HOWELL TOWNSHIP PUBLIC SCHOOLS

WORLD LANGUAGE CURRICULUM

BOARD APPROVED: August 23, 2017

Includes K-8 Spanish and Middle School French Curriculum

Howell Township Board of Education 2017-2018

Mr. Timothy P. O'Brien, President
Mr. Mark A. Bonjavanni, Vice President
Mr. Angel Sanchez
Mr. Laurence Gurman
Dr. Denise M. Lowe
Mrs. MaryRose Malley
Mrs. Cristy Mangano
Mr. Albert Miller
Mr. James Moretti, Jr.

Superintendent of Schools Mr. Joseph Isola

Assistant Superintendent for Curriculum/Personnel
Mr. Bruce Preston

Assistant Superintendent for Pupil Services
Mrs. Patricia Callander

Assistant Superintendent for Business Administration/Board Secretary
Mr. Ronald Sanasac

2017 World Language Curriculum Committee
Marlene Brown-Supervisor
Candace Dovenero
Sally K. Hasse
Sheila Johnson
Mary Ann Luppens-McGee
Katherine Wojciechowski
Elizabeth Monge

Table of Contents

	Page
Philosophy	1
Goals	2
New Jersey Core Curriculum Content Standards	
Statues and Regulations	3
Introduction to the Standards	4
NJ World Language Learning Progressions	12
Academic Council on the Teaching of Foreign Language Standards	
Performance Guidelines for K -12 Learners	36
Curriculum	
Kindergarten Overview/ Grades 1-5 Scope and Sequence	
Elementary Spanish Units of Study K-5	
Middle School Spanish Scope and Sequence with Lessons	
Middle School French Scope and Sequence with Lessons	
Additional Resources	
Kindergarten and Grade 1 Supplemental Packet	
Salsa Vocabulary	

Philosophy

Today in New Jersey, there are over 100 different ethnic groups, and in Howell Township alone, more than 40 different languages are spoken. Advancements in technology enables us to gain direct and immediate access to dozens of countries around the world. Today's economy is globally interdependent, relying on a constant exchange of ideas, information and products that help us to increase the standards of living for all.

In our constant effort to build a better future for each successive generation, we have discovered the merits of working together, not only within our own country, but also beyond our borders. In all of this, communication is a key factor for success. Language is the most valuable asset in establishing collaborative contacts with speakers of others languages in our own country as well as abroad.

By acquiring another language, one comes to understand and appreciate other cultures, while strengthening an awareness of his or her own. This understanding is necessary when relationships with all people. It is imperative that today's students be prepared to form such relationships in order to sustain peace and productivity throughout the world.

Learning a second language offers advantages to individual students. It provides them with relevant and engaging activities in which students will communicate effectively, verbally and in writing, build self-esteem and confidence and develop a greater understanding of the world in which they live. Howell Township Public Schools is committed to providing students with enriching opportunities while learning a second language that will enrich their lives for years to come.

World Language Program Goals

The goal of the World Language program is to provide a communicative-based program that aligns with the New Jersey Core Curriculum Content Standards for World Languages and helps each student:

- Develop an acceptable level of proficiency in listening and speaking in the target language, with a progression towards reading and writing.
- Develop an awareness and appreciation of various cultures, as well as a better appreciation of his or her own.
- Make connections with other content areas.
- Gain awareness of broader career and social opportunities.
- Appreciate the value of communicating in the target language.

New Jersey Student Learning Standards

World Languages

Statutes and Regulations

N.J.S.A. 18A:35-4.18: Provides students in public schools the opportunity to receive instruction in and graduation credit for a world language not taught in the public school district.

- Guidelines for Organizations Seeking Approval of Instructional Programs Offering World Languages Not Taught in Public School Districts
- Procedures to be used by New Jersey School Districts for Approval of Instructional Programs Offering World Languages not Taught in Public School Districts
- Non-Public School World Languages Program Application Form

N.J.A.C.6A:8 - Standards and Assessment for Student Achievement

N.J.A.C. 6A:8-1.1: The New Jersey Student Learning Standards specify expectations in nine content areas including world languages. The standards are further delineated by Indicators that outline what students should know and be able to do at benchmark grades four, eight and twelve.

N.J.A.C. 6A:8-3.1: Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the Student Learning Standards."

All students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student proficiency from the outset and denies district students access to excellence and equity in achieving the standards.

NJAC 6A:8-3.1(a)3: Holds school districts accountable for "assessing and publicly reporting student achievement in all content areas", including such areas as world languages that are not yet part of the statewide assessment program.

This underscores the school district's responsibility for program implementation and reporting of student outcomes.

New Jersey Student Learning Standards

World Languages

Introduction- World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, *N.J.A.C.* 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Revised Standard

Although the Standard for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21st Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

In Outliers: The Story of Success (2008), Gladwell emphasizes the role that practice plays in improving performance. By readopting the Standard in its current form with minor changes, educators have the opportunity to improve their practice by focusing on a target that remains constant. The intent of the Department is to continue to provide resources to assist educators. Thus, the annotated glossary and related resources component, while still connected to the Standard, has been removed as part of the Standard and will serve as a living document that can be updated as appropriate.

We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the New Jersey. Students Learning Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the New Jersey Student Learning Standard for World Languages.

Language Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In this iteration of the standard, grade level performance benchmarks are also included.

The development of these proficiency levels was informed by the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners (ACTFL, 1998), the ACTFL Proficiency Guidelines—Speaking (ACTFL, 1999), and the ACTFL Proficiency Guidelines—Writing (ACTFL, 2001) and is supported by more recently released documents including the ACTFL Performance Descriptors for Language Learners 2012 and ACTFL Proficiency Guidelines 2012. Below is a short summary of each proficiency level included in the standard document:

- Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Performance Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

A Note about Preschool Learners: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by third or fourth grade.

However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2.

Philosophy and Goals

The world languages standard and indicators reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006) and the summary of the World-Readiness Standards for Learning Languages. They were developed by consulting standards in 5 the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- American Sign Language (ASL): Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- Classical languages: The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- Heritage-languages: Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) firstgeneration students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

Selecting Culturally Authentic Materials

Included in the 2009 Standard for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In Implementing Integrated Performance Assessment, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that

instructors should choose materials based on "CALL-IT": Context, Age, Linguistic Level and Importance of Task, always keeping in mind that it is the task that should be edited not the text.

Three Strands

The refreshed world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpretional, and presentational

Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines." For more on the interpretive mode of communication:

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies. Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

Resources:

• The Joint National Committee for Languages (JNCL) website provides advocacy materials.

- The American Council on the Teaching of Foreign Languages (ACTFL) offers extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- There are several resources available to educators to assist them in the implementation of the standard. Among them are the Annotated Glossary with Resources, classroom application documents, the world language standard in action documents, the 21st century model unit, and the model curriculum for world languages at the Novice-Mid and Novice-High levels. Additionally, educators may wish to access the charts that provide a link to resources based on proficiency level and cultural content statements.
- Njcore.org is a website for educators to find and share standards-based resources. The New Jersey Department of Education encourages all educators to contribute to the database.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), A Report on the State of World Languages Implementation in New Jersey, is available on the New Jersey Department of Education World Languages homepage.
- The state language organization, Foreign Language Educators of New Jersey (FLENJ), offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

References

Adair-Hauck, B., Glisan, E., & Troyan, F. Implementing Integrated Performance Assessment. Alexandria, Va. 2013. The American Council on the Teaching of Foreign Languages.

American Council on the Teaching of Foreign Languages. (2012). ACTFL Performance Descriptors for Language Learners 2012. Retrieved March 11, 2014, from http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf.

American Council on the Teaching of Foreign Languages. (2012) Alignment of the National Standards for Learning Languages with the Common Core State Standards. Retrieved March 11, 2014, from

http://www.actfl.org/sites/default/files/pdfs/Aligning CCSS Language Standards v6.pdf.

American Council on the Teaching of Foreign Languages. (1998). ACTFL performance guidelines for K-12 learners. Yonkers, NY: Author.

American Council on the Teaching of Foreign Languages. (2012). ACTFL Proficiency Guidelines 2012. Retrieved March 11, 2014, from http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council on the Teaching of Foreign Languages. (1999). ACTFL proficiency guidelines—speaking. Retrieved January 8, 2009, from http://www.actfl.org/files/public/Guidelinesspeak.pdf

American Council on the Teaching of Foreign Languages. (1999). ACTFL proficiency guidelines—writing. Retrieved January 8, 2009, from http://www.actfl.org/files/public/writingguidelines.pdf

Asia Society. (2008). Putting the world into world-class education: State innovations and opportunities. Retrieved July 20, 2009, from http://www.asiasociety.org/files/stateinnovations.pdf

Falsgraf, C. (Ed.). (2007). Foreign language units for all proficiency levels. Washington, DC: International Society for Technology in Education.

Gladwell, Malcolm (2008). Outliers: The Story of Success. New York, New York: Little, Brown, & Company.

