

Map: **French 3R** Grade Level: **10**District: **Island Trees**Created: **11/10/2007** Last Updated: **11/10/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	How do we use vocabulary to discuss foods and food preparation in French?	MEAL TAKING, FOOD AND DRINK  VOCABULARY: cognate	identifies cognates in vocabulary  translates vocabulary lists	LOTE1-K1-1A LOTE1-K1-1B LOTE1-K1-1C
	How do we conjugate verbs in the future tense in order to describe future events?	appropriate vocabulary selection related to food and food preparation while using repetition and circumlocution	reads and identifies parts of a recipe  describes food preparation activities in the kitchen	LOTE1-K1-1D LOTE1-K1-1E LOTE1-K1-1F
	How do we use two pronouns in the same sentence to refer to people and things already mentioned?	appropriate vocabulary selection related to the kitchen while using repetition and circumlocution	applies the rules of the future tense to regular and irregular verbs	LOTE2-K1-1A LOTE2-K1-1B LOTE2-K1-1C
	How do we use faire + infinitive to tell what you have others do?	comprehension of short conversations sustained face-to-face with more fluent individuals	memorizes the stems to common irregular future tense verbs	LOTE2-K1-1D
	Which regions of France are known for their culinary specialties?	VOCABULARY: conjugate, simple future, regular, irregular  forms of the regular verb in future tense  forms of the irregular verb in future tense  uses of future tense in spontaneous and familiar interactions	describes future actions using verbs conjugated in the future tense  identifies order of direct and indirect object pronouns  uses direct and indirect object pronouns to replace people and things already mentioned  differentiates between using direct and indirect object pronouns	

	<p>VOCABULARY: pronouns</p> <p>order of direct and indirect object pronouns in same sentence</p> <p>expression of details by using appropriate modifiers</p> <p>VOCABULARY: infinitive</p> <p>forms of faire in the present tense</p> <p>use of faire + infinitive to imply someone else is completing the action in spontaneous and familiar interactions</p> <p>VOCABULARY: gastronomy</p> <p>comprehensive knowledge of cultural patterns related to various regions of France and how the rituals and social interactions influence communication</p> <p>cultural comparisons between societies of regional specialties in France and US</p> <p>awareness of cultural variations within different French-speaking countries</p> <p>comprehension of information on television programs related to food specialties</p>	<p>conjugates the verb faire in the present tense</p> <p>identifies the use of faire + infinitive to express what you have someone else do for you</p> <p>engages in conversations using faire + infinitive construction</p> <p>invents situations to use faire + infinitive construction</p> <p>identifies regions of France</p> <p>identifies regional specialties of France</p> <p>prepares simple French recipes</p> <p>recognizes ingredients used in regional dishes</p> <p>simulates preparation of simple French dishes</p>	
<p>How do we use French vocabulary to discuss cars and driving?</p> <p>How do we conjugate regular</p>	<p>TRAVEL</p> <p>VOCABULARY: cognate</p> <p>appropriate vocabulary selection related to cars and driving using</p>	<p>identifies vocabulary to discuss cars and driving</p> <p>translates vocabulary words</p>	<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p>

Unit 2	verbs in the conditional tense to express what would happen?	repetition and circumlocution	from list	LOTE1-K1-1E
	How do we conjugate irregular verbs in both the future tense (to express what will happen) and the conditional tense (to express what would happen)?	appropriate vocabulary selection related to giving directions	relates how to give directions to a location	LOTE1-K1-1F
	How do we determine whether to use the future or conditional tense with si clauses?	initiation of conversations related to driving with peers and more fluent individuals	analyzes realia to better grasp cultural concepts	LOTE2-K1-1A
	How can we compare the driving habits of the French to those of Americans?	VOCABULARY: conjugate, conditional, regular, irregular	interprets maps and guides of French roads	LOTE2-K1-1B
		rules for conjugating regular verbs in the conditional tense	describes what would happen by using the conditional tense	LOTE2-K1-1D
		uses of conditional tense in spontaneous and familiar interactions	conjugates regular verbs using the appropriate stems	
		VOCABULARY: conjugate, future, conditional, irregular, regular	creates sentences expressing possibility	
		rules for conjugating irregular verbs in the conditional tense	predicts what would happen given certain circumstances	
		rules for conjugating irregular verbs in the future tense	describes future events by using the future tense	
		appropriate use of conditional and future tenses in spontaneous and familiar interactions	describes what would happen by using the conditional tense	
		differentiates when to use future or conditional tense		
	VOCABULARY: clause, future, conditional, imperfect, present	selects correct stems for irregular verbs		

