

Seymour Public Schools

Grade 7-12 Subject French I

The main objectives in French I are to develop an ability to understand the spoken language and to be able to reply in clear, simple French. Reading comprehension is developed by means of short stories, anecdotes, and descriptive paragraphs. Some composition in French is required. Lessons on culture, history, and geography of many Francophone countries are presented as well.

Unit 1: Géoculture-(Chapitres 1 &2):L'île de France

In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Students will learn about the beginnings of the city of Paris, its main tourist attractions, France's national holiday-Bastille Day, some traditional gastronomical dishes, and some points in its history, such as Napoleon Bonaparte and the French Revolution.

Unit 2: Salut, les copains!—

Students will learn the basics of the French language: its roots, introductions, counting; spelling, alphabet, accent marks; names, numbers, gestures, and expressions. They will learn the differences in greeting people, asking and telling how old they are, expressing likes and dislikes. They will also be introduced to action verbs. Students will learn basic commands; pluralization of nouns; verb *avoir*; negation and asking for/giving email addresses. Cultural aspects include: *la bise*; gestures; and the difference between formality and informality.

Unit 3-Qu'est-ce qui te plaît?

In this unit, students will learn about likes and dislikes, how to agree or disagree, ask about how often something is done, and ask about preferences. Grammar topics studied will include: definite articles-*le, la, l', les*; *-er verbs*, contractions with *à-au, à l', à la, aux*; *conjunctions*, and *est-ce que*. Vocabulary will include activities, such as *nager, danser, jouer, et sortir*, as well as the verbs *faire/jouer*..Students will also learn vocabulary concerning leisure-time activities, irregular plurals of adjectives.

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Unit 4:Géoculture-(Chapitres 3&4): La province de Québec

In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Students will learn about the geography of Québec, its flora and fauna, winter sports, gastronomy, festivals, and history. Some highlights will be hockey, le Carnaval de Québec, the explorers Samuel de Champlain and Jacques Cartier.

Unit 5-Comment est ta famille?

In this unit students will learn description of people and pets; the verb *être*; agreement of regular and irregular adjectives; names of family members; possessive adjectives; contractions with *de*; and *c'est vs. il/elle est*. Cultural aspects include the reprisal of Carnaval in Québec; fêtes; *le blason*(coat of arms); license plates; and Québécois last names.

Unit 6-Mon année scolaire

In this unit students will learn the names of school subjects-e.g. *le français , l'histoire*, time expressions-e.g.-*du matin, du soir, demain*, and revisit the days of the week. They will be able to use *re,-ger , -cer, préférer, acheter* verbs in sentences. Along with school subjects, they will learn classroom items, such as *un crayon, un livre*;colors-e.g. *rose, jaune, bleu*. The students will be able to form questions and answers about purchasing these items. Lastly, they will compare nominalization of adjectives, as we do frequently in English.

Unit 7-(Chapitres 5 &6): L'Ouest de la France

In this unit, students will view the sites of la Bretagne and la Normandie, including Carnac, le Mont St. Michel, Sept-îles,Villandry and Chambord. They will also learn about the history of the area, including the Battle of Hastings, Jeanned'Arc and the WWII invasion of the Normandy beaches of D-Day in June of 1944. Food plays an important role in this area, including seafood and dairy products.

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Unit 8-Le temps libre

In this unit, students will ask and answer about interests, extend, accept, and refuse and invitation, and make plans with others. In doing these activities, they will employ the verb *faire*, *aller (future proche)*, *venir(passé récent)*, and idioms with *avoir*. They will also integrate questions words and adverbs successfully into a sentence. Vocabulary will include sports, seasons, places in town and weather situations-e.g. *il fait beau, il fait chaud, il fait du soleil*.

Unit 9-Bon appétit-

This unit continues to be interesting to students as they can readily relate to food and beverages. In addition, they study place settings and cultural facts about dining out in France. They will learn how to order, accept and refuse food. They will also be able to compliment, complain, ask for the check, and know how to tip. Students will understand the use of the partitive article- *du, de la, de l', des*. They will express their food choices also with *-ir* verbs, *vouloir, prendre* and *boire*.

Unit 10-Géoculture-Le Sénégal (Chapitres 7 & 8)

This cultural unit introduces the French I student to Western Africa for the first time. Students will be exposed to its geography, tourist sites, such as: le lac Retba, le Parc national du Nikolo Koba and Djoudi, and the city of Dakar. They will be able to contrast and compare sports, food, and music of Sénégal to that of the United States.

Unit 11-On fait les magasins?

This unit introduces the students to the past tense of the *passé composé*, which allows them to ask, inquire, relate and offer in the past tense. They will be able to insert modifiers, such as interrogative and demonstrative adjectives, and adverbs into these activities. Their vocabulary will concern itself with clothing and accessories in a department, sporting goods, jewelry, and specialty-shop stores.

Unit 12-A la maison

The continuation of the study of the *passé composé* is the main focus of this unit. Students will incorporate the rest of the regular verb set, the *MTV verbs-dormir, partir, sortir, servir, VANDERTRAMPPP* with *être*, and *-yer* into the past tense. They will be able to incorporate house vocabulary, such as rooms in the house and the chores performed in and outside of the home. They will be able to describe their homes and tell where things are located.

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Unit 13-Géoculture-Le Midi

This section is designed to familiarize students with the south of France, including the areas of Provence, St. Tropez, Marseille, and Arles. They will learn about its Roman history and legacy, including the Pont du Gard. Tourists visit the areas of la Camargue, la Côte d'Azur, and les Gorges du Verdun. Students will learn about its gastronomy, including *la ratatouille, la bouillabaisse, et la tarte tropézienne*. Lavender, fabric, perfumes and Christmas *santons* originate in this area as well.