Jensen, J., Sandrock, P., & Franklin, J. (2007). The essentials of world languages, grades K-12: Effective curriculum, instruction and assessment: Priorities in practice. Alexandria, VA: Association for Supervision and Curriculum Development.

Lightbown, P., & Spada, N. (2006). How languages are learned. Oxford, England: Oxford Press.

Met, M. (2001). Why language learning matters. Educational Leadership, 59(2), 36-40.

National Assessment Governing Board. (2000). Framework for the 2004 foreign language National Assessment of Educational Progress. Washington, DC: Author. Online: http://www.nagb.org/publications/frameworks/FinalFrameworkPrePubEdition1.pdf 9

National Council of State Supervisors for Languages/American Council on the Teaching of Foreign Languages. (2013). NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners. Retrieved March 11, 2014, from http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf.

National Standards in Foreign Language Education Project. (2006). Standards for foreign language learning in the 21st century. Lawrence, KS: Allen Press, Inc.

New Jersey State Department of Education. (1999). New Jersey world languages curriculum framework. Trenton, NJ: Author.

New Jersey State Department of Education. (2004). Core Curriculum Content Standards. Trenton, NJ: Author.

New Jersey State Department of Education. (2009). New Jersey Core Curriculum Content Standard for world languages. Trenton, NJ: Author.

New Jersey State Department of Education. (2005). A report on the state of world languages implementation in New Jersey. Trenton, NJ: Author. Online: http://www.state.nj.us/education/aps/cccs/wl/stateofwl.pdf

New Jersey State Department of Education & Center for Applied Second Language Studies. (2008). Policy, assessment, and professional development: Results from a statewide study. Trenton, NJ: Author. Online: http://www.state.nj.us/education/aps/cccs/wl/g8assess/njflap2.htm

Partnership for 21st Century Skills. (2005). Framework for 21st century learning. Online: http://www.21stcenturyskills.org Wong, W., & Van Patten, B. (2003). The evidence is in, drills are out. Foreign Language Annals, 36(3), 403-423

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
7.1.NM.A.1	7.1.NH.A.1	7.1.IL.A.1	7.1.IM.A.1	7.1.IH.A.1	7.1.AL.A.1
Recognize familiar	Recognize familiar	Identify the main idea	Compare and contrast	Analyze and critique	Analyze and critique the
spoken or written words	words and phrases,	and most supporting	information (e.g. the	information contained	validity of <u>culturally</u>
and phrases contained	understand the main	details contained in	main idea, theme, main	in <u>culturally authentic</u>	authentic materials
in <u>culturally authentic</u>	idea, and infer the	culturally authentic	characters, and setting)	<u>materials</u> using	using <u>electronic</u>
materials using	meaning of some highly	<u>materials</u> using	in texts from age- and	electronic information	<u>information</u> and other
electronic information	contextualized,	electronic information	level-appropriate,	and other sources	sources related to
and other sources	unfamiliar spoken or	and other sources	<u>culturally authentic</u>	related to a variety of	targeted themes.
related to targeted	written words in	related to targeted	<u>materials</u> found in	familiar and some	
themes.	<u>culturally authentic</u>	themes.	electronic information	unfamiliar topics.	
	materials using		and other sources		
	electronic information		related to targeted		
	and other sources		themes.		
	related to targeted				
	themes.				
7.1.NM.A.2	7.1.NH.A.2	7.1.IL.A.2	7.1.IM.A.2	7.1.IH.A.2	7.1.AL.A.2
Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate
comprehension of	comprehension of a	comprehension of oral	comprehension of oral	comprehension of	comprehension of
simple, oral and written	series of oral and	and written instructions	and written instructions	spoken and written	spoken and written
directions, commands,	written directions,	connected to daily	connected to daily	language as expressed	language and nuances of
and requests through	commands, and	activities through	activities and to some	by speakers of the	culture, as expressed by
appropriate <u>physical</u>	requests through	appropriate responses.	unfamiliar situations	target language in	speakers of the target
<u>response</u> .	appropriate <u>physical</u>	'	through appropriate	formal and Informal	language, in <u>informal</u>
	response.		responses.	settings, through	and some formal
		·	<u></u>	appropriate responses.	settings.
7.1.NM.A.3	7.1.NH.A.3	7.1.IL.A.3	7.1.IM.A.3	7.1.IH.A.3	7.1.AL.A.3
Recognize a few	Recognize some	Compare and contrast	Analyze the use of	Compare and contrast	Analyze the use of
common gestures and	common gestures and	the use of verbal and	verbal and non-verbal	the use of verbal and	verbal and non-verbal
cultural <u>practices</u>	cultural <u>practices</u>	non-verbal etiquette	etiquette (i.e., gestures,	non-verbal etiquette to	etiquette in the target
associated with the	associated with target	(i.e., the use of gestures,	intonation, and cultural	perform a variety of	culture(s) and in one's

target culture(s).	culture(s).	intonation, and cultural practices) in the target culture(s) and in one's own culture.	<u>practices</u>) in the target culture(s) to determine the meaning of a message.	functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.	own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.	7.1.ILA.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	7.1.AL.A.4 Evaluate, from multiple cultural <u>perspectives</u> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on famillar topics.	7.1.ILA.5 Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
-	7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. 7.1.NH.A.7	7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 In this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. 7.1.IL.A.7	7.1.IM.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. 7.1.IM.A.7	7.1.IH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. 7.1.IH.A.7	7.1.AL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. 7.1.AL.A.7

	Occasionally infer the	Infer the meaning of a	Infer the meaning of	Infer the meaning of	Infer the meaning of
	meaning of a few	few unfamiliar words in	some unfamiliar words	some unfamiliar words	some unfamiliar words
	unfamiliar words in	some new contexts.	in some new contexts.	and phrases in new	and phrases in academic
	highly contextualized			formal and informal	and formal contexts.
	situations.			contexts.	
		7.1.IL.A.8	7.1.IM.A.8	7.1.IH.A.8	7.1.AL.A.8
		Compare and contrast	Use knowledge of	Analyze structures of	Analyze elements of the
	1	unique linguistic	structures of the target	the target language and	target language that do
		elements in English and	language to deduce	comparable linguistic	not have a comparable
1		the target language.	meaning of new and	structures in English.	linguistic element in
			unfamiliar structures.		English.
Linguistic:	Linguistic:	Linguistic:	Linguistic:	Linguistic:	Linguistic:
The <u>Novice-Mid</u>	The Novice-High	The Intermediate-Low	The Intermediate-Mid	The Intermediate-High	The <u>Advanced-Low</u>
language learner	language learner has	language learner	language learner	language learner has	language learner
understands and	progressed from	understands and	understands and	progressed from	understands and
communicates at the	understanding and	communicates at the	communicates at the	understanding and	communicates at the
word level and can	communicating at the	sentence level and can	sentence level and can	communicating at the	paragraph level and can
independently identify	word level to	use simple sentences	use strings of sentences	sentence level to	use
and recognize	understanding and	independently to:	independently to:	understanding and	paragraph-level
memorized words and	communicating at the	Identify the main	Identify the main	communicating at the	discourse independently
phrases that bring	sentence level and can	idea and some	idea and some	paragraph level and can	to:
meaning to text.	use words, lists, and	supporting details	supporting details	use connected	Analyze written and
	simple sentences to:	when reading.	when reading.	sentences and	oral text.
	Identify the main	Understand the gist	Understand the gist	paragraphs	Synthesize written
	idea and some	and some	and some	independently to:	and oral text.
!	supporting details	supporting details of	supporting details of	Analyze written and	➢ Identify most
ř	when reading.	conversations	conversations	oral text.	supporting details in
	Understand the gist	dealing with	dealing with	Synthesize written	written and oral
	and some	everyday life.	everyday life.	and oral text.	text.
	supporting details of	> Infer the meaning of	Infer the meaning of	Identify most	Infer meaning of
	conversations	some unfamiliar	some unfamiliar	supporting details in	unfamiliar words in
	dealing with	words when used in	words when used in	written and oral	new contexts.
	everyday life.	familiar contexts.	familiar contexts.	text.	Infer and interpret
	➤ Infer the meaning of			> Infer meaning of	author's intent.
	some unfamiliar			unfamiliar words in	> Identify some
	words when used in			new contexts.	cultural
	familiar contexts.			> Infer and interpret	perspectives.
L	<u> </u>	<u> </u>		author's intent.	Identify the

Identify some organizing principle cultural in written and oral perspectives. text. identify the organizing principle In written and oral text. Cultural: Cultural: Cultural: Personal identity is > Immigration changes both the community of origin and the new Collecting, sharing, and analyzing data related developed through community. (Topics that assist in the development of this understanding to global issues, problems, and challenges lead experiences that should include, but are not limited to: current and past immigration to an understanding of the role cultural occur within one's patterns, the impact of immigration on society, and related issues.) perspectives play in how these issues are family, one's perceived and how they are addressed. (Topics community, and the The study of another language and culture deepens understanding of that assist in the development of this culture at large. where and how people live and why events occur. (Content areas that understanding should include, but are not (Topics that assist in assist in the development of this understanding should include, but are not

Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the

development of this

should include, but

understanding

the development of

this understanding

should include, but

are not limited to:

pets,

self, friends, family,

physical/personality

descriptions, school,

likes/dislikes, and

pastimes.)

literature.)

> Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

limited to: history, science, economics, and geography.)

Due to globalization and advances in technology, the products and

history, social sciences, the visual and performing arts, and world

practices of a culture change over time, and these changes may impact

cultural perspectives. (Content areas that assist in the development of this

understanding should include, but are not limited to: science, technology,

- > Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules,

- limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources).)
- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.}
- Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)

- are not limited to: authentic celebrations, songs, and dances.)
- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as "basic needs" varies among and within

and travel.)

- Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such	
as toys, games, travel, and luxury items.)	
Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)	
Learning about age- and	

	The state of the s	
developmentally		
appropriate content		
that is of high		
interest to students		
and has a direct		
connection to the		<u></u>
cultural contexts of		
the target language		
cultivates an		
awareness of the		
shared human		
experience.		
(Content that assists		
in the development		
of this		
understanding		
should include, but		
is not limited to: all		
content areas and		
popular culture.)		
		

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
7.1.NM.B.1	7.1.NH.B.1	7.1.IL.B,1	7.1.IM.6.1	7.1.IH.B.1	7.1.AL.B.1
Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	Use <u>digital tools</u> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	Use digital tools to participate in short conversations and to exchange information related to targeted themes.	Use <u>digital tools</u> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.	Use <u>digital tools</u> to participate in extended conversations using a variety of timeframes to exchange information.	Use <u>digital tools</u> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange

_					information.
7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in ageappropriate classroom and cultural activities.	7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.	7.1.ILB.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.	7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	7.1.1LB.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.	7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.	7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.	7.1.H.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.	7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.	7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	7.1.th.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in	7.1.At.B.\$ Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in

				other content	other content
				areas.	areas, and some
				•	unfamiliar topics.
				7.1.IH.B.6	7.1.AL.B.6
				Use language in a	Use language in a
				variety of settings	variety of settings
				to further personal	to further personal,
				and/or academic	academic, and
			L	goals.	career goals.
Linguistic:	Linguistic:	Linguistic:	Linguistic:	Linguistic:	Linguistic:
					1
The <u>Novice-Mid</u>	The Novice-High language	The Intermediate-Low	The <u>Intermediate-Mid</u>	The Intermediate-	The <u>Advanced-Low</u>
language learner	learner has progressed from	language learner	language learner	<u>High</u> language	language learner
understands and	understanding and	understands and	understands and	learner has	understands and
communicates at the	communicating at the word	communicates at the	communicates at the	progressed from	communicates at
word level and can	level to understanding and	sentence level and can use	sentence level and can use	understanding and	the paragraph level
use memorized words	communicating at the	simple sentences	strings of sentences	communicating at	and can use
and phrases	sentence level and can use	independently to:	independently to:	the sentence level	paragraph-level
independently to:	words, lists, and simple	> Ask and answer	Ask and answer	to understanding	discourse
➤ Respond to	sentences <u>independently</u> to:	questions related to	questions related to	and communicating	independently to:
learned	Ask and answer	everyday life.	everyday life.	at the paragraph	> Infer meaning
questions.	questions related to	> Handle simple	> Handle simple	level and can use	of unfamiliar
> Ask memorized	everyday life.	transactions related to	transactions related to	connected	words in new
questions.	➤ Handle simple	everyday life:	everyday life:	sentences and	contexts.
> State needs and	transactions related to	o Initiate,	o Initiate,	paragraphs	> Identify some
preferences.	everyday life:	maintain, and	maintain, and	independently to:	cultural
> Describe people,	o Initiate,	end a	end a	> Infer meaning	perspectives.
places, and	maintain, and	conversation.	conversation.	of unfamiliar	> Narrate and
things.	end a	o Ask for and give	o Ask for and give	words in new	describe across
	conversation.	permission.	permission.	contexts.	a wide-range of
	o Ask for and give permission.	o Express needs. o Give reasons.	o Express needs. o Give reasons.	Identify some cultural	topics. > Compare and
	F				·
	o Express needs. o Give reasons.	o Request, suggest, and	o Request, suggest, and	<u>perspectives</u> . ➤ Narrate and	contrast. > Offer and
		suggest, and make	make	describe across	
	o Request, suggest, and	arrangements.	arrangements.	a wide-range of	support
	make	o Extend, accept,	o Extend, accept,	topics.	opinions. ➤ Persuade
	arrangements.	and decline an	and decline an	> Compare and	someone to
	o Extend, accept,	invitation.	invitation.	contrast.	
	and decline an	o Express an	o Express an	> Offer and	change a point of view.
	and decime an	C CAPIESS OIL	O Express all	L > OHEI WILL	or view.

	invitation. Express an opinion and preference.	opinion and preference.	opinion and preference.	support opinions. Persuade someone to change a point of view. Make and change plans. Offer advice. Handle a situation with a complication.	Make and change plans. Offer advice. Handle a situation with a complication.
Cultural: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include,	understanding should include, but are not limited to: history, science, economics, and geography.) Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u> . (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and			related to global and challenges le understanding or perspectives play are perceived an addressed. (Topi development of should include, be current events as emerging global	f the role cultural f in how these issues d how they are cs that assist in the this understanding out are not limited to: and contemporary and issues, problems, and population growth nvironmental
but are not limited to: self, friends, family,	performing arts, and work			_	nd other conflicts;
1			,	,	

> Being able to view one's own culture

through the lens of others assists in

understanding global issues. (Topics

that assist in the development of this

understanding should include, but are

not limited to: freedom of speech and

other civil, international, and human

rights, as they relate to a variety of

ability to adapt to the environment. (Topics that assist in the development of this

understanding should include, but are not limited to: habitats, animals, weather,

Personal preferences and skills are key factors to consider when making decisions

understanding should include, but are not limited to: personal likes/dislikes, subject-

about postsecondary plans. (Topics that assist in the development of this

area preferences, academic record, and career awareness, exploration and

science, geography, social sciences, and distribution of resources.)

pets,

school,

pastimes.)

Observing and

participating in

preparation.)

physical/personall

likes/dislikes, and

ty descriptions,

culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of understanding should include. but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
- Many products

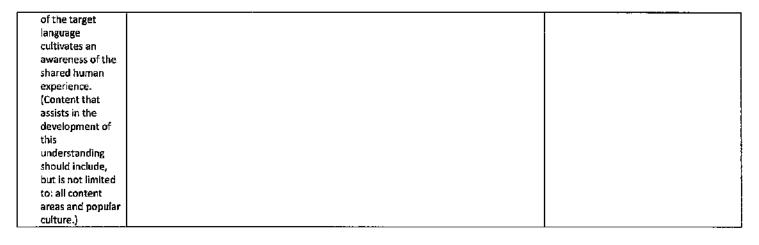
- The amount of lelsure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts: and the allocation of scarce resources).)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

issues.}

- Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student tearning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race,

ممدفع عصم لمهم		
and <u>practices</u>		ethnicity, gender, and religion
related to home		through world history and across
and community		cultures assists in understanding the
are shared across		current sociopolitical landscape.
cultures; others		(Topics that assist in the development
are culture-		of this understanding should include,
specific. (Topics		but are not limited to: history, social
that assist in the		sciences, and world literatures.)
development of		
this		
understanding		
should include,		
but are not		
limited to: home		
life, places in the		
community,		
activities within		
the community,		
and travel.)		
> What is perceived		
as "basic needs"		
varies among and		
within cultures.		
(Topics that assist		
in the		
development of		
this		
understanding		
should include,		
but are not		
limited to: safety,		
food, shelter, and		
purchase and sale		
of goods such as		
toys, games,		
travel, and luxury		
items.)		
➤ Maps, graphs.		
Maps, graphs,		·

	and other graphic		
	organizers		
	facilitate		
	understanding of		
	information on a		
	wide range of		
	topics related to		
	the world and		
	global issues.		
	They make		
	complex concepts		
	more accessible		
l	to second-		
l	language learners		
l	who have limited		
l	proficiency in the		
l	language.		
l	(Content areas		
l	that assist in the		
l	development of		
l	this		
l	understanding		
l	should include,		
l	but are not		
l	limited to:		
l	history,		
l	economics,		
l	science, and		
	geography.)		
١.			
>			
ĺ	age- and		
İ	developmentally		
	appropriate		
	content that is of		
	high interest to		
	students and has		
	a direct		
	connection to the		
	cultural contexts	 	<u></u>



World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and Ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
7.1.NM.C.1 7.1.NH.C.1 7		7.1.IL.C.1	7.1.IM.C.1	7.1.IH.C.1	7.1.AL.C.1
Use basic information	Jse basic information Recombine basic U		Synthesize information	Explain and compare	Create a research-
at the word and	information at the word	cultural <u>products</u> and	related to the cultural	how a cultural	based multimedia-
memorized-phrase	and sentence level related	cultural <u>practices</u> to create	products, cultural practices,	perspective led to the	rich presentation
level to create a	to self and targeted themes	a <u>multimedia-rich</u>	and cultural perspectives	development of a	to be shared
multimedia-rich to create a multimedia-rich		presentation on targeted	associated with targeted	cultural <u>product</u> or	virtually with a
presentation on presentation to be shared		themes to be shared	culture(s) to create a	cultural <u>practice</u> in the	target language
targeted themes to	<u>virtually</u> with a target	<u>virtually</u> with a target	multimedia-rich	target culture(s) and	audience.
be shared <u>virtually</u>	language audience.	language audience.	presentation on targeted	in one's own culture,	
with a target			themes to be shared	through a multimedia-	
language audience.			<u>virtually</u> with a target	rich presentation to	
			language audience.	be shared <u>virtually</u>	
				with a target language	
				audience.	

