

Introduction to French 2

Standards: NY State Standard 1 – Communication Skills (Listen, Speak, Read, Write in French)
 NY State Standard 2 – Cultural Understanding

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Month	Content	Skills	Assessment	Essential Questions
September	<u>Vocabulary</u> <ul style="list-style-type: none"> classroom objects weather numbers colors interrogatives greeting/introduction Ch. 1 – Accelerated TPRS vocabulary for <i>Look, I Can Talk</i> <u>Grammar</u> <ul style="list-style-type: none"> subject pronouns je, il, elle with regular “er” and “re” verbs irregular verb forms for selected verbs and subjects in Ch. 1 negation: ne...pas indirect object pronoun: lui direct object pronoun: le 	<u>Listening</u> <ul style="list-style-type: none"> interpret greetings and presentations interpret media recordings that use new vocabulary <u>Speaking</u> <ul style="list-style-type: none"> retell mini-stories respond to personal questions using new vocabulary greet and introduce yourself and others respond to questions about mini-stories model pronunciation <u>Reading</u> <ul style="list-style-type: none"> interpret mini-stories and print-outs of media recordings 	<ul style="list-style-type: none"> listening comprehension from mini-stories and media dialog vocabulary tests and verb changes retells of stories class participation using French as the main medium of communication games – Vocabulary Lotto, Spin the Bottle, and perform activity 	

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September (continued)	<u>Culture</u> <ul style="list-style-type: none"> • French school system • French music • French alphabet and rules of pronunciation • video series: <i>A Year in Provence</i> (Hiver) 	<u>Writing</u> <ul style="list-style-type: none"> • incorporate subject pronouns, je, il, elle, with “er” and “re” verbs • incorporate irregular verbs from Ch. 1 stories with the above subject pronouns • interpret and transcribe dictated vocabulary. 	<ul style="list-style-type: none"> • listening comprehension from mini-stories and media dialog. • vocabulary tests and verb changes • retells of stories • class participation using French as the main medium of communication • games-Vocabulary Lotto, Spin the Bottle, and perform activity 	

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October	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • numbers • places • interrogatives/questions • animals • nationalities • more weather + seasons and related nature words • sports • <u>Chocochat</u> (book) vocabulary <p><u>Grammar</u></p> <ul style="list-style-type: none"> • imperatives • subject pronouns “tu” + “ils/elles” + corresponding “er” and some irregular verb endings <p><u>Culture</u></p> <ul style="list-style-type: none"> • video series, <i>A Year in Provence</i> (Hiver & Printemps) 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • interpret teacher’s “personal” animal stories • interpret mini-stories • perform instructions given in French • interpret media recordings that use new vocabulary (AuMagasin, etc.) <p><u>Speaking</u></p> <ul style="list-style-type: none"> • retell mini-stories • respond to personal questions using a new vocabulary • respond to questions about mini-stories • model pronunciation <p><u>Reading</u></p> <ul style="list-style-type: none"> • interpret mini-stories and print-outs of media recordings • interpret Chocochat <p><u>Writing</u></p> <ul style="list-style-type: none"> • coordinate subject with verb • interpret and transcribe vocabulary • Fill in vocabulary for story. 	<ul style="list-style-type: none"> • listening comprehension from mini-stories and media dialog • vocabulary tests and verb changes • retells of stories • class participation using French as the main medium of communication • games-lotto, vocabulary relay, jeopardy, comment diton, trouvez quelqu’un • 30 word story writing • illustration of a sentence through auditory comprehension 	

