

Curriculum Map

Content Area: French 1

	Content	Skills	Standards Addressed	Assessment
Chapt. 1	<ul style="list-style-type: none"> Greet someone and say goodbye Exchange names Introduce someone Ask and tell how old someone is Talk about things in a classroom Ask and tell how words are spelled Exchange we-mail addresses Use subjects and verbs Use subject pronouns Use indefinite articles and plural of nouns Use the verb avoir and negation Culture: Île de France 	<ul style="list-style-type: none"> Become familiar with the geography, landmarks, food, art and history of the Ile- de France region Greet someone and say goodbye using culturally appropriate words and gestures Ask someone's name, and learn about names in French-speaking countries Ask how someone is, using the correct honorific Use numbers 0-30 Introduce someone in a culturally appropriate manner (with honorifics) Ask how old someone is (with honorifics) Use subjects and verbs- understand the concepts both in French and in English Use subject pronouns (understand their use in both English and French) Learn about francophone culture, and compare the culture to their own Ask about things in a classroom, Give classroom commands, and respond to them Learn how to ask the teacher something Ask how words are spelled, and learn how to spell words in French including accents Ask for someone's e-mail address, and give your own Use indefinite articles, Use plurals of nouns 	<ul style="list-style-type: none"> 1.1 Understand and engage in conversation on familiar topics; 1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; 1.3 Participate successfully in familiar survival situations and interactions; 1.4 Express some thoughts, ideas, and preferences in oral and written form; 1.5 Use another language for personal communication needs; 1.6 Copy or transcribe familiar words, phrases, and some sentences; 2.1 Understand and interpret the significance of some appropriate gestures, facial expressions, and body language; 2.3 Use cognates to express needs, thoughts, ideas, and preferences; 2.4 Guess intelligently; 2.6 Make some inferences and predictions; 3.1 Produce limited written discourse; 3.2 Use oral language to generate written language; 3.3 Meet basic writing/recording needs such as lists, short messages, postcards, and journals; 3.4 Express in writing personal information and preferences; 4.1 Understand and respond to questions and commands; 4.2 Interact successfully in familiar social situations. 4.3 Interact successfully in most oral communicative tasks. 5.3 Recognize some similarities and differences between one's own culture and other cultures; 6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture; 6.2 Recognize some similarities between one's own language and culture and other languages and cultures; 7.1 Use other languages to obtain and reinforce knowledge of other disciplines; 7.2 Use knowledge acquired through other languages to begin to expand one's own personal knowledge and experience; 	<ul style="list-style-type: none"> Written vocabulary quizzes Written grammar quizzes Application quizzes End of chapter test Book work written activities Sound booth speaking practice In-class speaking practice Audio program listening activities Video program pre- and post viewing activities Introductory E-mail to teacher Versailles reading w/ comprehension questions and reading strategy NPR Versailles article of the week Collins program type 1 writings as daily opener or closing activity Collins type 2 writings Collins type 3 writings (with praise and grade) Télé roman "En rappe" Article of the week