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role- plays using familiar vocabulary orally or in writing.	7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).	7.1.AL.C.2 Create a research- based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	7.1.NH.C.3 Describe in writing people and things from the home and school environment.	7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	7.1.tH.C.3 Use language creatively in writing for a variety of purposes.	7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.IL.C.4 Compare and contrast age- and level-appropriate <u>culturally authentic</u> <u>materials</u> orally and in writing.	7.1.IM.C.4 Synthesize information found in age- and level- appropriate <u>culturally</u> authentic materials.	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.	7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).	7.1.NH.C.S Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural	7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and	7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated

	perspectives.	1	cultural <u>practices</u> .	cultural practices	with the target
	<u> </u>		outeres <u>precises</u> .	associated with the	culture(s) change
	İ			target culture(s), and	over time, and
				compare these	compare with
					•
				perspectives with	changing
				those of one's own	perspectives in
				culture.	one's own culture.
		7.1.ILC.6		7.1.IH.C.6	7.1.AL.C.6
		Summarize requirements		Explain/demonstrate	Create an
		for professions/careers that		cross-cultural skills	electronic
		require proficiency in a		needed for a variety	portfolio in the
		language other than English		of professions and	target language
		based on exploration of the		careers within the	with artifacts
		16 Career Clusters.		global workforce.	documenting
					language
		ĺ			proficiency, cross-
					cultural awareness
					and experiences,
					and other
					qualifications that
					support the goals
					of the
					Personalized
					Student Learning
					Plan.
Linguistic:	Linguistic:	Linguistic:	Linguistic:	Linguistic:	Linguistic:
		l			
The <u>Novice-Mid</u>	The Novice-High language	The Intermediate-Low	The Intermediate-Mid	The <u>Intermediate-High</u>	The <u>Advanced-Low</u>
languago learner	learner has progressed	language learner	language learner	language learner has	language learner
understands and	from understanding and	understands and	understands and	progressed from	understands and
communicates at the	communicating at the word	communicates at the	communicates at the	understanding and	communicates at
word level and can	level to understanding and	sentence level and can use	sentence level and can use	communicating at the	the paragraph
use memorized words	communicating at the	simple sentences	strings of sentences	sentence level to	level and can
and phrases	sentence level and can use	independently to:	independently to:	understanding and	paragraph-level
independently to:	words, lists, and simple	➤ Handle simple	Handle simple	communicating at the	discourse
Make lists.	sentences <u>independently</u>	transactions related to	transactions related to	paragraph level and	independently to:
State needs and	to:	everyday life	everyday life	can use connected	> Synthesize
preferences.	Handle simple	o Express needs.	o Express needs.	sentences and	written and
Describe people,	transactions related to	o Give reasons.	o Give reasons.	paragraphs	oral text.
places, and	everyday life:	o Express an	o Express an	independently to:	> Identify some
· · · · · · · · · · · · · · · · · · ·	, 	· · · · · · · · · · · · · · · · · · ·	<u> </u>		

things.	o Express needs.	opinion and	opinion and	> Synthesize written	cultural
_	o Give reasons.	preference.	o Request and	and oral text.	perspectives.
	o Expressian	o Request and	suggest.	> Identify some	> Narrate and
	opinion and	suggest.		cultural	describe
	preference.			perspectives.	across a wide-
	o Request and	1		> Narrate and	range of
	suggest.	1		describe across a	topics.
				wide-range of	> Compare and
				topics.	contrast.
-		i i		> Compare and	Offer and
1				contrast.	support
				Offer and support	opinions.
				opinions.	Persuade
i				> Persuade	someone to
ļ				someone to	change a point
				change a point of	of view.
				view.	Offer advice.
				Offer advice.	
Cultural:	Cultural:			Cultural:	· · · · · · · · · · · · · · · · · · ·
Personal identity	Immigration changes bot	h the community of origin and th	ie new community. (Topics	> Collecting, sharing,	and analyzing data
is developed	that assist in the develop	ment of this understanding shou	related to global iss	ues, problems, and	
through	limited to: current and pa	ast immigration patterns, the imp	act of immigration on	challenges lead to a	n understanding of
experiences that	society, and related issue	es.)		the role cultural pe	spectives play in
occur within				how these issues ar	e perceived and

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personal ity descriptions,

school,

- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this

likes/dislikes, and pastimes.)

- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include. but are not limited to: authentic celebrations, songs, and dances.)
- ➤ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subjectarea preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/Issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges (e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashlon, style, popular music, art, and pastimes.)

- understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not ilmited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial

				Pa)
	restaurants, and			literacy.)
	wellness			
	practices.)		>	Examination of the roles of race,
				ethnicity, gender, and religion through
Þ	Many products			world history and across cultures assists
	and <u>practices</u>			in understanding the current
	related to home			sociopolitical landscape. (Topics that
	and community			assist in the development of this
	are shared across			understanding should include, but are
	cultures; others			not limited to: history, social sciences,
	are culture-			and world literatures.)
	specific. (Topics			
	that assist in the			
	development of			
	this			
	understanding	·		
	should include,			
	but are not			
	limited to: home			
	life, places in the			
	community,			
	activities within			
	the community,			
	and travel.)			
	and travery			
>	What is perceived			
	as "basic needs"			
	varies among and			
	within cultures.			
	(Topics that assist			
	in the			
	development of			
	this			
	understanding			
	should include,			
	but are not			
	limited to: safety,			
	food, shelter, and			
	purchase and sale			
	of goods such as			

trave	games, el, and luxury		•			
item	5.)					
➤ Map:	s, graphs,					
	other graphic					
	nizers					
facili						
	rstanding of					
	mation on a					
	range of					
	s related to					
	vorld and					
	al issues.					
	make					
comp	olex concepts					
more	accessible					
to se	cond-					
langu	iage learners					
who	have limited					
profi	ciency in the					
langu	iage.					
(Conf	tent areas					
that a	assist in the					
deve	lopment of					
this						
unde	rstanding					
shou	ld include,					
but a	re not					
limite	≥d to:					
histo	ry,					
econ	omics,					
scien	ce, and					
geog	raphy.)					
> Learr	ning about					
age-						
	lopmentally					
	opriate					
	ent that is of					

high interest to	
students and has	
a direct	
connection to the	
cultural contexts	
of the target	
language	
cultivates an	
awareness of the	
shared human	
experience.	
(Content that	
assists in the	
development of	
this	
understanding	
should include,	
but is not limited	
to: all content	
areas and popular	
culture.)	

<u>Links:</u>

Advanced-Low Level Learners: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Clusters: Postsecondary education and career pathways

Cultural Content: Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

Cultural Perspectives: Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- The perspectives of a culture sanction the cultural practices and create a need for the products.
- The perspectives provide the reason for "why they do it that way" and the explanation for "how can they possibly think that?"

• Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

Cultural Practices: Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

Cultural Products: Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Culturally Authentic Materials: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

Formal and Informal: The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

Four art forms: Dance, music, theatre, and the visual arts.

Geography: Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

Independently: What the learner can communicate spontaneously without guidance or support.

Intermediate-High Level Learner: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

intermediate-Low Level Learner: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

intermediate-Mid Level Learner: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click <u>Teaching Foreign Languages K-12 Workshop</u> to view a video on the Interpersonal Mode. Scroll down to video #2.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines." Click <u>Teaching Foreign Languages K-12 Workshop</u> to view a video on the Interpretive Mode. Scroll down to video #1.

Novice-High Level Learner: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Novice-Mid Level Learner: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice Writing Tasks: A form or document in which students supply simple requested information is an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

Physical response: TPR (Total Physical Response) is an example of an instructional strategy that uses physical response. Click <u>TPR</u> and <u>New</u> Jersey Frameworks for additional information.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click <u>Teaching Foreign Languages K-12 Workshop</u> to view a video on the Presentational Modes. Scroll down to video #3.