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November	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Ch. 2 – Accelerated TPRS vocabulary for <i>Look, I Can Talk</i> chateau words <p><u>Grammar</u></p> <ul style="list-style-type: none"> reinforcement of subject/verb agreement <p><u>Culture</u></p> <ul style="list-style-type: none"> video continued: <i>A Year in Provence</i> (Printemps) music – <u>Les Filles</u> French sounds (inanimate objects and animals) contrasting experiences of a French exchange student living with a French family from the book, <i>Postcards From France</i> (notably during Thanksgiving) 	<p><u>Listening</u></p> <ul style="list-style-type: none"> explain mini-stories perform instructions given in French identify familiar vocabulary in music <p><u>Speaking</u></p> <ul style="list-style-type: none"> retell mini-stories respond to personal questions using new vocabulary respond to questions about mini-stories model pronunciation <p><u>Reading</u></p> <ul style="list-style-type: none"> interpret stories interpret internet story, <i>La Haut dans le Ciel</i> through context clues interpret Chocochat <p><u>Writing</u></p> <ul style="list-style-type: none"> create sentences using learned grammar research and record information on French chateaus in English 	<ul style="list-style-type: none"> chateaux research and project presentation listening comprehension from mini-stories vocabulary tests and verb changes comprehension questions to Internet Story, <i>LaHaut dans le Ciel</i> retells of stories class participation using French as the main medium of communication games – comment dit-on, trouvez quelqu'un, lotto 	

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December	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • days of the week/months • parts of the body • holiday vocabulary • north, south, east, west for weather report • other weather terms found on on-line weather reports • continue Ch. 2 words from TPRS Accelerated series • continue and complete words from book, <i>Chocochat</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • practice and reinforce previously learned grammar <p><u>Culture</u></p> <ul style="list-style-type: none"> • mythology – days of the week • French holiday customs • video, <i>Noel en France</i> • Celsius vs. Fahrenheit 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • explain mini-stories • follow instructions given in French <p><u>Speaking</u></p> <ul style="list-style-type: none"> • retell mini-stories • respond to personal questions using new vocabulary • respond to questions about mini-stories • model pronunciation <p><u>Reading</u></p> <ul style="list-style-type: none"> • interpret mini-stories • explain <i>Chocochat</i> <p><u>Writing</u></p> <ul style="list-style-type: none"> • create a story using new vocabulary • re-word assigned part of the <i>Chocochat</i> story in French 	<ul style="list-style-type: none"> • listening comprehension from mini-stories • vocabulary tests and verb changes • retells of stories • class participation using French as the main medium of communication • games: comment dit-on, trouvez quelqu'un, lotto • on-line weather research 	

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January	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • places • time • words from <i>Cendrillon</i> video • sports/activities • Ch. 3 vocabulary from TPRS accelerated version, <i>Look, I Can Talk</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • to the/at the + use with “jouer” • use of du/de la/de l’ with sports • “jouer” with sports/activities • “faire” with sports/activities + conjugation • “aimer” with sports/activities <p><u>Culture</u></p> <ul style="list-style-type: none"> • video – <i>Cendrillon</i> (Cinderella) • Three Kings Day + cake – Jan. 1 • <i>Clifford the Big Red Dog</i> - various books in French 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • perform instructions given in French • interpret description in French to design a picture • manipulate hands of a clock to display the dictated time • Identify familiar vocabulary in <i>Cendrillon</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • retell mini-stories • respond to personal questions using new vocabulary • respond to questions about mini-stories • model pronunciation <p><u>Reading</u></p> <ul style="list-style-type: none"> • interpret stories – Ch. 2 TPRS • interpret “Clifford” stories • explain and interpret from context clues internet reading, <i>Un Promenade entre copains</i> + other sources <p><u>Writing</u></p> <ul style="list-style-type: none"> • Compose sentences using new verbs with sports • construct sentences to describe scenes in <i>Cendrillon</i> 	<ul style="list-style-type: none"> • illustration of sentence on whiteboard • physical response activity: time • discussion and writing – Sports story created from image – 60 words • listening comprehension from mini-stories • vocabulary tests and verb changes • retells of stories • class participation using French as the main medium of communication • games – Lotto, Navire de Guerre, La Bombe 	

