



Course: French I
Grade Level: 8-12
Unit 1

Course/Subject:
French I

Grade:
8-12

Unit 1:
Salut, les copains!

Suggested Timeline:
5-6 weeks

Grade Level Summary	French I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the French culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Salut, les copains! Unit 2: Qu'est-ce qui te plaît? Unit 3: Comment est ta famille? Unit 4: Mon année scolaire Unit 5: Le temps libre Unit 6: Bon appétit

Unit Title	Salut, les copains!
Unit Summary	Students learn and use the basics of French to communicate ideas about themselves and the classroom environment.

Unit Essential Questions: 1. How do you use vocabulary to communicate basics of French to your teachers and classmates?	Key Understandings: 1. Greetings/goodbyes 2. Exchanging names/Introducing a person 3. Expressing how you are 4. Classroom objects/locations 5. Alphabet and accent marks 6. Formal vs. Casual forms of address 7. Subject pronouns/articles and plural nouns 8. The verb AVOIR and negation 9. Counting numbers 0-30
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Concept of gender for nouns, cultural stereotypes, formal vs. casual forms of address. • Negative sentences in French are like English, generally using a single word (“not”) 	<ul style="list-style-type: none"> • Knowing that gender is used more widely in French than English. • Understanding values in the French culture are different than other cultures. • Negative sentences in French use a “structure” (ne...pas), where the two parts surround the verb

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Vocabulary for greetings/goodbyes, exchanging names, introductions, feelings • Vocabulary for classroom objects and school locations. • Subject pronouns, articles and gender • Alphabet and names of accent marks • The verb “avoir” in the present tense • Affirmative and negative sentences • Formal vs. Casual forms of address 	<ul style="list-style-type: none"> • Use basic vocabulary in reading, writing, listening, and speaking activities. • Understand the use of gender with respect to subject pronouns, articles and nouns. • Recognize and use French alphabet letters and accent marks. • Conjugate the verb “avoir” in the present tense • Use “avoir” in affirmative and negative forms 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Collaboration

Academic Vocabulary:

• Conjugation	• Accent	• Pronoun	• la bise
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Evidence: Assessments and Performance Task(s)

- Homework
 - Speaking/listening assessment
 - Quizzes
 - Projects
 - Unit quiz/exam
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Interdisciplinary Connections:

- ELA - subject pronouns, articles
 - Math - cardinal numbers
 - Geography of France/ Parisian landmarks
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Additional Resources:

- Textbook
 - Workbook
 - Audio program
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
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Created By: Northern York County School District World Language Department



Course: French I

Grade Level: 8-12

Unit 2

Course/Subject:
French I

Grade:
8-12

Unit 2:
Qu'est-ce qui te plaît?

Suggested Timeline:
5-6 weeks

Grade Level Summary	French I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the French culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Salut, les copains! Unit 2: Qu'est-ce qui te plaît? Unit 3: Comment est ta famille? Unit 4: Mon année scolaire Unit 5: Le temps libre Unit 6: Bon appétit

Unit Title	Qu'est-ce qui te plaît?
Unit Summary	Students learn and use vocabulary and verb structures that allow them to communicate ideas about activities they and others participate in.

Unit Essential Questions: <ol style="list-style-type: none"> How do you use French to express ideas and ask questions about liking activities? What are definite articles, how are they used in French, and how does this use differ from English? What are "Regular -er verbs" and how are they conjugated? How do students use articles to express locations where activities take place? What are adverbs and how are they used to communicate ideas in French? How are nouns made plural in both regular and irregular ways? 	Key Understandings: <ol style="list-style-type: none"> Expressing likes and dislikes Agreeing and disagreeing with ideas of others Expressing where, how often, and how well activities are done Asking about and stating preferences Using the preposition "à" and its contracted forms to express location Using conjunctions to join phrases and sentences Conjugating "regular -er" verbs in the present tense The cultural similarities and differences of activities that the French teens do in comparison to American teens
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
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Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The omission of the definite article used with a noun as is done in English 	<ul style="list-style-type: none"> The definite article is used much more frequently with nouns in French, particularly when expressing likes, dislikes, and preferences.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Vocabulary for activities and some common objects used for them Vocabulary for places where the activities may take place Vocabulary for expressing likes, dislikes, preferences Basic adverbs and adverbial phrases The plural of articles and nouns 	<ul style="list-style-type: none"> Use basic vocabulary in reading, writing, listening, and speaking activities. Conjugate and use “Regular -er” verbs Use adverbs in the appropriate spot in the French sentence Use definite articles to express likes, dislikes, preferences Use contractions of “à” to express location Change articles and nouns to plural forms 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