Unit 14-Allons en ville!

This unit is comprised of many activities concerning the everyday life of the French. Students will learn; places in town, such as *la pharmacie, le marché, la banque*. They will also be able to ask how to get to these places, and also give directions to those who are in need of them. They will learn to conjugate the new verbs *voir, savoir, and connaître*. They will also review the concepts of *-inversion, l'impératif*, and present tense verbs.

Unit 15-Enfin les vacances!

In this unit students will learn about traveling in France and abroad. They will employ this vocabulary in forming sentences and questions pertaining to travel. These terms will include-e.g. *le passe-port, la valise, le TGV, le billet*.

They will review the past tense and numbers.

Students will also prepare for discussion of all the concepts, grammar, vocabulary and culture learned this past year.

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Unit 1 – Géoculture-L’île de France

In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Students will learn about the beginnings of the city of Paris, its main tourist attractions, France’s national holiday-Bastille Day, some traditional gastronomical dishes, and some points in its history, such as Napoleon Bonaparte and the French Revolution.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 Two days
CCSS Overarching Standards	<u>Reading</u> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
Enduring Understandings	Students will understand how France’s history and geography define many aspects of its culture.
Essential Questions	How does France’s history and geography define its culture in food, fine arts, leisure activities, and architecture?
Priority Standards (ACTFL)	<u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied <u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

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	<p>3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>		
<p>Performance Expectations</p> <p>(Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • famous tourist attractions in Paris • map of Paris and its suburbs • common delicacies in restaurants • places to see fine arts • important dates in French history • amusement parks near Paris <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • talk about geographic features of the map of Paris. • discuss their favorite works of art and eras. • compare and contrast Bastille Day to the Fourth of July. • compare and contrast France’s theme parks to those of the U.S., especially the influence of Walt Disney. • discuss how France has been our closest ally throughout the history of our country. • share their experiences with French food. 		
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activité-As-tu compris?</i> p.3 • Word Study: content vocabulary p.1-3 • Differentiation-<i>Slower</i> 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television-<i>You Tube</i>, homework explanation, power points-Paris • Text-<i>Bien Dit</i>-pp 1-3 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-p.1 <i>Bien</i> 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes-<i>Paris-Géoculture</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;p.1 <i>Bien Dit-Cahier d’activité</i> p.1 • Supplemental cultural worksheets • Exit slips-<i>What are some of the</i> 	

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<p><i>PacedActivities</i> –map fill-ins</p> <ul style="list-style-type: none">• Homework-cahier- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-p.1	<p><i>Dit-Cahier d’activités</i> p.1</p> <ul style="list-style-type: none">• Realia-Photos and post cards from region• Review game: Paris cultural trivia	<p><i>different leisure-time activities for the French?Which French historical figures have had a connection to the U.S.?</i></p>
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Unit 2 – Salut, les copains! - Students will learn the basics of the French language: its roots, introductions, counting; spelling, alphabet, accent marks; names, numbers, gestures, and expressions. They will learn the differences in greeting people, asking and telling how old they are, expressing likes and dislikes. They will also be introduced to action verbs. Students will learn basic commands; pluralization of nouns; verb *avoir*; negation and asking for/giving email addresses. Cultural aspects include: *la bise*; gestures; and the difference between formality and informality.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 Three to four weeks.
CCSS Overarching Standards	<u>Speaking and Listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Enduring Understandings	Students will understand how to greet someone and say goodbye, to ask how someone is, and to introduce someone.
Essential Questions	How do I introduce myself and say goodbye to somebody else? How do I ask someone how they are doing? How do I introduce someone to a group of people?
Priority Standards (ACTFL)	<u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.

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	<p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.</p>
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • French vocabulary associated with saying hello and goodbye: e.g. <i>bonjour, au revoir, salut, à bientôt, bonsoir.</i> • ways of introducing oneself and asking others' names: e.g. <i>Je m'appelle, Comment tu t'appelles?</i> • how to ask how someone is and respond in kind: e.g. <i>ça va? Comment allez-vous? Bien/très bien merci</i> • slang expressions that their contemporaries in France utilize: e.g. <i>à plus, ça route!, génial</i> • numbers 1-30 and related gestures e.g. <i>thumb counts as a digit</i> • subject pronouns and verb agreement e.g. <i>j'aime, tu aimes, il/elle/on aime, nous aimons, vous aimez,</i> • vocabulary related to the classroom: e.g. <i>un tableau, une porte, une carte, un ordinateur, unDVD</i> • commands directed by the teacher: e.g. <i>Allez au tableau!, Fermez vos livres/cahiers!, Ecoutez!</i> • accent marks: e.g. <i>aigu, grave, circonflexe, tréma, cédille,</i> • indefinite articles and plurals: e.g. <i>un, crayon, une chaise, des crayons, des bureaux</i> • verb <i>to have-avoir-j'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • greet one another and ask how another person is feeling • introduce oneself • converse with one another using teenage slang • count from 1-30 in French • conjugate regular verbs • use classroom vocabulary in a sentence/dialogue • understand commands of the teacher and respond accordingly • use accent marks correctly in vocabulary • use definite and indefinite articles correctly with nouns

