

## *French I Scope & Sequence*

### **Proficiency Goal: Novice Mid**

#### **ACTFL Standards addressed:**

##### **Communication:**

- 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:**

- 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:**

- 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:**

- 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:**

- 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.

<b>Unit Title &amp; Connection to AP Thematic Units</b>	<b>Suggested Pacing:</b>	<b>Vocabulary to Be Introduced/Reviewed</b>	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b>	<b>Essential Questions:</b>	<b>What Can Students Do by the End of the Unit?</b>
<p><b>Unit 1:</b> C'est moi</p> <p>Ap Context: The Influence of Language and Culture on Identity</p>	5 – 6 weeks	<p>Introductions and greetings, presenting basic information about oneself (age, nationality, birthday, adjectives, likes and dislikes) Comparing oneself to people in Francophone</p>	<p>-Singular forms of avoir (j'ai tu as il/elle/on a) -Singular forms of être (je suis, tu es, il/elle/on est) -Singular forms of aimer &amp; habiter -Infinitive forms of common verbs to express likes dislikes (chanter, regarder, danser, jouer, etc) -Negative structure (ne...pas) - Masculine/Feminine Nouns</p>	<p>Comment tu t'appelles? Tu as quel age? Tu habites où? Comment es-tu? Comment vas-tu? Qu'est-ce que tu aimes?</p>	<p>-I can state my name -I can give my age and birthday - I can describe myself in a few words -I can say where I live - I can say a few things I like/dislike -I can name a few countries in the world where French is spoken</p>
<p><b>Unit 2:</b> L'école</p> <p>AP Context: Factors That Impact the Quality of Life</p>	<p><b>Suggested Pacing:</b> 4 – 5 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b> -School subjects -Telling time -Classroom supplies -Classroom commands</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -Introductions and greetings -presenting basic information about oneself (age, nationality, birthday, adjectives, likes and dislikes) -Il y a structure Il me faut/J'ai besoin de Je</p>	<p><b>Essential Questions:</b> Qu'est-ce que tu as besoin ...? Quelle est ta classe/prof préférée? Pourquoi? Quelle heure est-il?</p>	<p><b>What Can Students Do by the End of the Unit?</b> -I can follow instructions for simple class routines - I can name some of my</p>

			<p>préfère -Plural pronouns (ils/elles, vous, nous) and verb conjugations that connect</p> <ul style="list-style-type: none"> <li>-ER verb conjugations</li> <li>-Comparing American school systems with a Francophone school system</li> <li>-Comparing typical school schedules</li> </ul>		<p>school subjects</p> <ul style="list-style-type: none"> <li>- I can give the time.</li> <li>- I can name several school supplies I need in class</li> <li>- I can decipher a Francophone school schedule</li> </ul>
<p><b>Unit 3:</b></p> <p>Chez moi</p> <p>AP Context: Families in Different Societies</p>	<p><b>Suggested Pacing:</b></p> <p>6 – 7 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-adjectives</li> <li>-Family members</li> <li>-Physical traits and personality traits (adjectives)</li> <li>-Main rooms in a house (la chambre, la cuisine etc.)</li> <li>-Main furniture items (la télé, le canapé, le frigo etc.)</li> <li>-Household chores including faire (faire le ménage, faire mon lit)</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-likes/dislikes</li> <li>-pronouns</li> <li>-possessive pronouns</li> <li>- Possessive adjectives - (mon, ma, mes, etc)</li> <li>-Forms of the verb faire -</li> <li>-Reinforce sentence structures (-er verbs, être, avoir, il y a)</li> <li>-Comparing one's family structure with a Francophone family</li> <li>-Comparing one's home environment with one in the Francophone world</li> </ul>	<p><b>Essential Questions:</b></p> <p>Comment est ta famille/maison? Qui est dans ta famille? Que fais-tu pour aider dans la maison?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can describe the people in my family</li> <li>-I can describe the rooms in my home</li> <li>- I can describe some chores that I do at home</li> <li>-I can interpret information from a website that advertises vacation homes</li> </ul>