• Conjugation	• Syntax	• (Definite/Indefinite) Article	• Regular/Irregular
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Evidence: Assessments and Performance Task(s)

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- Homework
 - Speaking/listening assessment
 - Quizzes
 - Projects
 - Unit quiz/exam
-

Interdisciplinary Connections:

- ELA - subject pronouns, articles
 - Health and Wellness - activities and sports
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Additional Resources:

- Textbook
 - Workbook
 - Audio program
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
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Created By: Northern York County School District World Language Department



Course: French I
Grade Level: 8-12
Unit 3

Course/Subject:
French I

Grade:
8-12

Unit 3:
Comment est ta famille?

Suggested Timeline:
5-6 weeks

Grade Level Summary	French I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the French culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Salut, les copains! Unit 2: Qu'est-ce qui te plaît? Unit 3: Comment est ta famille? Unit 4: Mon année scolaire Unit 5: Le temps libre Unit 6: Bon appétit

Unit Title	Comment est ta famille?
Unit Summary	Students learn and use vocabulary and verb structures to identify and describe family members and other individuals.

Unit Essential Questions:

1. How do you use French to identify and describe family members and other individuals?
2. What is the concept of adjective agreement and how do adjectives change to describe the nouns they modify?

Key Understandings:

1. The role of gender in using adjectives to modify nouns
2. The conjugation of the verb "être" in the present tense
3. Vocabulary to identify family members
4. The use of possessive adjectives
5. Contractions of the preposition "de" to show possession
6. Using "C'est" or "Il/Elle est"
7. Asking for and giving opinions of people
8. The cultural similarities and differences of French families

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The placement of the French adjective is before the noun (as it is in English) A possessive adjective reflects the gender/number of the person doing the owning The equivalent of the English “it is” is “C’est” “apostrophe S” is used to show possession 	<ul style="list-style-type: none"> The placement of the French adjective is generally after the noun it modifies, with only a few adjectives that are placed before the noun. A possessive adjective reflects the gender/number of the noun (item) that is being owned and is independent of the gender of the gender of the owner The English “it is” can be “c’est” or “il/elle est” depending on the structure of the idea In French instead of using “apostrophe S”, the phrase is reworded and uses the preposition “de” (or a form of it)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Vocabulary to identify family members Adjectives to describe physical and personality traits. The present tense of the verb “être” Possessive adjectives Contractions with “de” to show possession 	<ul style="list-style-type: none"> Changing forms of adjectives to agree with the nouns they modify Conjugating the verb “être” in present tense Using vocabulary to identify and describe immediate and extended family members and others 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

• Conjugation	• Syntax	• Agreement	•
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Evidence: Assessments and Performance Task(s)

- Homework
 - Speaking/listening assessment
 - Quizzes
 - Projects
 - Unit quiz/exam
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Interdisciplinary Connections:

- ELA - grammar
 - Health and wellness - relationships
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Additional Resources:

- Textbook
 - Workbook
 - Audio program
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
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Created By: Northern York County School District World Language Department



Course: French I

Grade Level: 8-12

Unit 4

Course/Subject:
French I

Grade:
8-12

Unit 4:
Mon année scolaire

Suggested Timeline:
5-6 weeks

Grade Level Summary	French I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the French culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Salut, les copains! Unit 2: Qu'est-ce qui te plaît? Unit 3: Comment est ta famille? Unit 4: Mon année scolaire Unit 5: Le temps libre Unit 6: Bon appétit

Unit Title	Mon année scolaire
Unit Summary	Students learn and use vocabulary and verb structures to communicate ideas about school. They will learn to tell time, identify and form opinions about school subjects, and express the need for school supplies.