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<ul style="list-style-type: none"> conjugate irregular verb <i>avoir-to have</i> and use it correctly in a sentence 		
<p>Strategies (examples)</p> <ul style="list-style-type: none"> Whole class instruction Partner activities <i>Activités</i> 1-48 Word Study: content vocabulary p.35 Differentiation-<i>Slower PacedActivities</i> p. 9, 13, 25, 29, and 31 Homework-cahier- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-pp 1-12 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> Computer/Television- <i>YouTube,Extra</i>, homework explanation, power points Text-<i>Bien Dit</i>-pp 4-35 Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire; Bien Dit-Cahier d'activités; Grammar Tutor for Students of French</i>-pp 1-8 Vocabulary and grammar worksheets Review games-<i>Kahoot, Victoire! Concentration, Bataille Navale</i> 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> Test-<i>Chapitre 1</i> Quizzes-<i>1-1A Paris; 1-2Dans la salle de classe</i> Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;pp1-12 <i>Bien Dit-Cahier d'activités</i> Vocabulary and grammar worksheets Partner/Group assessments-<i>Extra series</i>, dialogues, worksheets <i>Prépare-toi pour l'examen</i> pp32 & 33 <i>Lecture et écriture</i> pp 30& 31 Exit slips-<i>Comment dit-on les numéros en français? Combien de frères et de soeurs est-ce que tu as?</i>

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Unit 3-Qu'est-ce qui te plait?

In this unit, students will learn about likes and dislikes, how to agree or disagree, ask about how often something is done, and ask about preferences. Grammar topics studied will include: definite articles-*le, la, l', les; -er verbs*, contractions with *à-au, à l', à la, aux; conjunctions*, and *est-ce que*. Vocabulary will include activities, such as *nager, danser, jouer, et sortir*, as well as the verbs *faire/jouer*. Students will also learn vocabulary concerning leisure-time activities, irregular plurals of adjectives.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 Three to four weeks.
CCSS Overarching Standards	<u>Speaking and Listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Enduring Understandings	Students will understand how to greet someone and say goodbye, to ask how someone is, and to introduce someone.
Essential Questions	How do I introduce myself and say goodbye to somebody else? How do I ask someone how they are doing? How do I introduce someone to a group of people?
Priority Standards (ACTFL)	<u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.

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	<p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.</p>		
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • teenage pastimes and obligations • definite articles-<i>le la l' les</i> • -<i>er</i> verbs • irregular plurals-<i>journaux, tableaux</i> • sports and activities • contractions with <i>à-à la, au , à l' aux</i> • conjunctions-<i>mais, et</i> • <i>Est-ce que</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • conjugate regular verbs-<i>er</i> and use them correctly in a sentence • modify nouns with definite articles • make irregular adjectives plural • use definite articles with contractions • use conjunctions in sentences • start sentences with <i>est-ce que</i> 		
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activités #1-40</i> • Word Study: content vocabulary p.40-41; 52-53 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television- <i>YouTube,Extra</i>, homework explanation, power points • Text-<i>Bien Dit</i>-pp 38-69 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Test-<i>Chapitre 2</i> • Quizzes-<i>2-1;2-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;pp 13-24 	

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<ul style="list-style-type: none"> • Differentiation-<i>Slower Paced Activities</i> pp 43,47,51,53,57,61 • Homework-cahier- <i>Bien Dit-Cahier de vocabulaire et grammaire</i> 	<ul style="list-style-type: none"> • Workbooks- <i>Bien Dit-Cahier de vocabulaire et grammaire</i>;pp13-24 <i>Bien Dit-Cahier d'activités</i>; -pp11-20 <i>Grammar Tutor for Students of French</i>-pp 9-18 • Vocabulary and grammar worksheets • Review games-<i>Kahoot, Victoire!</i> Concentration, <i>Bataille Navale</i> 	<p><i>Bien Dit-Cahier d'activités</i>pp 11-20</p> <ul style="list-style-type: none"> • Vocabulary and grammar worksheets • Partner/Group assessments-<i>Extra series</i>, dialogues, worksheets • <i>Prépare-toi pour l'examen</i> pp 66-67 • <i>Lecture et écriture</i> pp 64-65
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Unit 4 - Géoculture-La province de Québec

In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Students will learn about the geography of Québec, its flora and fauna, winter sports, gastronomy, festivals, and history.

Some highlights will be hockey, le Carnaval de Québec, the explorers Samuel de Champlain and Jacques Cartier.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 2 days
CCSS Overarching Standards	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words <p><u>Writing</u></p> <ol style="list-style-type: none"> 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others <p><u>Speaking and listening</u></p> <ol style="list-style-type: none"> 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Enduring Understandings	Students will understand how Québec history and geography define many aspects of its culture.

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Essential Questions	How does Québec’s history and geography define its culture in food, sports, leisure activities, and history?
Priority Standards (ACTFL)	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
Performance Expectations (Student outcomes: what will students know/understand and be able to do)	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • famous tourist attractions in the province of Québec • map of Québec and its suburbs • common dishes in restaurants • places to see for tourism and leisure • important dates in Québec’s history • winter sports practiced in Québec and the rest of Canada <p><u>Students will be able to</u></p> <ul style="list-style-type: none"> • talk about geographic features of the map of Québec • discuss their favorite sports and compare them to those of Canada. • compare and contrast festivals to those of the U.S. • discuss Québec’s struggle to be independent. • discuss the food specialties-especially maple syrup and the <i>cabane à sucre</i>.

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activité-As-tu compris?</i> p.75 • Word Study: content vocabulary p.72-75 • Differentiation-<i>Slower PacedActivities</i> –map fill-ins 	<ul style="list-style-type: none"> • Computer/Television-<i>YouTube</i>, homework explanation, power points-Québec • Text-<i>Bien Dit</i>-pp 72-75 • Workbooks-<i>Bien Dit-Cahier d'activités</i> p.24 • Realia-Photos and post cards from region 	<ul style="list-style-type: none"> • Quizzes-<i>Québec-Géoculture</i> • Homework-- <i>Bien Dit-Cahier d'activité</i> p.24 • Supplemental cultural worksheets • Exit slips-<i>What are some of the different leisure-time activities for teenagers in Québec?</i>

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Unit 5—Comment est ta famille?