Twenty-first Century Technologies: Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- · Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

•	 Virtual Sharing requires the use of digital tools and may be delectronic poster, or webpage. 	lone through electronic information s	ources such as a social community/educational	site,

The ACTFL Performance Guidelines for K-12 Learners

		ADVANCED-LOW	Paragraph-lerel discourse		ADVANCED-LOW	Sustained control of Sumple (arget-language Sentence structures and partial courted of more complex structures Granumatical unevenness with some control of aspect Some granumatical errors in control of aspect	ADVANCED-LOW	Comprehence and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and apilitide	Understands and uses indomatic expressions and culturally authentic expressions. Uses specialized and precise yocabulary for a winder range of topics. Employs generic expecialized and wocabulary.
TORS*		INTERMEDIATE-HIGH	Connected sentences and paragraphs		INTERMEDIATE-HIGH	Generally accurate when narrating and describing in present fune. Less accurate in past and future time. Applies familiar strutures to new situations.	INTERMEDIATE-HIGH	Comprehends and produces yocabulary from an expanding variety of themes Understands and uses	idiomatic expressions and culturally authentic expressions expressions the system of the precise you abulary for a firmited mumber of topics firmited mumber of topics.
TAGES PERFORMANCE LEVEL DESCRIPTORS*	The section of the section of	INTERMEDIATE- MID	Strings of sentences		INTERMEDIATE-MID			Comprehends and produces vocabulary on a wider range of everyday themes.	some idiomatic expressions and culturally authentic expressions Scarches for adequate. Vocabulary
WORLD LANGUAGES PERFOR		INTERMEDIATE-LOW	Simple sentences	15.00 (15.00 M)	INTERMEDIATE-LOW	THE PERSON AND ADDRESS OF THE PERSON ASSESSMENT OF THE PERSON ASSESSMEN		Comprehends and produces vocabulary from a limited minber of themses not previously studied	Understands and uses a limited munber of disomatic expressions Uses false cognates (for languages furt confain English cognates)
WORL		NOVICE-HIGH	Words, lists, and simple sentences		NOVICE-HIGH	Inconsistently accurate Most accurate when expressing one s own ideas on previously studied and familiar topics Minimally accurate as creativity in language and/or production increases	NOVICE-HIGH	Comprehends and produces an expanding amount of vocabulary from previously studied themes	Understands and uses a few memorized idiomatic expressions Uses false cognates (for languages that contain English cognates)
		NOVICE-MID	Wouds, phrases, and memorized simple sentences		NOVICE-MID	Memorized language	NOVICE-MID	Comprehends and produces yocabulary related to common objects and actions in familiar categories	Uses words and phrases primarily as lexical terms without awareness of grammatical structure.

ADVANCEDLIOW	Handles imgnistic challenges With a	complication by handles an unexpected impol	eveats within familiar contexts and routine subations							
INTERMENTATE-HIGH	Identifies the organizing principle(s) of oral or	Written (GX)	Inters and interprets the intent of the author							
E-LOW NTERMEDIATE-MID	Uses knowledge of own culture	fo dedine meaning	Derives nacaning by examining familiar and unifamiliar structures	Elective by uses	language dictionaries and online resources to aid	comprehension				
INTERMEDIATE-LOW	Identifies a wide range of cognates, Ioanwords	word families, roots, prefixes, and suffixes to	elention mag of	unfamiliar words to aid comprehension	Ses confeatual clues	Occasionally uses some	ickources such as farget language dictionaries	and on the resources to	Mayparaphrase when reading of listening; asks	rections of self-about
INTERM	Identifies a wide range of cognates, loanwords	word families, roots, prefixes, and suffixe	aid compicitention Infers meaning of	watamiliar wor comprehension		Occasio	adendura Samosar	aid comp	May parel reading or	direstion Fac
NOVICE-HIGH INTERM		families, roots, prefixes, word familiand suffixes to aid prefixes, a	Comprehension aid comprehensions and some	Infers meaning of some congreti infamiliar words to aid		Predicis Case agen Surj	and onlin	May hang reading or		

	ADVANCED-LOW	Sonveys message without combston. E understood by native spellers	
	INTERMEDIATE-HIGH	Uses colective devices Probes, for defails in order for clarify incenting Uses cucumifocution Uses cucumifocution Self-corrects even when not meeded for comprehension Use generally inderstood by manyespreakers of the farget language with non-natives	
INTERPERSONAL CONTRACTOR	INTERMEDIATE-MID	Consistently Asts for clarification Uses some collective devices Coccasionally self-concets when not needed for comprehension Speakers a constructor dealing with mon-naives	
ARTHER	INTERMEDIATELOW	Asks for clarification Uses some cohesive devices Uses limited circumlocution Self-corrects where not understood Repeats and asks for repetition Paraphrases is an asks for repetition Repetition States lack of States lack of understanding	
	NOVICE-HIGH	Generally, but not always: Asks for clarification Circumlocution C	
	NOVICE-MID	Sometimes resolute of English English Sympathetic Speakers used to dealing with language letters.	

1,161		0.000 0.000 0.000 0.000 0.000 0.000		7	10 H. 10 4 4 4 1 10 4 4 1 10 4 4 1 10 4 1 1 1 1				و			3 00 1 00 17 00 17 00 17 00 18	vay tata								1			
	ADVANCED-LOW	TO THE PARTY OF TH	200	Conveys message without	niahon of			is understood by malive	speakers maccustomed to	dealing with non-natives	10111 1011 1011 1011 10111 1011 10111 10111 10111 1011 1011 1011 10111 10111 10111 10111 10111 1													
	ADVA	Replirases		Conveysn	mistepresentation or	confision		Ls understo	Speakers	desling w	ſ	6946 286 286 210 210 210 210 210 210 210 210 210 210	100 mm		6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	2000 2000 2000 2000 2000 2000 2000 200	CAR CAR CAR CAR CAR CAR CAR CAR CAR CAR		6		942 942 942 942 942 942 942 942 942 942	20 No. 10	2.00 2.00 2.00 2.00 2.00 2.00 2.00 2.00	
	TE-HIGH		on non-	evices to	31011	N 17 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	en when		1 100 in a constant of the con	2	erstood	rsofthe			0									Z
	INTERMEDIATE-HIGH	Uses circumioeution		Uses collesive devices to	organize presentation		Self-corrects even when	not needed for	comprehension		Is generally understood	by native speakers of the	atort Snatse			Main non-pages					X.34 G		4 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	
	INI	8 3)		Š	60 to		3	Tot	1017 1015	s in Sagin	IS SI	2	•	֓֞֞֝֞֜֜֞֜֝֓֓֓֓֓֓֓֜֜֝֓֓֓֓֓֓֓֡֓֜֜֜֜֜֜֜֜֜֜֜			400							
	INTERMEDIATE-MID	A CONTRACTOR CONTRACTO	**************************************	moda moda	2004 2004 2016 2016 2018 2018	Sive			Occasionally self-corrects	d for	201	9 / / / / / / / / / / / / / / / / / / /					a-natives							
- T	RMEDIA	Consistently		Uses circumlocution		Uses some cohesive			onally se	when not needed for	commehension	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Te traderstood hv			Speakers accussomed to	dealing with non-natives							
ATION	INTE	Consis				Usess	devices		Occurs	when	comba		Tr Imde				dealing			Line Line Hory Hory Table	N TA			
THE SENIOR THOUSE	-LOW	I I I I I I I I I I I I I I I I I I I	1000 1000 1000 1000 1000 1000 1000 100	1, Tij.		1000 1000 1000 1000 1000 1000 1000 100		4.4.19 4.4.14 4.4.14 1.4.2.4 5.4.14 4.5.14 4.5.14 1.4.14 1.4.14	10.000 10.000 10.000 10.000 10.000 10.000 10.000 10.000 10.000	400 400 400 400		to di				11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		tood		-	9		Ö	O'STRANSPORTED TO STRAIN T
F. PR	DIATE			78	ution	e de la companya de l	collesin					7						s-muder.			y by tho	10.16		0
	INTERMEDIATE-LOW	Minimality		Uses Immted	circumfocution		Uses some cohesive	devices		Repeats		Paraphrases						used to deafing with man. Its generalise understood	0	er sympaniem speakers	particularly by those	and instantant of the dealers		WILL DOD-DATIVES
					Ü			7	40 40 40 br>40 40 40 40 40 40 40 40 40 40 40 40 40 40 40 40 40 4	44	100	516 571			ingi ingi ingi ingi ingi ingi ingi ingi	127		Ron-Tr			•	600 600 800 800 800 800 800 800 800 800		5
	NOVICE-HIGH	joujn				8						Seff-corrects when not				Xor	sympathetic speakers	no with	0					
	NOVIC	Generally, but not	8,		Uses fimited	Circumlocation		200		Paraphrases	Contact Contac	COLLECTS	uniferstand				pathetic	fo death						
		1	always		18 13	ğ	-1.6 (31) (30) (31) (31)	Repeats		Hara Fara		Seff					TUK'S	E		0				
	0								n used	mage							100					#12 #12 #12 #12		
	NOVICE-MID	es and	resorts t					20 25	speake	will lang						D. steerthinestry.								200 200 200 200 200 200 200 200 200 200
	NOV	Oses gestures and	sometimes resorts to	English		Repeats		is understood by	sympathetic speakers used	to dealing with language	learners													A CONTRACTOR
		Ď	Son	H		2		IS I	S	0.01	fear	193) Y.C.						.35			jij j			3