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February	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • words from <i>Bonjour Trinb</i> (Discovering French 1 series) • words from French dvd, <i>Les Triplettes de Belleville</i> • recipe terms for Valentine cookie recipe, “Coeurs de sucre” • directional words and commands • French town words (subway, cross walk, village square, etc.) <p><u>Grammar</u></p> <ul style="list-style-type: none"> • “nous” verb forms • ”Vous” form commands <p><u>Culture</u></p> <ul style="list-style-type: none"> • French towns • video completion – <i>Cendrillon</i> • video – <i>A Year in Provence</i> (l’ete) • French holiday/traditions – “Le Chandeleur” • Mardi Gras 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • perform instructions given in French • identify vocabulary in <i>Cendrillon</i> • understand mini-stories • follow directions to places on a map <p><u>Speaking</u></p> <ul style="list-style-type: none"> • respond to personal questions using new words • respond to questions about mini-stories • give directions <p><u>Reading</u></p> <ul style="list-style-type: none"> • translate “Ou est la poste”? • explain “Clifford” story <i>Cherche et Trouve</i> • translate recipe <p><u>Writing</u></p> <ul style="list-style-type: none"> • complete “er” verb chart • introduce and write about yourself, modeled after the reading, <i>Bonjour Trinb</i> • complete sentence using “faire” expression (on-line activity) from <i>Discovering French I</i> 	<ul style="list-style-type: none"> • reading comprehension activities from <i>Bonjour Trinb</i> • reading/listening comprehension activities from <i>Les Triplettes de Belleville</i> • writing based on ideas/vocabulary from reading, <i>Bonjour Trinb</i> • project + presentation: A French town and famous French person (for town square monument) • listening comprehension from mini-stories • vocabulary tests and verb changes • retells of stories • class participation using French as the main medium of communication • games – Navire De Guerre, La Bombe, Lotto • cross-curricular activity: preparing Valentine’s recipe “Coeurs de Sucre” with another class 	

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Feb. (cont.)		<ul style="list-style-type: none">• supply missing vocabulary for <i>Cendrillon</i> story outline		

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March	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • words from <i>les Triplettes de Belleville</i> • “avoir” expressions • other leisure activities, including TV and cinema, music • Ch. 4 – vocabulary from TPRS accelerated version, <i>Look, I Can Talk</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • use of “est-ce que” • forms of verb, “avoir” • “jouer” with musical instruments <p><u>Culture</u></p> <ul style="list-style-type: none"> • continue DVD, <i>Les Triplettes de Belleville</i> • continue video, <i>A Year in Provence</i> (l’ete) • French rap music • French music artist, McSolaar • French past-time, la Petanque 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • interpret instructions given in French • interpret mini-stories • identify missing words in “Qu’est-ce qu’il y a song”. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • respond to personal questions using new words • respond to questions about mini-stories • respond to questions on <u>Discovering French 1</u> readings <p><u>Reading</u></p> <ul style="list-style-type: none"> • interpret reading from <i>Discovering French 1</i>, “Bonjour Ousmane” • read and interpret “Clifford” stories <p><u>Writing</u></p> <ul style="list-style-type: none"> • to complete an activity with the correct “avoir” expression + verb form • identify missing words in “Qu’est-ce qu’il y a” song • fill-in missing lyrics to rap song, <i>Cash Money</i> 	<ul style="list-style-type: none"> • listening comprehension from mini-stories • vocabulary tests and verb changes • retells of stories • class participation using French as the main medium of communication • games • creation of a review activity (puzzles, games, etc.) • usage of avoir expressions and sports in correct context and using appropriate grammar 	