In this unit students will learn description of people and pets; the verb *être*; agreement of regular and irregular adjectives; names of family members; possessive adjectives; contractions with *de*; and *c'est vs. il/elle est*. Cultural aspects include the reprisal of Carnaval in Québec; fêtes; *le blason*(coat of arms); license plates; and Québécois last names.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 Three to four weeks
CCSS Overarching Standards	<p><u>Reading</u> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p><u>Writing</u> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><u>Speaking and listening</u> 1.Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively</p>
Enduring Understandings	Students will be able to use school vocabulary items in writing and reading along with the correct adjective to describe them.
Essential Questions	How do I as about classes in French? What are the days of the week? How do I ask for and give an opinion? How do I agree adjectives with nouns?

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<p>Priority Standards (ACTFL)</p>	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.</p> <p><u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Performance Expectations</p> <p>(Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • using adjectives and adjectives as nouns-e.g.<i>la rose, le bleu, les orange</i> • the verb- <i>être-to be</i> • agreement of adjectives—<i>e, -s -es</i> • irregular adjectives-<i>beau, bel, belle, beaux, belles</i> • family members—e.g.-<i>la mère, le père, le frère, la soeur</i> • possessive adjectives-e.g.--<i>mon,ma,mes, ton, ta tes...</i> • contractions with <i>de-du, de la de l', des, de, d'</i> • <i>C'est v. il/elle est</i>

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	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • use adjectives as nouns • agree adjectives with nouns • show ownership and relationship • to ask and describe people • to ask and respond about family members • show origin 	
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction Partner activities <i>Activités</i>-# 1-39 • Word Study: content vocabulary pp 78-79; 90-91 • Differentiation-<i>Slower Paced Activities</i> –pp79,83,91,95,99 • Homework-cahier- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-pp 25-36 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television-<i>You Tube</i>, homework explanation, videos-text published • Text-<i>Bien Dit</i>-pp 76-107 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-p.25-36 <i>Bien Dit-Cahier d’activités</i> p.21-30 • <i>Grammar Tutor for Students of French</i> pp 19-28 • Realia-Photos and student schedules from Québec • Review game:present tense board game; color game; adjective bingo; <i>Kahoot</i>; time bingo 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes-<i>Bien Dit 3-1 & 3-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;p.25-36 • <i>Bien Dit-Cahier d’activité</i>21-30 • Supplemental cultural worksheets • <i>Prépare-toi pour l’examen</i> pp 100-101 • <i>Lecture et écriture</i> pp102-103 • Exit slips-<i>What are some of the different school leisure-time activities for the Québécois? How is the education the same/different?</i>

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Unit 6-Mon année scolaire

In this unit students will learn the names of school subjects-e.g. *le français l'histoire*, time expressions-e.g.-*du matin, du soir, demain*, and revisit the days of the week. They will be able to use *re,-ger , -cer, préférer, acheter* verbs in sentences. Along with school subjects, they will learn classroom items, such as *un crayon, un livre*; colors-e.g. *rose, jaune, bleu*. The students will be able to form questions and answers about purchasing these items. Lastly, they will compare nominalization of adjectives, as we do frequently in English.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 Three to four weeks
CCSS Overarching Standards	<p><u>Reading</u> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p><u>Writing</u> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><u>Speaking and listening</u> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
Enduring Understandings	Students will be able to use school vocabulary items in writing and reading along with the correct adjective to describe them.
Essential Questions	How do I as about classes in French? What are the days of the week? How do I ask for and give an opinion? How do I agree adjectives with nouns?

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<p>Priority Standards (ACTFL)</p>	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.</p> <p><u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Performance Expectations</p> <p>(Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • School subjects in French-e.g. <i>-la biologie, le français, la chimie.</i> • Time hours and expressions-e.g <i>Il est une heure, du matin, demain.</i> • conjugate regular <i>re</i> verbs-e.g. <i>je rends, tu rends, il/elle/on rend, nous rendons, vous rendez, ils/ellesrendent.</i> • spelling changes in the verbs <i>manger</i> and <i>commencer.</i> • school classroom items-e.g. <i>le crayon, la gomme, le livre.</i> • colors-eg. <i>-rose, bleu, rouge, vert.</i>

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	<ul style="list-style-type: none"> • numbers 31-201 • verbs –<i>préférer</i> and <i>acheter</i> • using adjectives as nouns-e.g.<i>la rose, le bleu, les orange</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • conjugate <i>-re verbes, préférer, acheter,-ger –cer verbes</i> • use <i>le</i> with the days of the week to show repetition • use adjectives as nous • agree adjectives with nouns • count to the number 201 • ask for and give an opinion • how to tell time, including official time • ask and tell what you need • inquire and buy something 	
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction Partner activities <i>Activité-As-tu compris?</i> # 1-39 • Word Study: content vocabulary pp 112-113; 124-125 • Differentiation-<i>Slower Paced Activities</i> –pp115, 123, 125, 129 • Homework-cahier- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-pp 37-48 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television-<i>YouTube</i>, homework explanation, videos-text published • Text-<i>Bien Dit</i>-pp 110-141 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-p.37-48 <i>Bien Dit-Cahier d’activités</i> p.31-40 • <i>Grammar Tutor for Students of French</i> pp37-48 • Review game: present tense board game; color game; adjective bingo; 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes-<i>Bien Dit 4-1 & 4-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;p.37-48 • <i>Bien Dit-Cahier d’activité</i> 31-40 • Supplemental cultural worksheets • <i>Prépare-toi pour l’examen</i> pp 66 & 67 <i>ecture et écriture</i> pp136-137 • Exit slips-<i>What are some of the different school extracurricular activities? How is the education the same/different?</i>