	<p>rules for selecting appropriate tense (imperfect, conditional or present, future) in a "si clause"</p> <p>VOCABULARY: rush hour, traffic circles</p> <p>comparisons between traffic rules and driving laws in France and the US</p> <p>comprehensive knowledge of the cultural patterns of the driving habits of the French</p> <p>cultural variations in French-speaking countries with regard to driving laws</p> <p>comprehension of information in television and radio programs</p>	<p>conjugates irregular verbs using the appropriate stems</p> <p>expresses conditions and possibilities by using a combination of either present and future tenses, or imperfect and conditional tenses</p> <p>completes sentences by adding the correct sequence of tenses</p> <p>employs the correct tense by determining the tense of other clauses in the same sentence</p> <p>summarizes reading passage about driving in France using reading strategies</p> <p>compares and contrasts driving habits of the French to those of Americans</p> <p>reads and answers questions about reading comprehension passage</p> <p>examines photos and makes cultural observations</p>		
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Unit 3	How do we use vocabulary to discuss accidents, medical problems and hospitals in French?	HEALTH and WELFARE VOCABULARY: health care, emergency room procedures	discusses medical problems and specific body parts discusses hospital rooms and emergency room procedures	LOTE1-K1-1A LOTE1-K1-1B LOTE1-K1-1C LOTE1-K1-1D LOTE1-K1-1E LOTE1-K1-1F
	How do we use interrogative and relative pronouns to express "what"?	appropriate vocabulary selection related to accidents, medical problems and body parts while using repetition and circumlocution	expresses how to check in to a hospital	LOTE2-K1-1A LOTE2-K1-1B LOTE2-K1-1C LOTE2-K1-1D
	How do we use pronouns with the imperative?	appropriate vocabulary selection related to the hospital and emergency room while using	describes sequence of events in an accident	
	How do we use the superlative and the comparative?	comprehension of short conversations in face-to-face interactions with peers initiation of conversation with more fluent individuals	uses interrogative pronouns to start a "what" question	
	How do we use meilleur and mieux to express better and best?	VOCABULARY: interrogative pronoun, relative pronoun	uses relative pronouns to express "what" in an indirect question compares uses of interrogative pronouns or relative pronouns	
	How does "Doctors Without Borders/ Medecins Sans Frontieres work with the Red Cross?"	expression of details by using interrogative pronouns to ask a question with "what" in spontaneous and familiar interactions expression of details by using relative pronouns within a sentence to ask an indirect question	selects correct pronouns when expressing "what"	
		VOCABULARY: imperative, pronouns	tells people what to do by using the imperative	
		expression of details by using pronouns as appropriate modifiers	uses affirmative commands with pronouns	
		rules for using pronouns with the imperative in simple and complex sentences	uses negative commands with pronouns	
		VOCABULARY: superlative,	refers to things and people already mentioned by using	

