

Southern York County School District Instructional Plan

French I Grades 8 - 12

Textbook(s)/Instructional Materials Used: Bon voyage! Level 1; McGraw-Hill Education;
ISBN: 0-07-865630-3

Dates: August - September

Unit Plan: 1

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- **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.
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Understanding(s):

Students will understand

1. French accents and sounds.
2. Greetings and Salutations.
3. Definite vs. indefinite articles.

Essential Question(s):

- Where in the world is French spoken?
- Why is it important to learn a world language?
- How do I greet people?

Learning Objectives:

Students will know...

- Alphabet
- Meaning on French name
- Why study French?
- French speaking countries and areas
- How to count to 30
- Classroom objects
- What is a subject and how to conjugate verb avoir
- French nouns

Students will be able to:

- Recite the alphabet forwards and back.
- Recite number 0-30 forwards and backwards.
- Greet one another and teacher.
- State reasons why learning French is beneficial.
- State places in the world where French is spoken.
- Point out and define classroom objects.
- Correctly conjugate avoir in context.
- Correctly form and use nouns.

Dates: October

Unit Plan: 2

Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
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- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

<ul style="list-style-type: none"> • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 	
Understanding(s): <i>Students will understand</i> <ol style="list-style-type: none"> 1. Irregular plural nouns 2. Contractions (à) 3. Conjunctions 4. “Est-ce que” 5. How to conjugate –er verbs 	Essential Question(s): <ul style="list-style-type: none"> • What vocabulary is needed to discuss things that you like or dislike or what you do in your spare time? • How does learning French help us to better understand the English language?
Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> • How to state likes/dislikes. • Definite and indefinite articles. • Leisure activity vocabulary. 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • State likes and dislikes. • Use definite articles in context. • Correctly conjugate and use –er verbs in context. • Identify and use irregular plural nouns. • Talk about leisure activities. • Identify and use contractions and conjunctions.
Dates: November	Unit Plan: 3
Stage 1 – Desired Results	
PA Standard(S)/Assessment Anchors Addressed: <ul style="list-style-type: none"> • 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. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own 	
Understanding(s): <i>Students will understand...</i> <ol style="list-style-type: none"> 1. Être 2. Irregular adjectives 3. Possessive adjectives 4. Contractions (de) 5. C'est vs. il/elle est 	Essential Question(s): <ul style="list-style-type: none"> • What vocabulary is needed to discuss family and pets? • How can we describe ourselves and others? • How does learning French help us to better understand the English language?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Physical descriptions • Personality traits • Family • Pets 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Correctly conjugate and use être. • Describe themselves and others. • Talk and discuss family and pets while showing possession. • Use irregular adjectives correct. • Tell the difference between and when to use c'est and il/elle est.
Dates: December	Unit Plan: 4

Stage 1 – Desired Results

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Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. -re verbs 2. Time 3. -ger/-cer verbs 4. Préférer/acheter 5. Agreement 	Essential Question(s): <ul style="list-style-type: none"> • How do we tell time in French? Why is military time used? • How do we describe our subjects and when they occur? • How does learning French help us to better understand the English language?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • School subjects • Days of the week • How to tell time • How to conjugate –re/-ger/-cer verbs 	Students will be able to: <ul style="list-style-type: none"> • Correctly conjugate verbs in context. • State the months of the year. • Identify school subjects, what time of day they are, and whether they like/dislike their classes. • Make adjectives correctly agree with their subjects and the rest of the sentence.
Dates: January	Unit Plan: 5

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Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Faire/aller/venir 2. Adverbs 3. Futur proche 4. Passé récent 5. Idioms with avoir 	Essential Question(s): <ul style="list-style-type: none"> • What vocabulary is needed to discuss sports and activities in which we participate? • How can knowing weather and months vocabulary help us to describe what we do?

	<ul style="list-style-type: none"> How does learning French help us to better understand the English language?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> Sports Activities Seasons Months 	Students will be able to: <ul style="list-style-type: none"> Correctly conjugate and use verbs in context. Correctly use and place adverbs in a sentence. Talk about the close future. Talk about the recent past. Talk about activities and sports and in which months and seasons they play.
Dates: February	Unit Plan: 6

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Understanding(s): Students will understand . . . <ol style="list-style-type: none"> Partitive -ir verbs Vouloir/pouvoir Prendre/boire Imperative 	Essential Question(s) <ul style="list-style-type: none"> Why is it important to be able to ask for food in French and to read a menu? How can we compare/contrast French eating habits and place setting to that of the United States? How does learning French help us to better understand the English language?
Learning Objectives: Students will know . . . <ul style="list-style-type: none"> Breakfast foods Drinks Place settings Café foods 	Students will be able to: <ul style="list-style-type: none"> Correctly use the partitive in context. Correctly conjugate and use verbs in context. Identify different foods and drinks. Draw and label place settings.
Dates: March	Unit Plan: 7

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<ul style="list-style-type: none"> • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Demonstrative adjectives 2. Interrogative adjectives 3. Mettre 4. Passé composé 	Essential Question(s) <ul style="list-style-type: none"> • What vocabulary is needed to talk about what you and others are wearing? • How do we talk about events that happened in the past? • How does learning French help us to better understand the English language?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Clothing • Accessories • Sports equipment • Leather goods • Jewelry 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Correctly conjugate and use mettre. • Define and use the past tense correctly. • State what themselves and others are wearing. • State when you would wear certain clothing items. • Understand and use demonstrative and interrogative adjectives.
Dates: April	Unit Plan: 8
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Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Pouvoir/devoir 2. Passé composé (irregulars) 3. Dormir/sortir/partir/servir 4. -yer verbs 5. PC with être 	Essential Question(s) <ul style="list-style-type: none"> • How do we describe our house and the furniture in it? How do we use this vocabulary to help us state what chores we do? • How do we talk about events that happened in the past? • How does learning French help us to better understand the English language?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Chores • Negative expressions 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Correctly conjugate and use verbs.

<ul style="list-style-type: none"> House and furniture 	<ul style="list-style-type: none"> Draw, label, and describe house, layout and chores. Use negative expressions. Use the past tense. Correctly conjugate irregular verbs.
Dates: May/June	Unit Plan: 9
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Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> Savoir vs. connaître Appeler Idioms with faire Prepositions with countries and cities Ordinal numbers 	Essential Question(s) <ul style="list-style-type: none"> What vocabulary is needed to discuss things around town and travel? How do we talk about previous trips and travel? How does learning French help us to better understand the English language?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> Places in the city Transportation Pharmacy/bank/post office Travel items Hotel/train station/airport 	<i>Students will be able to:</i> <ul style="list-style-type: none"> Distinguish and correctly use the verbs to know. Talk about things around them in their community and in other communities. Talk about trips and travel.