^{*} The ACIFL Parformance Guidelines for K-12 Lawners (ACIFL, 1998), ACIFL Proficiency Guidelines - Speaking (ACIFL, 1999), and ACIFL Proficiency Guidelines - Ifriting (ACIFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

www.french.about.com Additional Resources www.prénoms.fr www.yahoo.fr

http://www.nj.gov/education/cccs/s7_wl.pdf http://www.paris.org/Shops/ www.classzone.com www.epals.com www.redoute.fr

http://teacher.classpak.net/classpak/

http://www.camaval.gc.ca/ http://www.youtube.com/

http://www.letour.fr

http://www.vacancesfrance.com/ http://www.parislodging.com

www.quia.com

http://www.tour-eiffel.fr/

http://www.eurotunnel.com/fr/home/

www.meteo.fr

www.eurodisney.fr www.sncf.fr

www.actfl.org References

www.languagetesting.com/actff-proficiency-scale/

New Jersey State Department of Education Core Curriculum Content Standards: World Languages http://www.state.nj.us/education/aps/cccs/wl/

Howell Township Public Schools Elementary World Language Curriculum

Kindergarten – Grade 5

Spanish

BOARD APPROVED: August 23, 2017

Elementary Spanish Curriculum Units of Study

Kindergarten Overview – The vocabulary and concepts taught in Kindergarten are taught throughout 12 lessons, using the Salsa video – Goldilocks and the Three Bears.

- Greetings and Goodbyes
- Numbers 1-5
- Adjectives: big, small, hot, cold
- Color words
- Labeling family members: mother, father, baby
- Food

Grade 1 Scope and Sequence

- Orientation 2 to 4 classes
- How are you? 6 to 8 classes
- What's your name? 6 to 8 classes
- Numbers 0-15 and "How old are you?" 6 to 8 classes
- Colors 6 to 8 classes
- The Spanish calendar- Days of the Week and Months of the Year 6 to 8 classes

Grade 2 Scope and Sequence

- Review of Greetings; Introduction of "usted" 6 to 8 classes
- Numbers 0-39 8 to 10 classes
- My Favorite Color 6 to 8 classes
- Days of the Week, Months of the Year 8 classes
- All About Me 4 to 6 classes

Grade 3 Scope and Sequence

- Review of La Fecha: Days of the Week, Months of the Year; Brief review of greetings- 3 to 4 classes
- Parts of the Face 6 to 8 classes
- Emotions and introduction to noun/adjective agreement to − 8 to 10 classes
- The Vowels in Spanish 6 to 8 classes
- Numbers 40-100 6 to 8 classes
- La Caperucita Roja with additional words and expressions 6 to 8 classes

Grade 4 Scope and Sequence

- Review of Dates, Greetings and Introductions 2 to 4 classes
- El Día de los Muertos 3 to 4 classes
- El Alfabeto and Review of Spanish Vowels 8 to 10 classes
- Hobbies, Activities and Sports; Use of me gusta/no me gusta/me encanta 12- 14 classes

• Cultural Foods – 2 to 4 classes

Grade 5 Scope and Sequence

- Review of Spanish Expressions of Courtesy, Greetings, Leave-Taking, and of the difference between the ways to say the word "you" in Spanish (tú and usted) 6 to 8 classes
- Spanish Holiday Culture: El Día de los Muertos, La Navidad, y El Año Nuevo 6 to 8 classes
- Weather and Seasons 6 to 8 classes
- Basic Clothing 4 to 6 classes
- Question Words in Spanish 6 to 8 classes

Duration: Goldilocks and the Three Bears, Lesson 1, 2 weeks/4 days(40 Minutes)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will the student develop communicative competence with greetings?
- How will the student develop communicative competence when counting to 3?
- How will students gain communicative competence when describing if its big or small?
- How will the student know that they are getting better when using the target language in real-world situations?

Enduring Understandings

Students will be able to:

- Name the Spanish words for one, two and three uno, dos, tres
- Repeat and use the Spanish phrase for "see you later" hasta luego
- Understand and use the word for small pequeno
- Understand and use the word for big-grande
- Say "hola"

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Watch Salsa DVD and discuss questions about the episode
- Use flashcards to reinforce number words for 1,2,and 3
 Show pictures of large and small objects; Have students say "grande and pequeño"

Suggested Resources

Flash cards, labels

Recommended Assessments:

Teacher observation

Teacher/Student interaction

Duration: Goldilocks and the Three Bears, Lesson 2, 2 weeks (40 mins/4days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will the student develop communicative competence with greetings?
- How will the student develop communicative competence when counting to 3?
- How will students gain communicative competence when describing if its big or small?
- How will the student know that they are getting better when using the target language in real-world situations?

Enduring Understandings

Students will be able to:

- Recall numbers 1.2.3
- Recal "Hola" "Adios"
- Recall "Grande" "pequeno"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Watch Sals DVD and review vocabulary words with flashcards
- Greet students, saying "Hola, clase" and have them greet each other by saying "Hola" and the name of the person they are greeting
- Give students cards with numbers 1,2, and 3 on them. Students will hold up the correct card when the number is stated in Spanish by the teacher
- Say "Hasta luego, clase" at the end of the lesson and have students say "Hasta luego" to you

Flashcards

Labels

Recommended Assessments:

Duration: Lesson 3 "Making Soup"; 2 weeks (40 mins/4days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• Can students develop communicative competence when identifying family members & the words for "hot" & "cold"?

Enduring Understandings

Students will be able to:

- Identify mother, father, baby in Spanish
- Comprehend words for "hot" &"cold"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Say "Hola" and then watch the Salsa DVD and discuss questions about the story.
- Show pictures of families and have students name the family members. Use movement to identify each person "el papa" make a motion like you are fixing a tie; "la mamá" pretend you are holding a baby and patting its back; "el bebé" Pretend you are rocking a baby. These motions can also be used to elicit a response and have the children name the family member.
- Students tell what they are for lunch, breakfast, or dinner and say if it was "caliente" or "frío."

- Review new words with flashcards.
- Say "Hasta luego, clase" and have students say "Hasta luego" to you.

Suggested Resources Flashcards

Recommended Assessments:

Duration: Lesson4- "Making Soup"; 2 weeks (40 mins/4days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• Can students develop communicative competence when identifying family members & the words for "hot" & "cold"?

Enduring Understandings

Students will be able to:

- Recall Spanish words for Mother, Father, baby
- Recall words for "hot" & "cold"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Greet class with "Hola, clase". Watch Salsa DVD and have the students say the focus vocabulary words as they come up in the program.
- Display flashcards and have students say the corresponding vocabulary words.
- Give pairs of students small pictures of family members and pictures of something that is hot and something that is cold. Say a focus vocabulary words

•	and the students show the corresponding card. Students identify the vocabulary in the displayed flashcards as they are removed from the board.
Sugges	sted Resources
Flashca	ards
Labels	

The same of the sa	* · · · · · · · · · · · · · · · · · · ·
Recommended Assessments:	
Teacher observation	

Duration: Lesson 5 - "The New Chair"; 2weeks/40 minutes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop communicative competence with numbers 1-5 and colors "red", "blue", "green"?

Enduring Understandings

Students will be able to:

• Name Spanish words for "four, five, red, blue and green" (cuatro, cinco, rojo, azul and verde)

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Show the Salsa DVD and then have the students answer the discussion questions.
- Use numbers flashcards to review counting from 1 to 3 and then students continue with numbers 4 and 5. Students count and show their fingers as each card is

- shown. They can also count from 1 to 5 as each child stands up. Continue counting until everyone is standing. Then count from 1 to 5 as each of the children sits down.
- Show flashcards representing the colors red, blue and green and have the students touch or point to something in the room and say one of the colors.
- Review new vocabulary with flashcards.

Suggested	Resources
-----------	-----------

Flashcards- numbers

Flashcards- colors

Recommended Assessments:

Duration: Lesson 6 - "The New Chair" 2 weeks (40 mins/4days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop communicative competence with numbers 1-5 and colors "red", "blue", "green"?

Enduring Understandings

Students will be able to:

• Name Spanish words for "four, five, red, blue and green" (cuatro, cinco, rojo, azul and verde)

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

Show SALSA video and say the focus voacabualry words with the program.

- Use number flashcards and pictures of different colored objects to review words.
- Students work together in groups of four. Give students small pieces of paper or manipulatives that are red, blue and green. Students sort the objects by color, name each color and then count how many of each color they have. Each group states its results to the class.

Suggested Resources

Flashcards

Colored paper or manipulatives

Recommended Assessments:

Duration: Lesson 7- "Hide and Seek"; 2 weeks, (4 days/40 minutes)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop communicative competence with color words?