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Unit 7–l'Ouest de la France

In this unit, students will view the sites of la Bretagne and la Normandie, including Carnac, le Mont St. Michel, Sept-îles, Villedieu-la-Poindrieux, Villandry and Chambord. They will also learn about the history of the area, including the Battle of Hastings, Jeanne d'Arc and the WWII invasion of the Normandy beaches of D-Day in June of 1944. Food plays an important role in this area, including seafood and dairy products.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 2 Days
CCSS Overarching Standards	<p><u>Reading</u></p> <p>3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>4. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p><u>Writing</u></p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p><u>Speaking and listening</u></p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
Enduring Understandings	Students will understand the importance of la Bretagne and la Normandie in the history and economy of France.

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Essential Questions	How do culture, history, and geography affect one’s choice of sports and other free-time activities?
Priority Standards (ACTFL)	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
Performance Expectations (Student outcomes: what will students know/understand and be able to do)	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • the geography of northwestern France • the traditional costumes of the area • the famous abbey and fortress Mont St. Michel • the history of the area, e.g. Hundred Years’ War, World War II. • the economy of the area-e.g. dairy products and seafood • famous chateaux-e.g. <i>Villandry</i> and <i>Chambord</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • discuss the extensive history of N.W. France • name the dairy products from France available locally • compare and contrast the architecture to that of the U.S.

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">• Whole class instruction• Partner activities <i>Activité-As-tu compris?</i> p.147• Word Study: content vocabulary p.144-147• Differentiation-<i>Slower PacedActivities</i> –map fill-ins	<ul style="list-style-type: none">• Computer/Television-<i>YouTube</i>, homework explanation, power points-la Normandie and la Bretagne• Text-<i>Bien Dit</i>-pp 144-147• Workbooks-<i>Bien Dit-Cahier d'activités</i> p.44• Realia-Photos and post cards from region	<ul style="list-style-type: none">• Quizzes-<i>la Normandie /la Bretagne-Géoculture</i>• Homework-- <i>Bien Dit-Cahier d'activité</i> p.44• Supplemental cultural worksheets• Exit slips-<i>What are some of the dairy products that we consume originate from N.W. France?</i>

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Unit 8- Le temps libre

In this unit, students will ask and answer about interests, extend, accept, and refuse an invitation, and make plans with others. In doing these activities, they will employ the verb *faire*, *aller (future proche)*, *venir(passé recent)*, and idioms with *avoir*. They will also integrate questions words and adverbs successfully into a sentence.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 Three to four weeks
CCSS Overarching Standards	<p><u>Reading</u> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p><u>Writing</u> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><u>Speaking and listening</u> 1.Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively</p>
Enduring Understandings	Students will use vocabulary about sports and weather to correctly form ideas and sentences.
Essential Questions	How do culture and geography affect one’s choice of sports and other free-time activities?
Priority Standards	

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<p>(ACTFL)</p>	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.</p> <p><u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Performance Expectations</p> <p>(Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • sports and activities • seasons and months of the year • places in town • weather • question words • adverbs • <i>pétanque</i>

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	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • ask about interests • extend, accept and refuse an invitation • make plans • form statements and questions with: <i>faire, aller, venir</i> and <i>avoir</i> 	
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction Partner activities <i>Activité-As-tu compris?</i> # 1-40 • Word Study: content vocabulary pp 150-151; 162-163 • Differentiation-<i>Slower Paced Activities</i> – pp151,155,159,163,167,171 • Homework-cahier- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-pp 49-60 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television-<i>YouTube</i>, homework explanation, videos-text published • Text-<i>Bien Dit</i>-pp 150-171 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-p.49-60 <i>Bien Dit-Cahier d'activités</i> p.41-50 • <i>Grammar Tutor for Students of French</i> pp 33-40 • Review game: weather board game; interrogative game; adverb bingo; <i>Kahoot</i> 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes-<i>Bien Dit 5-1 & 5-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;p.49-60 • <i>Bien Dit-Cahier d'activité</i> 41-50 • Supplemental cultural worksheets • <i>Prépare-toi pour l'examen</i> pp 176-177 • <i>Lecture et écriture</i> pp 174-175 • Exit slips? <i>What are some different leisure-time activities in France? How do they differ from teenagers to adults?</i>

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Unit 9-Bon appétit-

This unit continues to be interesting to students as they can readily relate to food and beverages. In addition, they study place settings and cultural facts about dining out in France. They will learn how to order, accept and refuse food. They will also be able to compliment, complain, ask for the check, and know how to tip. Students will understand the use of the partitive article- *du, de la, de l', des*. They will express their food choices also with *-ir* verbs, *vouloir, prendre* and *boire*.

Subject:	French I
Grade:	7-12
Time Frame: (# of weeks, etc)	Three to four weeks
CCSS Overarching Standards	<p><u>Reading</u> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p><u>Writing</u> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><u>Speaking and listening</u> 1.Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
Enduring Understandings	Students will be able to inquire about and order food in an authentic cultural setting.
Essential Questions	How does culture influence what, when, and how one eats? What are some typical foods and beverages in France?
Priority Standards (ACTFL)	

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	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.</p> <p><u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • breakfast foods in France and the U.S. in French-<i>le pain, la tartine, le café</i> • table settings-<i>l’assiette, le verre, la tasse</i> • partitive article-<i>du, de l’, de la, des, de</i> • <i>-ir</i> verbs, e.g.-<i>finir, choisir,</i> • <i>vouloir, prendre, boire</i> • typical lunch foods in France-e.g. <i>la quiche, le sandwich, le poulet, le croque monsieur</i> • <i>l’impératif</i>-commands-tu, nous, vous forms of each verb