Unit Essential Questions: <ol style="list-style-type: none"> How do you use French to communicate ideas about school? How are student schedules in France and America similar to or different from one another? 	Key Understandings: <ol style="list-style-type: none"> The conjugation of verbs of the types: ger/cer; regular “-RE” verbs; verbs requiring stem or spelling changes Vocabulary used to identify school subjects, school supplies and other ideas related to school Time telling and understanding the use of the 24-hour clock for interpreting schedules The use of adjectives as nouns
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Connections 3.2	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1	Standard 5.1: Students use the language both within and beyond the school setting.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Widely-used digital time in the American culture gives the perception that the French have a different way to tell time 	<ul style="list-style-type: none"> Time telling is the same in both languages. In the French culture the 24-hour clock is more widely used for schedules and phrases for “conversational time” may also be used more often in French than in English (half-past, quarter after/of).

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Vocabulary to identify school subjects and school supplies Conjugation of regular “-RE” verbs Conjugation of “ger/er” verbs Conjugation of stem/spelling change verbs Time telling Numbers to 100 and 1000+ Adjectives used as nouns Using “le” with days of the week 	<ul style="list-style-type: none"> Asking and answering questions about school Asking for and giving opinions about subjects Stating a need for school items and asking others for what they need Inquiring about and purchasing school supplies Using time telling to talk about and interpret schedules Understanding the use of the 24-hour clock to interpret schedules 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

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| | <ul style="list-style-type: none"> Using the pronoun “le” with days of the week to imply habitual action | |
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Academic Vocabulary:

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| <ul style="list-style-type: none"> Stem changing verb | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
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Evidence: Assessments and Performance Task(s)

- Homework
- Speaking/listening assessment
- Quizzes
- Projects
- Unit quiz/exam

Interdisciplinary Connections:

- Math - time telling with minutes before hour and cardinal numbers
- ELA - grammar

Additional Resources:

- Textbook
- Workbook
- Audio program
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Webquests
- Online interactive resources

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Course: French I
Grade Level: 8-12
Unit 5

Course/Subject:
French I

Grade:
8-12

Unit 5:
Le temps libre

Suggested Timeline:
5-6 weeks

Grade Level Summary	French I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the French culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Salut, les copains! Unit 2: Qu'est-ce qui te plaît? Unit 3: Comment est ta famille? Unit 4: Mon année scolaire Unit 5: Le temps libre Unit 6: Bon appétit

Unit Title	Le temps libre
Unit Summary	Students learn vocabulary and concepts to communicate ideas about interests and leisure activities.

Unit Essential Questions: <ol style="list-style-type: none"> How do you use French to communicate ideas about interests and leisure activities? What kinds of activities do French teens and teens from other francophone countries participate in and how are these similar to or different from those activities that American teens participate in? 	Key Understandings: <ol style="list-style-type: none"> Using vocabulary to identify activities Asking questions to acquire specific information about topics Conjugating the irregular verb “faire” and using it with expressions Conjugating the irregular verb “aller” and using it to express “future” ideas (futur proche) Conjugating the irregular verb “venir” and using it to express ideas that have just happened (passé récent) Using vocabulary to describe basic weather conditions Using adverbs in the French sentence
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Connections 3.2	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1	Standard 5.1: Students use the language both within and beyond the school setting.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> French teens engage in different activities than those of their American counterparts. The placement of an adverb in a French sentence is identical to that in English. 	<ul style="list-style-type: none"> Despite cultural differences, French and American teens share a common interest in many activities. In a French sentence, the adverb is generally placed after the verb, and generally differs from English syntax in this way.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The conjugation of the irregular verbs “faire”, “aller” and “venir” Basic French adverbs Idioms with the verb “avoir” Interrogative expressions Vocabulary for weather 	<ul style="list-style-type: none"> Describing interests and activities and asking others about theirs Stating and asking others how often an activity is done Extending, accepting and refusing invitations Making plans to do something Using interrogative expressions to ask others for specific information Using the verbs “aller” and “venir” to talk about what activities will be done in the future and what activities have recently been done 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