Enduring Understandings

Students will be able to:

• Name the Spanish words for red, green and blue

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Greet class with "Hola, clase" and they respond
- Show class SALSA DVD and discuss questions about the story: Who is the first

person chosen to be IT in the gane hide and seek? – Bebe Oso. Who is sleeping under the newspaper? –Papa Oso. Why did Bebe Oso and Rantoncito think they found "Ricitos de Oro" in "la cama" of Bebe Oso? They thought they saw her yellow hair.

- Use all flashcards to review numbers, family, color and adjective vocabulary.
- Display five vocabulary flashcards. Put a number near each one. Say a vocabulary word. Students say the number on the flashcard and hold up their fingers to show which number was named. Switch cards after each round to include all the words.

Suggested Resources

Flashcards – numbers, colors., family, adjectives

Recommended Assessments:

Duration: Lesson8- "Hide and Seek"; 2 weeks (40 mins/4 days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

How will students develop communicative competence with color words?

Enduring Understandings

Students will be able to:

• Name the Spanish words for red, green and blue

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

Greet class and show the SALSA DVD

- Review vocabulary with flashcards
- Display a bag containing objects, paper or manipulatives that are red, blue or green. Students come up, pick an object and then identify the color of the object. The rest of the class says, "Sí or No" to say of the child has named the correct color.
- Show a red object. Say "tres" and tell students to clap that many times for the color red. Assign numbers for blue and green objects. Students count aloud as they clap the corresponding number of times as different colors are shown.

Suggested Resources		
Flashcards		

Recommended Assessments:	
Teacher Observation	

Duration: Lesson 9- "The Birthday Party"; 2 weeks (40 mins/4 days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

.

 How will students develop communicative competence in naming color words and greetings?

Enduring Understandings

Students will be able to:

• Name the Spanish words for "yellow" "thank you" and "piñata"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Introduce focus vocabulary: Amarillo; gracias and la piñata
- Watch SALSA DVD and answer discussion question: Whose birthday is it and how old is he? Bebe Oso, cinco
- Review colors and add "Amarillo" to the flashcards. Point out objects in the room or clothing students are wearing that are yellow.
- Show a picture of the piñata to the students and have them say tht word. Then the picture to different students and have them say "gracias".
- Have students hand each other a pencil, a book, an eraser, or other object at their desks and respond with "Gracias."
- Show color flashcards to review colors and reinforce "amarillo".

Suggested	Resources
201 1	_

Flashcards

Recommended Assessments:

Duration: Lesson 10- "The Birthday Party"; 2weeks(4 days/40 minutes)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

 How will students develop communicative competence in naming color words and greetings?

Enduring Understandings

Students will be able to:

• Recall Spanish word for "yellow" "thank you" and "piñata"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in

culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Show SALSA DVD and encourage students to say the words they ahev learned with the program.
- Use flashcards to review vocabulary and reinforce new words.
- Give Different colored papers or manipulatives to pairs of students. Say a color and have students show the corresponding paper or object.
- Have three or four students collect materials and say "gracias" as the other students give then the paper or objects.
- Extension activities form SALSA DVD guide

Suggested Resources

Flashcards, colored paper or manipulatives

Recommended Assessments:

Duration: Lesson 11- "Too Many Cooks"; 2 weeks (40 mins/4 days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop communicative competency with Spanish word for dog and food words: chocolate, banana, and apple?

Enduring Understandings

Students will be able to:

• Name the Spanish word for "dog" "chocolate" "banana" and "apple"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Introduce focus vocabulary el perro, el chocolate, la banana, la manzana
- Have students respond to discussion questions: What does Senor Loco prepare? el chocolate; Why do el perro and Ricitos de Oro go for a walk? The hot chocolate is muy cliente; What happens while they are gone? Ratoncito adds la manzana, Armadillo adds La banana, Bebe Oso adds grapes and the sock puppet adds a shoe.
- How does el chocolate taste? terrible

Sug	ge	sted	Resources	
777	•	- 1		

Flashcards

Recommended Assessments:

Duration: Lesson 12- "Too Many Cooks"; 2 weeks (40 mins/4 days)

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop communicative competency with Spanish word for dog and food words: chocolate, banana, and apple?

Enduring Understandings

Students will be able to:

• Name the Spanish word for "dog" "chocolate" "banana" and "apple"

Cumulative Progress Indicators: : Interpretive Mode

7.1.NM.A.1- Recognize familiar spoken and written words and phrase contained in culturally authentic materials using electronic resources related to targeted themes

Suggested Classroom Activities

- Show SALSA video and have students say the vocabulary words as they watch
- Show flashcards to review colors, numbers and new vocabulary words
- Students state the color of the apple and banana.
- Display flashcards or models of focus vocabulary. A student comes up to the front and the teacher says one word. The student hands the teacher the correct card and the teacher respond "gracias".
- Extension activities form SALSA DVD guide

Suggested K	lesources
Flashcards.	manipulatives

Recommended Assessments:

1st grade Spanish Unit #1 Theme: Orientation

Duration: 2-4 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

 How can the student better understand when he/she does not know everything he/she hears?

Enduring Understandings

Students will be able to:

• Listen for familiar words and watch the speaker for clues to understanding

Cumulative Progress Indicators :Interpersonal

- **7.1.NM.A.1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials
- **7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target culture

Suggested Classroom Activities

- Introduction: teach "Señora" and ¡Hola! Buenos días or Buenas tardes (depending on what time of the day the class is).
- Elicit prior knowledge of Spanish words.
- Give students name cards with Spanish first name and regular last name.
- Teach class rules in Spanish along with Total Physical Response movements.
- Teach "¡Hasta luego!"

Suggested Resources

Whiteboard, puppets, map, name cards, chart paper

Recommended Assessments

Teacher observation

Brief oral presentations

1st grade Spanish Unit #2 Theme: How are you?

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will the student develop communicative competence with greetings?
- How will the student develop communicative competence when answering what his/her name is?
- How will the student know that they are getting better when using the target language in real-world situations?

Enduring Understandings

Students will be able to:

- Ask "How are you?" in Spanish
- Answer "How are you?" in Spanish using various adjectives: Muy bien, bien, así, así, mal.
- Ask the identified questions back to the same person by using ¿Y tú?,
- Ask the question "What is your name?" in Spanish
- Answer the question "My name is ..." in Spanish
- Say "Nice to meet you" in Spanish

Cumulative Progress Indicators: Interpersonal Mode

- **7.1NM.B.3** Imitate appropriate gestures and intonations of the target culture/language during greetings, leave takings, and daily interactions
- 7.1.NM.B.4 —Ask and respond to simple questions, make requests and express preferences using memorized words and phrases
- **7.1.NM.B.5-** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities

¿Cómo estás? Song

Total Physical Response motions that correspond to movements which express feelings: Muy bien, bien, así así, mal, muy mal.

"Eyes closed" activity to practice and assess receptive language skills. Games and activities to practice and assess expressive language skills in relation to the vocabulary in this unit.

Students practice these questions and answers with the puppet. Students practice these questions and answers with each other.

Recommended Assessments

Teacher observation

Brief oral presentations

Suggested Resources

Songs, chants, laminated speech bubbles, chart paper, games, flash cards, puppets

1st grade Spanish Unit #3 Theme: What's your name?

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will the student develop communicative competence with asking what someone's name is?
- How will the student develop communicative competence when answering what his/her name is?
- How will the student know that they are getting better when using the target language in real-world situations?

Enduring Understandings

Students will be able to:

- Ask "What's your name?" in Spanish
- Answer "What's your name?" in Spanish using: Me llamo
- Tell someone "It's nice to meet you by utilizing the expression "Mucho gusto".
- Ask the identified questions back to the same person by using ¿Y tú?

Cumulative Progress Indicators: Interpersonal Mode

- 7.1NM.B.3 Imitate appropriate gestures and intonations of the target culture/language during greetings, leave takings, and daily interactions
- 7.1.NM.B.4 –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases
- 7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested	Classroom	Activities
-----------	-----------	-------------------

¿Cómo te llamas? And Me llamo_____. Songs/chants.

Total Physical Response motions that correspond to movements which express feelings: Muy bien, bien, así así, mal, muy mal.

Students practice these questions and answers with the puppet.

Students practice these questions and answers with the puppet. Students practice these questions and answers with each other.

Recommended Assessments

Teacher observation

Brief oral presentations

Suggested Resources

Songs, chants, laminated speech bubbles, chart paper, games, flash cards, puppets

1st grade Spanish Unit #4 Theme: Numbers 0-15 and "How old are you?" in Spanish

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students develop receptive and expressive language skills in relation to numbers 0-15 in Spanish?
- How will students develop communicative competence when asking and answering the question "How old are you?" in Spanish?