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	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • ask about prices and ask for the check • offer, accept and refuse food/beverage • make plans to dine out • form statements and questions with: <i>prendre, boire, vouloir</i>
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<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction Partner activities <i>Activité-As-tu compris?</i> # 1-40 • Word Study: content vocabulary pp 184-185; 196-197 • Differentiation-<i>Slower Paced Activities</i> – p.187,191,195,197,201,205,209 • Homework-cahier- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-pp 61-72 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television-<i>YouTube</i>, homework explanation, videos-text published • Text-<i>Bien Dit</i>-pp 184-213 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>-p.61-72 <i>Bien Dit-Cahier d'activités</i> p.51-60 • <i>Grammar Tutor for Students of French</i> pp41-44 • Review game:food board game; irregular verb game; food bingo; <i>Kahoot</i> 	<p style="text-align: center;">Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes-<i>Bien Dit 6-1 & 6-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;p.61-72 • <i>Bien Dit-Cahier d'activité</i>51-60 • Supplemental cultural worksheets • <i>Prépare-toi pour l'examen</i> pp 210-211 • <i>Lecture et écriture</i> pp 208-209 • Exit slips? <i>What are some different foods served in France?What is the expected etiquette at the table?</i>
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Unit 10 - Géoculture-Le Sénégal (Chapitres 7 & 8)

This cultural unit introduces the French I student to Western Africa for the first time. Students will be exposed to its geography, tourist sites, such as: le lac Retba, le parc national du Nikolo Koba and Djoudi, and the city of Dakar. They will be able to contrast and compare sports, food, and music of Sénégal to that of the United States.

Subject: Grade: Time Frame: (# of weeks, etc)	French I 7-12 Two class days
CCSS Overarching Standards	<p>Reading</p> <p>3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>4. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>Writing 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Speaking and listening</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
Enduring Understandings	Students will know the location, attractions, arts, music, sports and food of Sénégal.
Essential Questions	Where is Sénégal located in Africa? How does the location of a country affect its livelihood?

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<p>Priority Standards (ACTFL)</p>	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • the location of Sénégal • Sénégal’s economy-e.g.fishing, tourism. • its tourist attractions-les parcs nationaux,Dakar • its artisans-<i>le batik, la vannerie, les souwères</i> • its music-<i>la groupe Daara J, le mbalax</i> • Sénégal’s favorite sports-wrestling , boat races • favorite dishes-e.g. <i>le poulet yassa, la tieboudienne</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • recognize some tourist attractions • realize that there are large cities in Africa • compare and contrast art, music, and food • place Sénégal on a map of Africa

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activité-As-tu compris?</i> p. 219 • Word Study: content vocabulary p.216-219 • Differentiation-<i>Slower PacedActivities</i> –map fill-ins 	<ul style="list-style-type: none"> • Computer/Television-<i>YouTube</i>, homework explanation, power points-le Sénégal • Text-<i>Bien Dit</i>-pp 216-219 • Workbooks-<i>Bien Dit-Cahier d’activités</i> p.74 • <i>Grammar Tutor for Students of French</i>-pp 45-52 • Review game: cultural trivia 	<ul style="list-style-type: none"> • Quizzes-<i>le Sénégal</i> • Homework-- <i>Bien Dit-Cahier d’activité</i> p.74 • Supplemental cultural worksheets • Exit slips-<i>What were some of the stereotypes of Africa did you have and how have they changed/notafter this unit?</i>

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Unit 11-On fait les magasins?

This unit introduces the students to the past tense of the *passé composé*, which allows them to ask, inquire, relate and offer items in the past tense. They will be able to insert modifiers, such as interrogative and demonstrative adjectives, and adverbs into these activities. Their vocabulary will concern itself with clothing and accessories in a department, sporting goods, jewelry, and specialty-shop stores.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 Three to four weeks.
CCSS Overarching Standards	<u>Speaking and Listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Enduring Understandings	Students will understand how to greet someone and say goodbye, to ask how someone is, and to introduce someone.
Essential Questions	How do I introduce myself and say goodbye to somebody else? How do I ask someone how they are doing? How do I introduce someone to a group of people?
Priority Standards (ACTFL)	<u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied. <u>Connections</u>

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	<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • clothing and accessories-e.g.-<i>une robe, un chapeau, des chaussures</i> • demonstrative adjectives-<i>ce, cet, cette, ces</i> • interrogative adjectives-<i>quel, quelle, quels, quelles</i> • <i>mettre</i>-to wear • outdoor equipment-e.g.-<i>une tente, un VTT, des jumelles</i> • boutique goods-e.g.-<i>une ceinture, un parapluie, une ceinture</i> • jewelry-e.g. <i>un bracelet, un collier, une bague</i> • <i>passé composé</i> –<i>er</i> verbs and irregular verbs <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • offer and ask for help • ask for and give opinions • ask about and give prices • use the verb <i>mettre</i> to express what they are wearing • express the past with the <i>passé composé</i> • use adverbs correctly in the <i>passé composé</i> 	
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activités</i> 1-40 • Differentiation-<i>Slower Paced Activities</i> p223,227,231,235,243,247 • Homework-<i>Bien Dit-Cahierde vocabulaire et grammaire-</i> 73-84 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television-<i>YouTube,Extra</i>, homework explanation, • Text-<i>Bien Dit</i>-pp 222-249 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>;pp 73-84 • <i>Bien Dit-Cahier d’activités</i>; pp 61- 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Test-<i>Chapitre 7</i> • Quizzes-<i>7-1/7-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i> pp73-84 • <i>Bien Dit-Cahier d’activités</i>pp 61-70 • Vocabulary and grammar

