

Standards of Learning	Concepts	Resources	Pacing
<p>Interpersonal Communication</p> <p>FIII.1 The student will engage in original and spontaneous oral and written communications in French.</p> <p>FIII.2 The student will initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.</p> <p>Interpretive Communication: Listening and Reading for Understanding</p> <p>FIII.3 The student will understand spoken and written French presented through a variety of media and based on new topics in familiar contexts.</p>	<ol style="list-style-type: none"> Express opinions, preferences, and desires, and elicit those of others. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic French language sources. <ol style="list-style-type: none"> Participate in sustained exchanges that reflect major time frames. Exchange detailed information on familiar topics in a variety of interpersonal contexts. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate French. <ol style="list-style-type: none"> Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, podcasts, videos, reports, and literary selections. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for understanding public transportation or using technology. 	<p>Ancillary Materials all MCPS teachers have access to:</p> <ul style="list-style-type: none"> Video DVD/VHS Audio CD Textbook <i>Discovering French Nouveau Blanc</i> and <i>Rouge</i> Trésors du Temps Workbook <p>Supplementary</p> <ul style="list-style-type: none"> Student dialogues Flashcards Websites Magazines Newspapers <i>Easy French Reader</i> Short stories Music/song lyrics Audio/visual specific to learning intentions-cultural and content specific Poems Advertisements <ul style="list-style-type: none"> All ancillary materials <i>Easy French Reader</i> Websites Magazines Newspapers Poems advertisements 	<p>Week 1: Review “er”, “ir”, “re” verbs Negating a sentence Review interrogative expressions & Inversion Quel vs. Qu’est-ce que</p> <p>Week 2: Review verb être & expressions w/ être Adjectives: placement & irregularities C’est vs. Il est</p> <p>Week 3: Review verbs avoir & faire expressions w/ avoir & faire</p> <p>Week 4: Review verb “aller” & near future Review verb “venir” de + infinitive “Depuis”</p> <p>Week 5: Reading: <i>Le Concert des Diplodocus</i> Weekend Activities Animals & Farm Paris Subway Verb: voir, prendre & mettre</p>

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<p>Presentational Communication: Speaking and Writing</p> <p>FIII.4 The student will present information orally and in written French, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.</p> <p>FIII.5 The student will present in French student-created and culturally authentic stories, poems, and skits.</p> <p>Cultural Perspectives, Practices, and Products</p> <p>FIII.6 The student will examine In French the interrelationships among the perspectives, practices, and products of the cultures studied.</p>	<ol style="list-style-type: none"> Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic French language materials. Use major time frames, word order, and other level-appropriate language structures with increasing accuracy. <ol style="list-style-type: none"> Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation. Use various verbal and nonverbal presentational techniques, such as voice inflection, visual aids and technological support. <ol style="list-style-type: none"> Examine how and why products such as natural and manufactured items, forms of recreation, pastimes, language, and symbols reflect practices and perspectives of francophone cultures. Compare and contrast the viewpoints of people who speak French and the ways these perspectives are reflected in their practices and products, such as political systems, art, architecture, music, and literature. Investigate the interrelationship of geography and history of francophone cultures. 	<ul style="list-style-type: none"> All ancillary materials <ul style="list-style-type: none"> Dialogues Music/song lyrics <ul style="list-style-type: none"> All ancillary materials Websites Music/song lyrics poems 	<p>Week 6: Review Passé Composé with regular –er, -ir, -re verbs</p> <p>Week 7: Irregular past participles in PC Passé composé with “être” Expression “il y a” (ago) Verbs: partir & sortir</p> <p>Week 8: Reading: <i>Camping de Printemps</i> La Nourriture et les boissons</p> <p>Week 9 : Partitive articles et leurs choix Verbs : vouloir, pouvoir, devoir, boire Review of . . . verbs with spelling and accent changes</p>

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<p>Making Connections through Language</p> <p>FIII.7 The student will use French to reinforce and broaden understanding of connections between the target language and other subject areas.</p> <p>Linguistic and Cultural Comparisons</p> <p>FIII.8 The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of French.</p> <p>FIII.9 The student will investigate and discuss why similarities and differences exist within and among francophone cultures.</p> <p>Interacting in School and Global Communities</p> <p>FIII.10 The student will apply target-language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.</p>	<ol style="list-style-type: none"> Discuss aspects of French and francophone culture(s) found in other subject areas. Make connections between topics studied in other subject areas and those studied in French class. Use authentic French-language resources to expand knowledge acquired in other subject areas. <ol style="list-style-type: none"> Demonstrate that language and meaning do not transfer directly from one language to another. Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of French. <ol style="list-style-type: none"> Discuss the influences of historical and contemporary events and issues on francophone countries or regions and the United States. Compare and contrast aspects of the cultures studied, with those of other cultures. <ol style="list-style-type: none"> Compare in French aspects of the francophone cultures obtained from interaction with French speakers, and authentic media, entertainment, and technology. Use French-language resources, such as individuals and organizations in the community or technology, to reinforce cultural knowledge. 	<ul style="list-style-type: none"> Websites Magazines Newspapers <ul style="list-style-type: none"> All ancillary materials All supplementary materials <ul style="list-style-type: none"> All ancillary materials Magazines Websites Newspapers <ul style="list-style-type: none"> Dialogues Websites Magazines Newspapers Music/song lyrics 	<p>Week 10 : quantities Tout Il faut + infinitive Idiomatic Expressions & food Recipe project</p> <p>Week 11: Les sports Verb : courir & croire Le Corps La Santé</p> <p>Week 12: Les Verbes Réchféchis La toilette</p> <p>Week 13: PC des verbes réfléchis Future des verbes réfléchis Reading: <i>Le Véritoscope</i></p> <p>Week 14: Imparfait</p> <p>Week 15: Imparfait vs PC Reading: <i>La Maison Hantée</i> Fairy Tale Project</p> <p>Week 16: Direct Objects Indirect Objects Direct objects in the passé compose Verbs connaître & savoir</p> <p>Week 17: Other pronouns y and en</p> <p>Week 18: Future Tense formation Irregular future tense Conditional tense formation—would, could, should & Si clauses</p>