		<ul style="list-style-type: none"> • Use the verb avoir and negation to talk about what you have and don't have 	<p>7.3 Recognize a perspective that is only available through other languages and cultures.</p> <p>9.1 Identify some important dates, events, and people and discuss their significance to one's own and other cultures;</p> <p>9.3 Understand the relationship between geography and culture.</p> <p>9.4 Exhibit an awareness of and respect for other cultures.</p> <p>10.2 Demonstrate awareness of the process of language acquisition.</p>	
<p>Chapt. 2</p>	<ul style="list-style-type: none"> • Ask about likes and dislikes • Agree and disagree • Ask how often you do an activity • Ask how well you do something • Ask about preferences • Use indefinite articles • Use –er verbs • Use irregular plurals • Use contractions with à • Use conjunctions • Use est-ce que 	<ul style="list-style-type: none"> • Ask about likes and dislikes using the verbs aimer, adorer, detester. • Answer questions about likes and dislikes • Use definite articles, and understand how they differ from indefinite articles • Use er verbs- conjugate correctly in all forms, using both nouns and subject pronouns • Use –er verbs negatively • Identify and use irregular plurals • Learn about francophone culture, and compare it to their own • Ask and respond to questions about how often you do an activity • Ask and respond to questions about how well you do something • Use contractions with à, and 	<p>1.1 Understand and engage in conversation on familiar topics;</p> <p>1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</p> <p>1.4 Express some thoughts, ideas, and preferences in oral and written form;</p> <p>1.5 Use another language for personal communication needs;</p> <p>1.6 Copy or transcribe familiar words, phrases, and some sentences;</p> <p>2.1 Understand and interpret the significance of some appropriate gestures, facial expressions, and body language;</p> <p>2.4 Guess intelligently;</p> <p>2.7 Derive meaning from visuals and contexts;</p> <p>3.1 Produce limited written discourse;</p> <p>3.3 Meet basic writing/recording needs such as lists, short messages, postcards, and journals;</p> <p>3.4 Express in writing personal information and preferences;</p> <p>4.2 Interact successfully in familiar social situations.</p> <p>4.3 Interact successfully in most oral communicative tasks.</p> <p>5.2 Recognize representations of other cultures in the media.</p>	<ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • Video program pre- and post viewing activities • Collins program type 1 writings as daily opener or closing activity • Les ados et leurs habitudes reading and comprehension questions • Dossier personnel writing assignment • “J’aime” art project • Type 3 : In-class dialogues (qu’est-ce que tu aimes/n’aimes pas faire?) with praise and grade

		<p>understand the concept of when those contractions are necessary.</p> <ul style="list-style-type: none"> • Understand and use conjunctions • Use est-ce que to form a question 	<p>5.3 Recognize some similarities and differences between one's own culture and other cultures. 6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture; 6.2 Recognize some similarities between one's own language and culture and other languages and cultures. 7.1 Use other languages to obtain and reinforce knowledge of other disciplines. 10.2 Demonstrate awareness of the process of language acquisition.</p>	<ul style="list-style-type: none"> • Télé roman • "En rappe" • Parc Astérix reading with comprehension questions and reading strategy • Article of the week
Chapt. 3	<ul style="list-style-type: none"> • La Province de Québec • Asking about and describing people • Asking for and giving opinions • Identifying family members • Ask about someone's family • Use the verb être • Adjective agreement • More irregular adjectives • Possessive adjectives • Contractions with de • C'est vs. il/elle est 	<ul style="list-style-type: none"> • Ask about people (adjectives of physical and personality description) • Ask for an opinion, and give your own • Use the verb être in both sentences and questions • Use adjective agreement, and compare the use of this grammar structure to English • Use more irregular adjectives • Learn about the culture, products, and perspectives of the province of Quebec • Identify family members • Describe family members • Answer questions about your family • Ask about someone's family • Use possessive adjectives to talk about who something belongs to • Use contractions with de to show possession • Use c'est vs. il/elle est 	<p>1.1 Understand and engage in conversation on familiar topics; 1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately; 1.4 Express some thoughts, ideas, and preferences in oral and written form 1.5 Use another language for personal communication needs; 1.6 Copy or transcribe familiar words, phrases, and some sentences; 2.4 Guess intelligently; 2.5 Apply prior knowledge. 2.7 Derive meaning from visuals and contexts; 3.3 Meet basic writing/recording needs such as lists, short messages, postcards, and journals; 3.4 Express in writing personal information and preferences. 4.3 Interact successfully in most oral communicative tasks; 5.3 Recognize some similarities and differences between one's own culture and other cultures; 6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture; 6.2 Recognize some similarities between one's own language and culture and other languages and cultures. 6.3 Begin to use knowledge to strengthen an understanding of both languages and cultures; 7.1 Use other languages to obtain and reinforce knowledge of other disciplines; 7.2 Use knowledge acquired through other languages to begin to expand one's own personal knowledge and experience. 7.3 Recognize a perspective that is only available through other languages and cultures;</p>	<ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • Video program pre- and post viewing activities • Collins program type 1 writings as daily opener or closing activity • Collins program type 3 writing (Un voyage à Québec) • Type 1- compare the way we use adjectives in English to the way it is done in French grammar • Type 3: Family tree (include praise and grade) • Télé roman • Cirque de Soleil reading with comprehension questions and reading strategy • "En rappe" • Toute la famille poem • Article of the week