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	70 <ul style="list-style-type: none">• <i>Grammar Tutor for Students of French</i>-pp 45-52• Vocabulary and grammar worksheets• Review games-<i>Kahoot, Victoire!</i> Concentration, <i>Bataille Navale</i>	worksheets <ul style="list-style-type: none">• Partner/Group assessments-<i>Extra series</i>, dialogues, worksheets• Exit slips-<i>Comment est-ce'on s'habille aux Etats-Unis?</i>
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Unit 12-A la maison

The continuation of the study of the *passé composé* is the main focus of this unit. Students will incorporate the rest of the regular verb set, the *MTV verbs-dormir, partir, sortir, servir, VANDERTRAMPPP* with *être*, and *-yer* into the past tense. They will be able to incorporate house vocabulary, such as rooms in the house and the chores performed in and outside of the home. They will be able to describe their homes and tell where things are located.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 Three to four weeks.
CCSS Overarching Standards	<u>Speaking and Listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Enduring Understandings	Students will understand how to greet someone and say goodbye, to ask how someone is, and to introduce someone.
Essential Questions	How do I introduce myself and say goodbye to somebody else? How do I ask someone how they are doing? How do I introduce someone to a group of people?
Priority Standards (ACTFL)	<u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied. <u>Connections</u>

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	<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • Chores-<i>les corvées-nettoyer, faire la lessive, faire la vaisselle</i> • Verbs-<i>pouvoir/devoir</i> • <i>Passé composé-ir,re,verbs</i> • Rooms/areas/furniture in the house-<i>le balcon, la cuisine, le jardin, un lit</i> • <i>MTV verbs-dormir, partir, sortir, servir</i> • <i>passé composé -être-VANDERTRAMPP</i> • negative expressions-<i>ne...pas, ne...plus, ne...jamais, personne</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • describe their respective homes • ask for and give information about their homes • ask about and give permission • use the verb<i>devoir</i>to express what they are obligated to do • express the past with the <i>passé composé</i> • use adverbs and negatives correctly in the <i>passé composé</i> 	
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activités</i> 1-44 • Differentiation-<i>Slower PacedActivities</i>259,261,265,269,273,277,281, • Homework- <i>Bien Dit-Cahierde vocabulaire et grammaire-</i> 85-96 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television- <i>YouTube,Extra</i>, homework explanation, • Text-<i>Bien Dit</i>-pp 254-285 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire;</i> pp 85-96 • <i>Bien Dit-Cahier d'activités;</i> pp 	<p style="text-align: center;">Assessments (examples)</p> <ul style="list-style-type: none"> • Test-<i>Chapitre 8</i> • Quizzes-<i>8-1/8-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i> pp85-96 • <i>Bien Dit-Cahier d'activités</i> 71-80 • Vocabulary and grammar

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	<p>71-80</p> <ul style="list-style-type: none">• <i>Grammar Tutor for Students of French</i>-pp 53-56• Vocabulary and grammar worksheets• Review games-<i>Kahoot, Victoire!</i> Concentration, <i>Bataille Navale</i>	<p>worksheets</p> <ul style="list-style-type: none">• Partner/Group assessments-<i>Extra series</i>, dialogues, worksheets• Exit slips-<i>Décrivez vos maisons aux autres.</i>
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Unit 13-Géoculture-Le Midi

This section is designed to familiarize students with the south of France, including the areas of Provence, St. Tropez, Marseille, and Arles. They will learn about its Roman history and legacy, including the Pont du Gard. Tourists visit the areas of la Camargue, la Côte d’Azur, and les Gorges du Verdun. Students will learn about its gastronomy, including *la ratatouille, la bouillabaisse, et la tarte tropézienne*. Lavender, fabric, perfumes and Christmas *santons* originate in this area as well.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 One to two days
CCSS Overarching Standards	<p>Reading 3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>4. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>Writing 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Speaking and listening</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
Enduring Understandings	Students will be introduced to the history, culture and gastronomy of southeastern France, le Midi.

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Essential Questions	How is the culture different in this part of France? What is the difference in its language and economy?
Priority Standards (ACTFL)	<p><u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied</p> <p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p><u>Comparisons</u> 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
Performance Expectations (Student outcomes: what will students know/understand and be able to do)	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • the location of le Midi in France • Le Midi’s economy-e.g.fishing, tourism. • its tourist attractions-Carcassonne, la Camargue, les gorges de Verdon • its artisans-<i>les Santons, la lavande, les tissus provençales</i> • its famous prople-Cézanne, Jean Cocteau • the food of the area-<i>la ratatouille, la bouillabaisse</i> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • locate le Midi on a map of France • compare and contrast its culture to their own • correlate its history to lessons in other disciplines

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>As-tu compris?</i> p.291 • Differentiation-<i>Slower PacedActivities</i>p.287B 	<ul style="list-style-type: none"> • Computer/Television- <i>YouTube</i>, travel video clips • Text-<i>Bien Dit</i>-pp 288-291 • <i>Bien Dit-Cahier d'activités</i>; pp 84 • Review games-cultural trivia 	<ul style="list-style-type: none"> • Quizzes-<i>Géoculture</i> • Homework- • <i>Bien Dit-Cahier d'activités</i>p. 84 • Partner/Group assessments- dialogues, worksheets • Exit slips-<i>Voudriez-vous visiter le Midi? Pourquoi/pourquoi pas?</i>

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Unit 14-Allons en ville!