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April	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> rooms of the house items in rooms ordinal numbers <p><u>Grammar</u></p> <ul style="list-style-type: none"> reinforcement and practice of previously learned items <p><u>Culture</u></p> <ul style="list-style-type: none"> more “Clifford” stories in French French floor levels French pets in public places Parisian landmarks Continue <i>Les Triplettes de Belleville</i> DVD French version; <i>Blanche-Neige (Snow White)</i> Poisson d’Avril (April Fools) Pacques (Easter) 	<p><u>Listening</u></p> <ul style="list-style-type: none"> interpret instructions given in French interpret mini-stories identify familiar vocabulary in <i>Blanche Neige</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> respond to personal questions using new words respond to questions about mini-stories model pronunciation <p><u>Reading</u></p> <ul style="list-style-type: none"> interpret <i>Clifford</i> stories interpret and answer questions related to short readings about French homes and buildings <p><u>Writing</u></p> <ul style="list-style-type: none"> list familiar words heard from a familiar Disney story create a story using new and familiar vocabulary and structures 	<ul style="list-style-type: none"> listening comprehension from mini-stories vocabulary tests and verb changes retells of stories class participation using French as the main medium of communication games drawing completed following written directions of a house and surroundings complete a story – 60 words 	

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May	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> activities related to rooms in a house clothing Ch. 5 – vocabulary from TPRS accelerated version, <i>Look, I Can Talk</i> <p><u>Grammar</u></p> <ul style="list-style-type: none"> reinforcement and practice of previously learned items, especially "er" verb patterns reflexive verb patterns for "je", "tu" and "il/elle" as subjects "re" verb patterns for "je", "tu", and "il/elle" as subjects Interrogative Expressions: Qu'est-ce que c'est? Qu'est-ce que sont? Qu'est-ce que tu portes? <p><u>Culture</u></p> <ul style="list-style-type: none"> May holiday customs video: French Markets continue or complete, <i>A Year in Provence</i> (l'ete) complete <i>Blanche Neige</i> comparison of French and American sizes converting euros to dollars 	<p><u>Listening</u></p> <ul style="list-style-type: none"> follow instructions given in French interpret mini-stories identity familiar vocabulary and cognates in <i>Blanche Neige</i> interpret teacher's personal DVD of <i>Doug the Dog</i> <p><u>Speaking</u></p> <ul style="list-style-type: none"> respond to personal questions using new words respond to questions about mini-stories converse about DVD, <i>Doug the Dog</i> <p><u>Reading</u></p> <ul style="list-style-type: none"> respond to written questions about <i>Blanche Neige</i> complete on-line activities, Le Shopping decode story, <i>Le Gorille d'Anniversaire</i> 	<ul style="list-style-type: none"> listening comprehension from mini-stories vocabulary tests and verb changes retells of stories class participation using French as the main medium of communication games PowerPoint display and presentation of "room" of the house and activities that take place there <i>Clifford</i> book writing and illustration project (if appropriate for group and time allows) and reading to an elementary school class class writing – 60 words completion of on-line catalog shopping project assigned written section of <i>Blanche Neige</i> 	

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May (cont.)		<u>Writing</u> <ul style="list-style-type: none"> recognize familiar words heard in a familiar Disney story identify clothing items prepare a portion of the story, <i>Blanche Neige</i> 		
June	<u>Vocabulary</u> <ul style="list-style-type: none"> completion of Ch. 5, TPRS vocabulary review of all words for Final Exam words from DVD, <i>Shrek</i> <u>Grammar</u> <ul style="list-style-type: none"> reinforce “vous” verb forms <u>Culture</u> <ul style="list-style-type: none"> Africa videos and displays of other French speaking countries African story-telling 	<u>Listening</u> <ul style="list-style-type: none"> perform instructions given in French interpret mini-stories recognize familiar vocabulary and cognates in <i>Shrek</i> <u>Speaking</u> <ul style="list-style-type: none"> respond to personal questions using new words respond to questions about mini-stories model pronunciation <u>Reading</u> <ul style="list-style-type: none"> interpret questions on mini-stories 	<ul style="list-style-type: none"> listening comprehension from mini-stories vocabulary tests and verb changes retells of stories class participation using French as the main medium of communication games follow teacher’s commands in order to purchase ice cream from the cashier Final Exam – reading comprehension and writing (when appropriate, a project will include these elements and a visual display) 	