● Near future (futur proche)	● Recent past (passé récent)	● Interrogative expression	● Idiom
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Evidence: Assessments and Performance Task(s)

- Homework
 - Speaking/listening assessment
 - Quizzes
 - Projects
 - Unit quiz/exam
-

Interdisciplinary Connections:

- Physical Education/Health and Wellness - activities
 - ELA - verb “tenses”
 - Math - Celsius vs. Fahrenheit temperature
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Additional Resources:

- Textbook
 - Workbook
 - Audio program
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
 - Textbook, audio, workbook, online resources
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Created By: Northern York County School District World Language Department



Course: French I

Grade Level: 8-12

Unit 6

Course/Subject:
French I

Grade:
8-12

Unit 6:
Bon appétit

Suggested Timeline:
5-6 weeks

Grade Level Summary	French I is a basic foreign language class that provides the foundation for further language study. Students will learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the French culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Salut, les copains! Unit 2: Qu'est-ce qui te plaît? Unit 3: Comment est ta famille? Unit 4: Mon année scolaire Unit 5: Le temps libre Unit 6: Bon appétit

Unit Title	Bon appétit
Unit Summary	Students learn and use vocabulary and verb structures to identify food and communicate ideas about it in both home and restaurant settings.

Unit Essential Questions: <ol style="list-style-type: none"> How do you use French to communicate ideas about food? How are the types of French foods and food habits similar to or different from those in the American culture? 	Key Understandings: <ol style="list-style-type: none"> Asking and giving opinions about food Offering, accepting and refusing food Inquiring about food and placing an order in a cafe or restaurant Reading a menu, asking about prices and paying a check
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
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Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Connections 3.2	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities 5.1	Standard 5.1: Students use the language both within and beyond the school setting.
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Important Standards Addressed in the Unit:

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Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> The words used in English to talk about foods are the same ones used in French Foods prepared and consumed by the French are markedly different than those prepared and consumed by Americans 	<ul style="list-style-type: none"> The use of “the” in English and the French use of the partitive article when expressing ideas about consuming food are different. There are many foods common to both cultures

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Vocabulary to identify food items, dishes, and utensils Similarities and differences in food habits of French and Americans Vocabulary for ordering food and giving opinions about foods and beverages Regular “-IR” verbs The irregular verbs “prendre” and “boire” The partitive article and its use 	<ul style="list-style-type: none"> Understanding vocabulary and using it correctly with respect to the similarities and differences between the cultures Expressing opinions about foods and beverages Reading a menu, ordering food in a cafe or restaurant, and asking for the check Conjugating regular “-IR” verbs and using them to express ideas Conjugating irregular verbs “prendre” and “boire” and using them to express ideas Using vocabulary to offer, accept, or refuse food Understanding and using the partitive article with respect to foods and beverages 	<ul style="list-style-type: none"> Communication Critical Thinking Collaboration

Academic Vocabulary:

- | | | | |
|---------------------|---|---|---|
| ● Partitive article | ● | ● | ● |
|---------------------|---|---|---|

Evidence: Assessments and Performance Task(s)

- Homework
 - Speaking/listening assessment
 - Quizzes
 - Projects
 - Unit quiz/exam
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Interdisciplinary Connections:

- ELA - partitive articles
 - Healthy Consumer (FACS)/Health and Wellness - nutrition and meal habits
 - Math - Euro vs. American dollar
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Additional Resources:

- Textbook
 - Workbook
 - Audio program
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
 - Textbook, audio, workbook, online resources
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