			<p>8.1 Utilize technology to communicate personal information across cultures.</p> <p>9.1 Identify some important dates, events, and people and discuss their significance to one's own and other cultures;</p> <p>9.2 Recognize areas of the world where other languages are spoken;</p> <p>9.3 Understand the relationship between geography and culture.</p> <p>9.4 Exhibit an awareness of and respect for other cultures.</p> <p>10.2 Demonstrate awareness of the process of language acquisition.</p>	
<p>Chapt. 4</p>	<ul style="list-style-type: none"> • Continuons la Provence de Québec • School subjects and classes vocabulary • Time and time expressions • Asking for and giving an opinion • Asking and responding to your needs and others' • Making inquiries and purchases • Conjugating re verbs • Conjugating ger and cer verbs • Using le with the days of the week • Months of the year • The verbs préférer and acheter • Adjectives as nouns • Agreement with numbers • Learn numbers from 31-1000 	<ul style="list-style-type: none"> • Continuing to explore the culture, products and perspectives of Québec • Describe your school subjects and classes • Ask about other's school subjects and classes • Ask for an opinion about something • Express an opinion about something (school context) • Correctly conjugate and use -re verbs in a context • Correctly conjugate and use -ger and -cer verbs in a context • Learn the days of the week, and the use of the definite article with days of the week • Ask what others' needs are • Express your own needs • Inquire about and make purchases using the verbs préférer and acheter • Learn to use adjectives as nouns • Use agreement with numbers • Expand vocabulary of numbers to 1,000 	<p>1.1 Understand and engage in conversation on familiar topics;</p> <p>1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</p> <p>1.3 Participate successfully in familiar survival situations and interactions;</p> <p>1.4 Express some thoughts, ideas, and preferences in oral and written form.</p> <p>1.5 Use another language for personal communication needs.</p> <p>1.6 Copy or transcribe familiar words, phrases, and some sentences;</p> <p>2.4 Guess intelligently.</p> <p>2.5 Apply prior knowledge;</p> <p>3.1 Produce limited written discourse;</p> <p>3.4 Express in writing personal information and preferences;</p> <p>4.2 Interact successfully in familiar social situations;</p> <p>5.3 Recognize some similarities and differences between one's own culture and other cultures;</p> <p>6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</p> <p>6.2 Recognize some similarities between one's own language and culture and other languages and cultures.</p> <p>6.3 Begin to use knowledge to strengthen an understanding of both languages and cultures;</p> <p>7.1 Use other languages to obtain and reinforce knowledge of other disciplines</p> <p>7.3 Recognize a perspective that is only available through other languages and cultures;</p> <p>10.1 Demonstrate growth and interest in the language</p>	<ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • Video program pre- and post viewing activities • Collins program type 1 writings as daily opener or closing activity • Michel Tremblay reading with comprehension questions and reading strategy • Télé roman • En rappe • Make a French calendar • L'accent grave dramatic reading with comprehension questions • Emploi du temps writing activity • Article of the week • Collins Type 2 • Collins Type 3 (with praise and grade)