This unit is comprised of many activities concerning the everyday life of the French. Students will learn; places in town, such as *la pharmacie, le marché, la banque*. They will also be able to ask how to get to these places, and also give directions to those who are in need of them. They will learn to conjugate the new verbs *voir, savoir, and connaître*. They will also review the concepts of *-l'inversion, l'impératif*, and present tense verbs.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 Three to four weeks.
CCSS Overarching Standards	<u>Speaking and Listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Enduring Understandings	Students will understand how to greet someone and say goodbye, to ask how someone is, and to introduce someone.
Essential Questions	How do I introduce myself and say goodbye to somebody else? How do I ask someone how they are doing? How do I introduce someone to a group of people?
Priority Standards (ACTFL)	<u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied.

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	<p><u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p>Performance Expectations (Student outcomes: what will students know/understand and be able to do)</p>	<p><u>Students will know:</u></p> <ul style="list-style-type: none"> • places in town-<i>la banque, la boutique, la poste</i> • directions-<i>tournez, allez tout droit, continuez</i> • transportation-<i>en bus, en voiture, en taxi</i> • the verbs-<i>voir, savoir, connaître</i> • previously –learned information-<i>l’impératif, l’inversion</i>, present tense <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • offer and ask for directions • plan their activities in a given day • know the differences of the verbs <i>to know</i> in French • give commands • ask for information in places in town • make and respond to a request • use the present tense and inversion in statements and questions 	
<p>Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activités</i> 1-40 • Differentiation-<i>Slower PacedActivities</i> p223,227,231,235,243,247 • Homework- <i>Bien Dit-Cahierde vocabulaire et grammaire-</i> 97-108 	<p>Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Computer/Television- <i>YouTube,Extra</i>, homework explanation, • Text-<i>Bien Dit</i>-pp 292-325 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire;</i> pp 97-108 • <i>Bien Dit-Cahier d’activités;</i> pp 81- 	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • Test-<i>Chapitre 9</i> • Quizzes-<i>9-1/9-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>pp97-108 • <i>Bien Dit-Cahier d’activités</i>pp81-90 • Vocabulary and grammar worksheets • Partner/Group assessments-<i>Extra</i>

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	<p>90</p> <ul style="list-style-type: none">• <i>Grammar Tutor for Students of French-57-58</i>• Vocabulary and grammar worksheets• Review games-<i>Kahoot, Victoire!</i> Concentration, <i>Bataille Navale</i>	<p><i>series</i>, dialogues, worksheets</p> <ul style="list-style-type: none">• Exit slips-<i>Ask a partner how to get to a designated place in town. Respond to his/her requests as well.</i>
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Unit 15-Enfin les vacances!

In this unit students will learn about traveling in France and abroad. They will employ this vocabulary in in forming sentences and questions pertaining to travel. They will review the past tense and numbers.

Students will also prepare for discussion of all the concepts, grammar, vocabulary and culture learned this past year.

Subject: Grade: Time Frame: (# of weeks, etc.)	French I 7-12 Three to four weeks.
CCSS Overarching Standards	<u>Speaking and Listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Enduring Understandings	Students will understand how to greet someone and say goodbye, to ask how someone is, and to introduce someone.
Essential Questions	How do I introduce myself and say goodbye to somebody else? How do I ask someone how they are doing? How do I introduce someone to a group of people?
Priority Standards (ACTFL)	<u>Communication</u> 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. <u>Cultures</u> 2.1 Students demonstrate an understanding of the relationships between practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationships between the products and perspectives of the culture studied. <u>Connections</u> 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2 Students acquire information and recognize distinctive viewpoints that are only available through the foreign

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	language and its cultures.	
Performance Expectations (Student outcomes: what will students know/understand and be able to do)	<u>Students will know:</u> <ul style="list-style-type: none"> • travel items, e.g.-<i>le passeport, le billet, la valise</i> • the stem-changing verb to call-<i>appeler</i> • geographical prepositions-<i>à, en, au ,aux, de, du, des, d'</i> • idioms with <i>faire-faire les valises, faire la queue</i> • travel vocabulary-e.g.<i>l'avion, le terminal, la gare, TGV</i> • review:<i>le passé composé</i>; ordinal numbers <u>Students will be able to:</u> <ul style="list-style-type: none"> • get travel information • buy tickets and make a transaction • communicate in the past tense • express the order of items or people 	
Strategies (examples) <ul style="list-style-type: none"> • Whole class instruction • Partner activities <i>Activités</i> 1-41 • Differentiation-<i>Slower PacedActivities</i>331,335,339,341,345 • Homework- <i>Bien Dit-Cahierde vocabulaire et grammaire-</i> 109-120 	Materials/Resources (examples) <ul style="list-style-type: none"> • Computer/Television-<i>YouTube,Extra</i>, homework explanation, • Text-<i>Bien Dit</i>-pp 326-359 • Workbooks- <i>Bien Dit-Cahierde vocabulaire et grammaire</i>; pp 109-120 • <i>Bien Dit-Cahier d'activités</i>; pp 91-100 • <i>Grammar Tutor for Students of French</i>-pp 59-60 • Vocabulary and grammar worksheets • Review games-<i>Kahoot, Victoire!</i> 	Assessments (examples) <ul style="list-style-type: none"> • Test-<i>Chapitre 10</i> • Quizzes-<i>10-1/710-2</i> • Homework-- <i>Bien Dit-Cahierde vocabulaire et grammaire</i> pp109-120 • <i>Bien Dit-Cahier d'activités</i>91-100 • Vocabulary and grammar worksheets • Partner/Group assessments-<i>Extra series</i>, dialogues, worksheets • Exit slips-<i>Comment va-t-on à ____? Quel est le prix d'un billet?</i>

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4/23/2019 Subject Grade

The numbering sequence correlates to the state numbers to ensure alignment.