	<p>comparative, adjective</p> <p>rules for forming the superlative rules for forming the comparative</p> <p>VOCABULARY: adjective, adverb</p> <p>rules for using meilleur and mieux</p> <p>expression of details by using adjectives and adverbs as appropriate modifiers</p> <p>VOCABULARY: Doctors without Borders</p> <p>history of Doctors without Borders</p> <p>comprehensive knowledge of cultural traits related to health care in France</p> <p>cultural comparisons between health care in France and the US</p> <p>influence of social interactions on communication related to health care</p> <p>comprehension of information in television and radio programs related to health care and Doctors Without Borders</p>	<p>pronouns</p> <p>initiates actions by using imperative commands</p> <p>expresses the most or the least</p> <p>uses definite articles to express superlative</p> <p>uses plus or moins to express more or less</p> <p>makes comparisons between people and things</p> <p>compares people and things using meilleur and mieux</p> <p>decides whether or not to use adjective or adverb</p> <p>selects appropriate adjective or adverb</p> <p>uses meilleur or mieux when needed</p> <p>reads reading comprehension passage and answers questions</p> <p>explains the purpose of Medecins sans Frontieres</p> <p>describes realia with chapter vocabulary</p>		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	How do we use French vocabulary to discuss hotels and checking in and out of hotel rooms	TRAVEL	relates requests for specific types of hotel rooms	LOTE1-K1-1A
		VOCABULARY: noun, cognate, singular, plural, definite article, indefinite article	selects hotel rooms with bathrooms	LOTE1-K1-1B
	How do we use vocabulary to describe hotel rooms and bathrooms in hotels in French?	checking into hotels	expresses desire to check into a hotel	LOTE1-K1-1C
		checking out of hotels	composes sentences that express desire to check out of a hotel	LOTE1-K1-1D
		requesting room types		LOTE1-K1-1E
	How do we use the verbs etre and avoir to express past actions?	selection of appropriate vocabulary	identifies objects in a hotel room or bathroom	LOTE1-K1-1F
	How can we use y and en to refer to places previously mentioned?	VOCABULARY: gender, agreement, article	relates wishes for a specific type of hotel room	LOTE2-K1-1A
	How do we use adverbs to describe how we do things?	hotel room vocabulary	tells hotel clerks about problems in the room or bathroom	LOTE2-K1-1D
	How do we discuss the travel habits of the French youth?	things in the bathroom	expresses positive and negative feelings about a hotel room	
		communicating with hotel clerks	selects hotel rooms	
	selection of appropriate vocabulary			
	VOCABULARY:		conjugates all forms of etre in the present tense	

conjugate, direct object	conjugates all forms of avoir in the past tense
etre	recalls verbs that take etre as a helping verb in the past tense
avoir	
passee composee	distinguishes between etre and avoir
actions in a hotel	
past tense conjugated with etre	uses etre in the past tense with verbs that are not followed by a direct object
communication in the past tense	uses avoir in the past tense with verbs that are followed by a direct object
VOCABULARY: pronoun, verb	
pronoun y	selects y to replace locations in a sentence
pronoun en	chooses en to replace things previously mentioned
y to express location	
en for things previously mentioned	demonstrates differences between y and en
use of appropriate modifiers	reconstructs facts using y and en
	discriminates between y and en
VOCABULARY: adverb, adjective, masculine, feminine	
	selects adjectives in the feminine form

			changes adjectives from masculine to feminine		
		rules for changing adjectives to adverbs	recognizes adverbs		
			changes adjectives to adverbs		
		VOCABULARY: youth hostel, w/c	differentiates between adjective and adverbs		
		traveling in France	chooses adverbs to modify verbs		
		tropical travels			
		places to stay while on vacation	selects private hotel rooms		
		private rooms	expresses interest in semi-private hotel rooms		
		semi-private rooms	labels items in a hotel room		
		youth hostels	distinguishes between private and semi-private hotel rooms		
		cultural traits and patterns	requests hotel rooms with private bathrooms		
			comprehends differences between French and American hotels		
			plans hotel stays in French-speaking places		
			compares the differences between hotels, motels and youth hostels		

Unit 5	How do we use vocabulary to discuss public transportation and methods of transportation in French?	TRAVEL, PUBLIC AND PRIVATE SERVICES  VOCABULARY: noun, gender, definite article, indefinite article	identifies vocabulary words related to train and bus travel	LOTE1-K1-1A
	How do we use formal and informal speech to request information?	train transportation  bus transportation	explains differences between train and bus travel  interprets train and bus schedules	LOTE1-K1-1B
	How can we use the expression venir de to express an action that has just been completed?	select appropriate vocabulary	recalls question words	LOTE1-K1-1C
	How do we use the word depuis to find out how long someone has been doing something?	VOCABULARY: subject, verb, question words, inversion, intonation	converts statements into questions using inversion, intonation and est-ce que	LOTE1-K1-1D
	How do we discuss public transportation in Paris, Haiti and Africa?	questions in the present and past tenses	uses appropriate formal and informal speech to ask questions	LOTE1-K1-1E
		messages and short conversations in the past and present tenses	composes questions in the past and present tenses	LOTE1-K1-1F
		VOCABULARY: infinitive, preposition	conjugates the verb venir in the present tense  selects the appropriate form of venir to fit the subject	LOTE2-K1-1A
				LOTE2-K1-1B
				LOTE2-K1-1C
				LOTE2-K1-1D

