriate modifiers	dramatizes commands with partner	
	different pronouns used to replace different types of nouns to express details and nuances	responds to oral questions using pronouns	
	VOCABULARY: conjugate	creates sentences by replacing nouns with pronouns	
	rules for forming souffrir and ouvrir in present tense in simple and complex sentences	practices the use of direct and indirect objects	
	rules for forming souffrir and ouvrir in past tense in simple and complex sentences	completes infogap exercises with partner	
	use of ouvrir and souffrir		

	<p>in spontaneous and familiar interactions</p> <p>VOCABULARY: health care policies</p> <p>cultural comparisons of health care systems in US and France</p> <p>comprehension of information in television and radio programs related to medical services in France</p> <p>appropriate vocabulary related to nutrition</p> <p>comprehension of how social interactions influence communication related to health</p> <p>comprehensive knowledge of cultural patterns related to health and nutrition</p>	<p>creates verb charts for conjugations of souffrir and ouvrir in present and past tense</p> <p>repeats formations of new verbs aloud</p> <p>constructs sentences using forms of souffrir and ouvrir in present and past</p> <p>responds orally to listening comprehension questions</p> <p>creates stories with partner using new verbs</p> <p>compares and contrasts cultural differences dealing with health matters in the US and France</p> <p>reads passages and responds to questions concerning medical services in France</p> <p>analyzes realia to better grasp cultural concepts</p> <p>identifies cognates in reading passages</p>	
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Unit 3	<p>How do we use vocabulary to talk about computers, e-mail, the internet faxes and technology in French?</p> <p>How do we use the past tense to talk about habitual and continuous actions in the past tense?</p> <p>How do we use the past and imperfect tenses to narrate in the past?</p> <p>How do we discuss today's telecommunication systems in France?</p>	<p>PUBLIC and PRIVATE SERVICES</p> <p>VOCABULARY: cognate vocabulary relating to technology</p> <p>understand the main idea and some discrete information</p> <p>VOCABULARY: conjugate, regular verbs, irregular verbs</p> <p>differences between the past tense and the imperfect tense</p> <p>messages and short conversations</p> <p>VOCABULARY: habitual, continuous</p> <p>storytelling in the past tense</p> <p>initiate and sustain conversations</p> <p>telephone cards in French-speaking countries</p> <p>communicating over long distances before telephones</p> <p>different kinds of telephones</p>	<p>identifies vocabulary words relating to telephones, fax machines and computers</p> <p>reproduces vocabulary relating to technology</p> <p>describes the differences between the past and imperfect tenses</p> <p>explains the differences between the past and imperfect</p> <p>identifies use of past and imperfect tenses in listening, speaking, reading and writing activities</p> <p>predicts use of past and imperfect tenses</p> <p>prepares work in the past and imperfect tenses</p> <p>applies rules of past and imperfect use to listening, speaking, reading and writing activities</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p> <p>LOTE2-K1-1C</p> <p>LOTE2-K1-1D</p>

		<p>comprehensive knowledge of cultural traits and patterns</p> <p>comparisons between societies</p>	<p>summarizes differences between making phone calls in French-speaking countries and in the United States</p> <p>demonstrates knowledge of the telephone system in France</p> <p>contrasts differences in types of telephones</p> <p>explains telephone and computer use in France</p>		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	How do we use vocabulary to discuss train and airplane transportation in French?	TRAVEL	identifies nouns relating to train travel	LOTE1-K1-1A
	How do we identify cities, countries and continents in French?	VOCABULARY: noun, gender, definite article, indefinite article	identifies nouns relating to air travel	LOTE1-K1-1B
	How do we use the verb venir to express coming and going?	vocabulary relating to train travel	names places in the airport	LOTE1-K1-1C
	How do we use the past tense and the imperfect tense to tell a story?	vocabulary relating to air travel	names parts of the interior of an airplane	LOTE1-K1-1D
		understand the main idea and some discrete information	translates words relating to train stations	LOTE1-K1-1E
		VOCABULARY: definite article, indefinite article, gender, preposition	labels countries in Europe on a map	LOTE2-K1-1A
		French words for countries, continents and cities	identifies French-speaking European countries	LOTE2-K1-1B
		Map of Europe	locates French-speaking countries on a map of the world	
		rely on familiar utterances	applies proper prepositions to countries, cities and continents	
		six present tense forms of venir	lists present tense forms of venir	
		past tense forms of venir	matches pronouns to the correct form of venir	
		imperfect tense forms of venir	converts present tense forms of venir to past tense	
		employ simple and complex sentences	identifies six forms of the past tense of venir	
			changes venir from the past tense to the	