			studied. 10.2 Demonstrate awareness of the process of language acquisition.	
Chapt. 5	<ul style="list-style-type: none"> • L'Ouest de la France • Talk about interests • Talk about frequency of events • Talk about, extend, accept, and refuse invitations • Make plans for the future • Use the verb faire • Question Words • Adverbs • The verb aller and the future proche (the near future) • The verb venire and the passé récent (the recent past) • Idioms with avoir 	<ul style="list-style-type: none"> • Ask about interests • Talk about your own interests • Ask when someone does an activity • Learn to tell the time, and ask about the time • Learn the days of the week • Learn the months of the year • Conjugate and use the verb faire in a context • Understand and use question words to form complex questions requiring more than a yes or no answer • Learning about adverbs, and how to use them • Learn about the culture, products, and perspectives of Western France • Extend and accept or deny an invitations • Make plans • Conjugate and use the verb aller, both alone, and with the near future • Conjugate and use the verb venir both alone and with the recent past • Use and understand the concept of idioms with avoir • 	<p>1.1 Understand and engage in conversation on familiar topics;</p> <p>1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</p> <p>1.4 Express some thoughts, ideas, and preferences in oral and written form.</p> <p>1.5 Use another language for personal communication needs.</p> <p>1.6 Copy or transcribe familiar words, phrases, and some sentences;</p> <p>2.4 Guess intelligently;</p> <p>2.6 Make some inferences and predictions.</p> <p>2.7 Derive meaning from visuals and contexts</p> <p>3.1 Produce limited written discourse;</p> <p>3.3 Meet basic writing/recording needs such as lists, short messages, postcards, and journals;</p> <p>4.2 Interact successfully in familiar social situations;</p> <p>4.4 Request clarification when needed;</p> <p>6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture.</p> <p>6.2 Recognize some similarities between one's own language and culture and other languages and cultures.</p> <p>6.3 Begin to use knowledge to strengthen an understanding of both languages and cultures;</p> <p>7.1 Use other languages to obtain and reinforce knowledge of other disciplines;</p> <p>8.1 Utilize technology to communicate personal information across cultures.</p> <p>9.1 Identify some important dates, events, and people and discuss their significance to one's own and other cultures;</p> <p>9.4 Exhibit an awareness of and respect for other cultures.</p> <p>10.2 Demonstrate awareness of the process of language acquisition.</p>	<ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test • Book work written activities • Sound booth speaking practice • In-class speaking practice • Audio program listening activities • Video program pre- and post viewing activities • Collins program type 1 writings as daily opener or closing activity • Collins Type 2 writings • Les légendes bretonnes reading with comprehension questions and reading strategy • Type 3: Read a French travel brochure, make your own (with praise and grade) • « Ça te dit » writing activity • Télé-roman • En rappe • Article of the week
Chapt. 6	<ul style="list-style-type: none"> • Continuons avec L'Ouest de la France • Offer, accept, and refuse food 	<ul style="list-style-type: none"> • Learn food vocabulary terms • Offer food • Ask for an opinion about food • Give an opinion about food 	<p>1.1 Understand and engage in conversation on familiar topics;</p> <p>1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</p>	<ul style="list-style-type: none"> • Written vocabulary quizzes • Written grammar quizzes • Application quizzes • End of chapter test