<p><b>Unit 4:</b></p> <p>Les repas AP Context: Factors That Impact the Quality of Life</p>	<p><b>Suggested Pacing:</b></p> <p>6 – 7 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-adjectives</li> <li>-Food and drink vocab</li> <li>-Breakfast, lunch, dinner (meal words)</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-likes/dislikes</li> <li>- Je prefere</li> <li>-Plural pronouns (ils/elles, vous, nous) and verb conjugations that connect ER verb conjugations</li> <li>-Expressions: d’habitude, avoir faim, avoir soif</li> <li>-Partitive introduction - Continued practice with ER verb tenses in complete sentences</li> <li>-Conjugation of IR verbs (finir, choisir)</li> </ul>	<p><b>Essential Questions:</b></p> <p>Qu’est-ce que tu aimes manger/boire? Qu’est-ce que tu manges pour le déjeuner/dîner d’habitude? Qu’est-ce que tu choisis/prends pour le petit-dejeuner?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can name some foods</li> <li>-I like to eat</li> <li>- I can say what I usually eat for breakfast, lunch &amp; dinner -I can identify some regional dishes that people in Francophone countries.</li> </ul>
<p><b>Unit 5:</b></p> <p>En ville</p> <p>AP Context: The Influence of Language and Culture on Identity</p>	<p><b>Suggested Pacing:</b></p> <p>4 – 5 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Comparing an American town/city with Francophone ones</li> <li>- Forms of the verb aller</li> <li>-RE verbs (attendre, vendre) -Contractions with à (to the/at the) - Prepositional phrases (near, next to, far)</li> <li>-Futur proche</li> </ul>	<p><b>Essential Questions:</b></p> <p>Qu’est-ce que tu vas faire ce weekend? Où est-ce qu’on va en ville? Où est la boulangerie? Elle est à côté de la banque. Comment tu vas à.... (l’école, supermarché etc.)</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can read a simple map of a city and identify places that are labeled</li> <li>- I can understand where places in a city are located (next to, far from, etc)</li> </ul>

					<ul style="list-style-type: none"> <li>-I can describe how I get somewhere (by bus, car, foot)</li> <li>- I can say what I plan to do in the near future</li> </ul>
<p><b>Unit 6:</b> La géographie de la France</p> <p>AP Context: Environmental, Political, and Societal Changes</p>	<p><b>Suggested Pacing:</b> 4 – 5 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b> -Cardinal directions</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -Review &amp; reinforce sentence structures that include aller, etre, ER, IR, RE verbs -Forms of Pouvoir/Vouloir - A deeper look at the geography and regional/cultural differences in France -Monuments/landmarks in Paris -Bordering countries, rivers, mountains, large cities</p>	<p><b>Essential Questions:</b> Qu'est-ce que tu peux/veux voir/faire a Paris? Quels sont les fleuves/montagnes en France? Où sont les grandes villes en France? Quels sont les endroits touristiques populaires à Paris?</p>	<p><b>What Can Students Do by the End of the Unit?</b> I can place major geographical features &amp; cities on a map of France I can identify major tourist attractions in Paris</p>
<p><b>Unit 7:</b> La Lecture</p> <p>AP Context: (Dependent on the teacher-selected reading)</p>	<p><b>Suggested Pacing:</b> 6 - 8 weeks (Sequential weeks OR Divided throughout the year)</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b> - Teacher may choose to highlight certain grammatical structures, however, the focus of the unit is on developing student comprehension through reading. - Vocabulary that is specific to a teacher-</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b>  Read in French to further develop one's fluency in the language</p>	<p><b>Essential Questions:</b> Qu'est-ce qui s'est passé dans le roman, passage, poème, etc? Donne ton opinion du roman, d'un personnage, etc</p>	<p><b>What Can Students Do by the End of the Unit?</b> -I can identify some basic facts from memorized or familiar words and phrases when</p>

		<p>selected level appropriate text. Examples: Comprehensible Input Readers (with glossaries), poems, short stories, etc in French</p>			<p>they are supported by gestures or visuals in fictional texts. -I can identify correct statements about something I read -I can give my opinion about a text or character in a story</p>
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