		<p>narrating in the past</p> <p>comparing past tense and imperfect tense</p> <p>complex sentences in past time frame</p>	<p>imperfect</p> <p>lists past actions</p> <p>relates past events</p> <p>distinguishes between the past tense and the imperfect tense</p> <p>predicts proper use of past and imperfect</p> <p>employs past and imperfect tenses while storytelling</p> <p>compares and contrasts use of past and imperfect</p>	
Unit 5	<p>How do we use the vocabulary related to the bank and the post office to talk about using bank and post office services in France and in the United States?</p> <p>How do we refer to people and things already mentioned?</p> <p>How do we tell about what you and others do for one another?</p> <p>How do we use qui and que to expand upon our thoughts while speaking and writing?</p> <p>How do we make negative statements to</p>	<p>PUBLIC and PRIVATE SERVICES</p> <p>VOCABULARY: gender, cognate, definite article, indefinite article</p> <p>expressions related to banking services</p> <p>expressions related to postal services</p> <p>select appropriate vocabulary</p> <p>VOCABULARY: direct object pronoun, indirect object pronouns, past participle agreement</p>	<p>labels parts of a bank</p> <p>selects words and expressions related to the post office</p> <p>discusses differences between services of French and American banks</p> <p>summarizes postal services</p> <p>translates vocabulary words relating to the bank and post office</p> <p>explains differences between services in French postal services and American postal services</p>	<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p> <p>LOTE2-K1-1D</p>

express no one and nothing?				
How is the Euro used in France?	using the direct object pronoun to express things that have already happened	selects the appropriate form of the past participle when used with a direct object pronoun		
	agreement of the past participle	identifies the past participle		
	express details and nuances by using appropriate modifiers	matches the past participle with the appropriate ending		
	VOCABULARY: reflexive pronouns, direct object, indirect object	distinguishes between male, female, singular and plural endings		
	reflexive pronouns	prepares statements in the past that include direct object pronouns		
	reciprocal actions			
	actions done for other people	states actions taken for other people		
	actions other people take for you	describes actions other people take for us		
	employ simple and complex sentences in present and past tenses	uses reciprocal pronouns to explain interaction between two people		
	VOCABULARY: relative pronoun, clause, subject, direct object	composes thoughts using reciprocal pronouns to explain interactions between two people using direct and indirect objects.		
	qui and que to expand sentences			
	joining clauses with qui as a subject	selects qui or que as the relative pronoun		
	joining clauses with que as the direct object	changes two clauses into one sentence using qui or que		
	initiate and sustain			

		<p>conversations</p> <p>VOCABULARY: negative statements</p> <p>personne ne...followed by a statement</p> <p>rien ne... followed by a statement</p> <p>"ne" to form negative statements</p> <p>select appropriate vocabulary</p> <p>the Euro</p> <p>children and allowance in France</p> <p>cultural traits and patterns</p>	<p>produces compound sentences using qui or qui</p> <p>identifies qui as the subject of the clause it introduces</p> <p>defines que as the direct object of the clause it introduces</p> <p>describes the difference between personne ne and rien ne</p> <p>relates the meanings of personne ne and rien ne</p> <p>selects personne ne to express "no one"</p> <p>states rien ne as the translation for "nothing"</p> <p>organizes sentences with personne ne and rien ne</p> <p>identifies Euro as the French unit of currency</p> <p>describes the ways in which French children spend their allowance</p> <p>compiles a list of European countries that use the Euro</p> <p>calculates the exchange rate for American dollars and the Euro</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 messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone. [Checkpoint B]

LOTE1-K1-1B [5 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1B - understand the main idea and some discrete information in television, radio, or live presentations. [Checkpoint B]

LOTE1-K1-1C [5 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1C - initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals. [Checkpoint B]

LOTE1-K1-1D [5 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1D - select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers. [Checkpoint B]

LOTE1-K1-1E [5 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1E - exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. [Checkpoint B]

LOTE1-K1-1F [4 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1F - use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. [Checkpoint B]

LOTE2-K1-1A [5 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1A - exhibit more comprehensive knowledge of cultural traits and patterns. [Checkpoint B]

LOTE2-K1-1B [5 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1B - draw comparisons between societies. [Checkpoint B]

LOTE2-K1-1C [3 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1C - recognize that there are important linguistic and cultural variations among groups that speak the same target language. [Checkpoint B]

LOTE2-K1-1D [4 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1D - understand how words, body language, rituals, and social interactions influence communication. [Checkpoint B]