			recognizes the structure venir de in a statement		
		venir de + the infinitive	uses venir de to express actions that have just been completed		
		simple and complex sentences in the present and past tenses	defines depuis		
		VOCABULARY: present tense, past tense, action	relates the duration of an activity using depuis		
		expressing time with depuis	employs depuis to express duration of time		
		familiar utterances	lists different types of public transportation in Paris		
		VOCABLUARY: culture, francophone, metro	lists various types of public transportation in Haiti and Africa		
		public transportation in Paris	locates train stations on a map of Paris		
		public transportation in Haiti and Africa	uses train and bus schedules to predict departure and arrival times		
			compares pubic transportation in the United States with France, Africa and Haiti		

		comparisons between societies			
Unit 6	<p>How do we use French vocabulary to discuss life in the city and life in the country?</p> <p>How do we use the expressions celui-la and lequel to distinguish between two or more people or things?</p> <p>How do we conjugate the verbs suivre, conduire and vivre in the present and past tenses?</p> <p>How can we use the infinitive of a verb to describe activities?</p> <p>How can we discuss the daily habits of people in France and those in French-speaking Africa and Canada?</p>	<p>PHYSICAL ENVIRONMENT, COMMUNITY AND NEIGHBORHOOD</p> <p>VOCABULARY: cognate, noun, gender, definite article, indefinite article</p> <p>life in the city</p> <p>life in the country</p> <p>parking in the city</p> <p>farm animals</p> <p>VOCABULARY: preposition, plural</p> <p>celui ci</p> <p>celui la</p> <p>lequel</p> <p>laquelle</p> <p>VOCABULARY: conjugate, stem, endings, irregular verbs, -re verb</p> <p>present tense of suivre</p>	<p>selects vocabulary appropriate to city life</p> <p>recalls vocabualry words related to life in the country</p> <p>describes parking options in the city</p> <p>recognizes names of common farm animals</p> <p>memorizes the difference between celui ci and celui la</p> <p>demonstrates correct use of celui ci</p> <p>translates celui la</p> <p>recalls forms of lequel</p> <p>chooses appropriate forms of lequel</p> <p>distinguishes between two or more people or things</p> <p>outlines all present tense forms of suivre, conduire and vivre</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>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p> <p>LOTE2-K1-1D</p>

	<p>present tense of conduire</p> <p>present tense of vivre</p> <p>understand the main idea</p> <p>VOCABULARY: infinitive, preposition</p> <p>faire expressions</p> <p>infinitive after prepositions</p> <p>spontaneity of interaction</p> <p>VOCABULARY: francophone, anglophone</p> <p>country life</p> <p>city life</p> <p>daily life in French-speaking Africa</p> <p>daily life in French-speaking Canada</p> <p>comparisons between societies</p> <p>knowledge of cultural traits</p>	<p>describes meanings of suivre, conduire and vivre</p> <p>prepares sentences using suivre, conduire and vivre</p> <p>points out various meanings of suivre</p> <p>contrasts the difference between vivre and habiter</p> <p>lists expressions using faire</p> <p>reproduces sentences using the infinitive following the preposition</p> <p>differentiates between infinitive and conjugated forms of faire</p> <p>generates sentences using prepositions followed by infinitives</p> <p>describes activities using prepositions followed by infinitives</p> <p>distinguishes between actions in city life and country life</p> <p>&amp;discusses</p>		
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			<p>differences in daily life in France, Africa and Canada</p> <p>predicts actions related to city life</p> <p>interprets cultural habits in French-speaking Africa</p> <p>summarizes daily activities of the French-speaking world</p>		
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
<b>Key to Standards used in this Map</b>						
<p><b>LOTE1-K1-1A</b> [6 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]</p> <p><b>LOTE1-K1-1B</b> [6 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]</p> <p><b>LOTE1-K1-1C</b> [6 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]</p> <p><b>LOTE1-K1-1D</b> [6 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]</p> <p><b>LOTE1-K1-1E</b> [6 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]</p> <p><b>LOTE1-K1-1F</b> [5 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]</p> <p><b>LOTE2-K1-1A</b> [6 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1A - exhibit more comprehensive knowledge of cultural traits and patterns. [Checkpoint B]</p> <p><b>LOTE2-K1-1B</b> [5 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1B - draw comparisons between societies. [Checkpoint B]</p> <p><b>LOTE2-K1-1C</b> [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]</p> <p><b>LOTE2-K1-1D</b> [6 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]</p>						