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

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

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

		in spontaneous and familiar interactions VOCABULARY: health care policies cultural comparisons of health care systems in US and France comprehension of information in television and radio programs related to medical services in France appropriate vocabulary related to nutrition comprehension of how social interactions influence communication related to health comprehensive knowledge of cultural patterns related to health and nutrition	creates verb charts for conjuations of souffrir and ouvrir in present and past tense repeats formations of new verbs aloud constructs sentences using forms of souffrir anf ouvrir in present and past responds orally to listening comprehension questions creates stories with partner using new verbs compares and contrasts cultural differences dealing with health matters in the US and France reads passages and responds to questions concerning medical services in France analyzes realia to better grasp cultural concepts identifies cognates in reading passages		

| Unit 3 | How do we use vocabulary to talk about computers, e-mail, the internet faxes and technology in French?

How do we use the past tense to talk about habitual and continuous actions in the past tense?

How do we use the past and imperfect tenses to narrate in the past?

How do we discuss today's telecommunication systems in France? | PUBLIC and PRIVATE SERVICES

VOCABULARY: cognate

vocabulary relating to technology

understand the main idea and some discrete information

VOCABULARY: conjugate, regular verbs, irregular verbs

differences between the past tense and the imperfect tense

messages and short conversations

VOCABULARY: habitual, continuous

storytelling in the past tense

initiate and sustain conversations

telephone cards in French-speaking countries

communicating over long distances before telephones

different kinds of telephones | identifies vocabulary words relating to telephones, fax machines and computers

reproduces vocabulary relating to technology

describes the differences between the past and imperfect tenses

explains the differences between the past and imperfect

identifies use of past and imperfect tenses in listening, speaking, reading and writing activities

predicts use of past and imperfect tenses

prepares work in the past and imperfect tenses

applies rules of past and imperfect use to listening, speaking, reading and writing acitivites | | LOTE1-K1-1A

LOTE1-K1-1D

LOTE1-K1-1B

LOTE1-K1-1C

LOTE1-K1-1E

LOTE1-K1-1F

LOTE2-K1-1A

LOTE2-K1-1B

LOTE2-K1-1C

LOTE2-K1-1D |

		comprehensive knowledge of cultural traits and patterns comparisons between societies	summarizes differences between making phone calls in French-speaking countries and in the United States demonstrates knowledge of the telephone system in France contrasts differences in types of telephones explains telephone and computer use in France		

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

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

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			
		prepares statments in the past that include direct object pronouns			
	reflexive 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			
		uses reciprocal pronouns to explain interaction between two people			
	employ simple and complex sentences in present and past tenses	composes thoughts using reciprocal pronouns to explain interactions between two people using direct and indirect objects.			
	VOCABULARY: relative pronoun, clause, subject, direct object				
	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				

		conversations VOCABULARY: negative statements personne ne…followed by a statement rien ne… followed by a statment "ne" to form negative statements select appropriate vocabulary the Euro children and allowance in France cultural traits and patterns	produces compound sentences using qui or qui identifies qui as the subject of the clause it introduces defines que as the direct object of the clause it introduces describes the difference between personne ne and rien ne relates the meanings of personne ne and rien ne selects personne ne to express "no one" states rien ne as the translation for "nothing" organizes sentences with personne ne and rien ne identifies Euro as the French unit of currency describes the ways in which French children spend their allowance complies a list of European countries that use the Euro calculates the exchange rate for American dollars and the Euro		

Key to Standards used in this Map

LOTE1-K1-1A [5 occurences] - 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 occurences] - 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 occurences] - 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 occurences] - 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 occurences] - 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 occurences] - 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 occurences] - 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 occurences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1B - draw comparisons between societies. [Checkpoint B]

LOTE2-K1-1C [3 occurences] - 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 occurences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1D - understand how words, body language, rituals, and social interactions influence communication. [Checkpoint B]