	<ul style="list-style-type: none"> Learn food vocabulary Ask for and give an opinion about food Inquire about food, and place an order Ask about prices, and pay the bill at a restaurant The partitive article -ir verbs The verb vouloir The verb prendre The imperative form The verb boire 	<ul style="list-style-type: none"> Use the partitive article Conjugate and use –ir verbs in a context Conjugate and use the verb vouloir in a context Continue to explore the cultures, products, and perspectives of western France Inquire about food Learn restaurant related vocabulary, and how to place an order Ask the price of food items Pay a restaurant bill Conjugate and use the verb prendre in a context Use the imperative to give commands Conjugate and use the verb boire in a context Learn about the importance of food in the French culture 	<p>1.4 Express some thoughts, ideas, and preferences in oral and written form;</p> <p>1.5 Use another language for personal communication needs;</p> <p>1.6 Copy or transcribe familiar words, phrases, and some sentences;</p> <p>2.4 Guess intelligently.</p> <p>3.1 Produce limited written discourse.</p> <p>3.3 Meet basic writing/recording needs such as lists, short messages, postcards, and journals;</p> <p>4.1 Understand and respond to questions and commands;</p> <p>4.2 Interact successfully in familiar social situations;</p> <p>4.3 Interact successfully in most oral communicative tasks.</p> <p>5.3 Recognize some similarities and differences between one’s own culture and other cultures;</p> <p>6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</p> <p>6.2 Recognize some similarities between one’s own language and culture and other languages and cultures.</p> <p>6.3 Begin to use knowledge to strengthen an understanding of both languages and cultures;</p> <p>7.2 Use knowledge acquired through other languages to begin to expand one’s own personal knowledge and experience.</p> <p>7.3 Recognize a perspective that is only available through other languages and cultures</p> <p>8.1 Utilize technology to communicate personal information across cultures.</p> <p>10.2 Demonstrate awareness of the process of language acquisition.</p>	<ul style="list-style-type: none"> Book work written activities Sound booth speaking practice In-class speaking practice Audio program listening activities Video program pre- and post viewing activities Collins program type 1 writings as daily opener or closing activity Les crêpes bretonnes reading with comprehension questions and reading strategy Télé roman En rappe Type 2 writing Restaurant presentations (performance) Type 3: Menu project (with praise and grade) Making French recipes (crêpes and fondue) Le croissant legend and reading comprehension questions “Les bonnes tables” writing activity Article of the week
<p>Chapter 7.1</p>	<ul style="list-style-type: none"> Le Sénégal Offer and ask for help Ask for and give opinions Ask about and give prices Make a decision Demonstrative adjectives Interrogative adjectives 	<ul style="list-style-type: none"> Learn about the culture of Sénégal Learn vocabulary associated with offering help and asking for opinions Use demonstrative adjectives Use interrogative adjectives Use the verb mettre Ask about prices Learn vocabulary associated with decision making 	<p>1.1 Understand and engage in conversation on familiar topics;</p> <p>1.2 Derive meaning from oral, visual, and limited written stimuli and respond appropriately;</p> <p>1.4 Express some thoughts, ideas, and preferences in oral and written form;</p> <p>1.6 Copy or transcribe familiar words, phrases, and some sentences;</p> <p>2.4 Guess intelligently;</p> <p>3.1 Produce limited written discourse;</p> <p>3.2 Use oral language to generate written language;</p> <p>3.3 Meet basic writing/recording needs such as lists,</p>	<ul style="list-style-type: none"> Written Vocabulary quiz Written grammar quiz Application quiz Book work written activities Sound booth speaking practice In-class speaking practice Audio program listening activities Video program pre- and post viewing activities Collins program type 1 writings as daily opener or

	<ul style="list-style-type: none"> The verb metre 		<p>short messages, postcards, and journals;</p> <p>4.2 Interact successfully in familiar social situations;</p> <p>4.3 Interact successfully in most oral communicative tasks;</p> <p>5.3 Recognize some similarities and differences between one's own culture and other cultures;</p> <p>5.4 Strengthen the development of other languages through the use of some authentic texts, media, and through contact with individuals from those cultures using other languages.</p> <p>6.1 Recognize and demonstrate a limited understanding of the ways in which language reflects culture;</p> <p>6.2 Recognize some similarities between one's own language and culture and other languages and cultures.</p> <p>6.3 Begin to use knowledge to strengthen an understanding of both languages and cultures;</p> <p>7.2 Use knowledge acquired through other languages to begin to expand one's own personal knowledge and experience.</p> <p>7.3 Recognize a perspective that is only available through other languages and cultures.</p> <p>8.1 Utilize technology to communicate personal information across cultures.</p> <p>10.2 Demonstrate awareness of the process of language acquisition.</p>	<p>closing activity</p> <ul style="list-style-type: none"> Télé roman En rappe Type 2 writing Article of the week Type 3 paper (with praise and grade) Final exam
--	--	--	---	---