Enduring Understandings

Students will be able to:

- Recognize the numbers 0-15 in Spanish in sequence
- Identify the numbers 0-15 in Spanish in sequence
- Recognize and identify numbers 0-15 in Spanish out of sequence
- Students will be able to answer the question "How old are you?" in Spanish
- Students will be able to ask the question "How old are you?" in Spanish

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.A.5 – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

Interpersonal Mode

- **7.1.NM.B.5-** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases
- 7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

Suggested Classroom Activities:

- Introduce numbers 0-15 with song.
- Have students demonstrate receptive comprehension of these numbers by pointing to number flash card after I say that number in Spanish.
- Count various items in the classroom in Spanish aloud as a class.
- Have students say the numbers in Spanish as I write them down on chart paper.
- Play games which help students develop and demonstrate receptive and expressive language skills with the numbers out of sequence (e.g.: "niños/niñas" and "alrededor del mundo")
- Introduce the question "¿Cuántos años tienes? with puppet and song.
- Write this question along with the answer: "Yo tengo affos." on chart paper.
- Students practice answering this question with puppet.
- Students practice asking and answering this question with each other.
- Celebrate various students' birthdays by singing the "Feliz Cumpleaños" song (continue to do this throughout the year).

Suggested Resources:

Flash cards, songs, white boards, puppet Vocabulary written on chart paper TPR (Total Physical Response)

Recommended Assessments

Teacher observation

1st Grade Spanish Unit #5 Theme: Colors

Duration: 6-8 Classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will the student develop communicative competence when saying the colors in Spanish?

Enduring Understandings

Students will be able to:

- Orally reproduce the most basic 11 colors in Spanish
- Recognize the most basic 11 colors in Spanish
- Identify the most basic 11 colors in Spanish

Cumulative Progress Indicators: - Interpersonal Mode

7.1.NMB.4 –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

7.1.NMB.5- Exchange information using words, phrases and short sentences

Suggested Classroom Activities:

- Introduce colors using color cards.
- Practice colors using various songs.
- Practice pronunciation of colors.
- Write colors on chart paper.
- Play ¡Adivina! guessing game with colors: students utilize the question: ¿Es____? along with the color words to guess the color a student selected. This will help students develop their expressive language skills.
- Identify the colors of various items in the classroom in Spanish.

Play various games to assess students expressive language skills (e.g. "niños/niñas" and "alrededor del mundo").

Recommended Assessments:

Teacher Observations

Suggested Resources

Songs, CDs, games Vocabulary written on chart paper

Flash cards

Power Points, overhead projector, LCD projector

1st Grade Spanish Unit #6 Theme: The Spanish Calendar – Days of the Week, Months of the Year

Duration: 6-8 Classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students know they are getting better at using days of the week and months of the year in real world situations?

Enduring Understandings

Students will be able to:

- Recognize the days of the week in Spanish
- Orally reproduce the days of the week in Spanish
- Recognize the months of the year in Spanish
- Orally reproduce the months of the year in Spanish

Cumulative progress Indicators: Interpersonal Mode

7.1.NM.B.4 –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities:

- Introduce days of the week in Spanish with magnetic flash cards on the white board.
- Show students how the calendars in Spanish-speaking countries start on Monday and compare it to our American calendar that starts on Sunday
- Bring attention to the fact that the days of the week in Spanish are not capitalized; compare this to the English days of the week which are proper nouns and must be capitalized.
- Teach the students a days of the week song (for example: "Siete días.")

- Introduce the months of the year in Spanish with magnetic flash cards on the white board.
- Compare them to the English months of the year.
- Teach the students a months of the year song (for example the "Macarena months").

Suggested Resources:

Magnetic flash cards, white board,

Chart paper with vocabulary terms CDs/tapes of songs, CD/cassette player

Recommended Assessments:

Teacher observation

2nd Grade Spanish Unit 1 Theme: Review of Greetings and Introductions, Introduction of usted (Ud.)

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Question:

- How will the students correctly answer the questions:
 - ¿Cómo estás?
 - ¿Cómo te llamas tú?
 - ¿Cuántos años tienes?
- How will the students distinguish between the use of "tú" ("you" familiar) and "usted" ("you" formal)?

Enduring Understandings

Students will be able to:

- Apply the guidelines of when to use "tú" and "usted"
- Answer the questions: ¿Cómo estás?, ¿Cómo te llamas tú? and ¿Cuántos años tienes? regardless of the order in which they may be asked.

Cumulative Progress Indicators: Interpersonal Mode

7.1.NM.B.4 –Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

Suggested Classroom Activities:

- Ask the questions: ¿Cómo estás?, ¿Cómo te llamas tú? and ¿Cuántos años tienes? and have volunteers answer these for review.
- Review the songs and chants we had done in 1st grade in order to learn how to ask and answer these questions.
- Teach students the concept of "you formal" (usted) as compared to "you familiar" (tú) and how to tell when to correctly use them.
- Students practice these questions with the puppet, with each other and with the teacher (to help practice applying the concept of "usted")
- Teach students a song with "usted", for example, the "Buenos días" song or the "Hola, Señora" song.

Suggested Resources:

Songs, chants, puppet Vocabulary written on chart paper

White board

Recommended Assessments

Teacher observation Activity sheets

2nd Grade Spanish Unit #2 Theme: Numbers in Spanish 0-39

Duration: 8-10 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will the students develop communicative competence when saying the numbers 0-39 in Spanish?

Enduring Understandings

Students will be able to:

- Say the numbers 0-39 in sequential order
- Demonstrate emerging receptive language skills with some of these numbers in Spanish out of sequential order
- Demonstrate emerging expressive language skills with some of these numbers in Spanish out of sequential order

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.A.5 – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

Interpersonal Mode

- 7.1.NM.B.5- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases
- 7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

Suggested Classroom Activities:

- Review the numbers 1-15 in Spanish
- Introduce the numbers 16-39 over several classes in the following sets: 16-20; 21-29; 30-39
- Practice each set of numbers when they are introduced with flashcards, various songs, games and activities

Teach/reinforce math concepts such as rounding and double digit addition using these Spanish numbers

Suggested Resources:
Flash cards, white boards
Vocabulary posted on chart paper
Songs about numbers

Recommended Assessments:

Teacher observation

Activity sheets

2nd Grade Spanish Unit #3 Theme: My Favorite Color

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students be able to express their favorite color and ask of others?

Enduring Understandings

Students will be able to:

- Demonstrate receptive comprehension of the 11 basic colors and basic clothing in Spanish.
- Demonstrate expressive competence identifying these colors and clothing items.
- Be able to express and share with others their favorite colors using the sentence, "Mi color favorito es ."
- Be able to ask color preference of others using the sentence, "¿Cuál es tu color favorito ____?" using visual cues.
- Be able to recognize the colors and basic clothing items.

Cumulative Progress Indicators

Interpretive Mode

7.1.NM.A.5 – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

Interpersonal Mode

- **7.1.NM.B.5** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases
- 7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

Suggested Classroom Activities

- Review colors with cards
- Practice colors with various songs
- Practice colors using various games
- Model the use of sentences to express favorite color to other students
- Model use of sentences to ask other students their favorite colors
- Students role playing asking and stating color preference using complete sentences

Suggested resources:

- Flashcards and ppt. presentations
- Handouts; in class and for homework
- Songs, CDs and games
- Realia

Recommended Assessments

- Teacher Observations
- Activity sheets

2nd Grade Unit #4 Theme: Days of the Week, Months of the Year

Duration: : 8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities

Essential Questions

• How will students develop communicative competence when discussing the days of the week and months of the year?

Enduring Understandings

Students will be able to:

- Say the days in Spanish.
- Answer questions about today, yesterday & tomorrow in Spanish
- Say the months of the year.
- Say when their birthday is.

Cumulative Progress Indicators:

Interpretive Mode

7.1.NM.A.5 – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials

Interpersonal Mode

- 7.1.NM.B.5- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases
- 7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

Suggested Classroom Activities:

Sing songs to learn days & months

Use labels to put days and months in order

Ask "Before" &"After" questions using days & months
Use labels & sent. strips to teach "today" 'yesterday" "tomorrow"
Use answer ball to say birthday month

Suggested Resources

Days & months labels, posters, sent. strips & calendar

Days & months songs

Recommended Assessment:

Teacher observation & reinforcement by asking calendar questions throughout the year

2nd Grade Spanish Unit #5 Theme: All About Me (Culminating Unit)

Duration: 4-6 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities

Essential Questions

• Will students be able to demonstrate communicative competence when sharing information about themselves?

Enduring Understandings

Students will be able to:

- Say their name, birth date, age, and favorite color.
- Say numbers 1-15.

Cumulative Progress Indicators: Interpersonal Mode

7.1.NM.B.5- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas

Suggested Classroom Activities:

Review & practice "What is your name?" & "How are you?" from 1st grade.

Review & practice numbers 1-10; ask: "How old are you?"

Review & practice colors; ask: "What is your favorite color?"

Review months; ask "When is your birthday?"

Suggested Resources
Power points, pictures, labels flashcards, sentence strips

Recommended Assessments:

Teacher observation, activity sheets

3rd Grade Spanish Unit #1: Review of "La fecha" (the date): Days of the week, months of the year, etc.; Brief review of greetings

Duration: 3-4 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

 How will students develop communicative competence in expressing the date in Spanish?

Enduring Understandings

Students will be able to:

- Demonstrate receptive language comprehension of the days of the week, the months of the year, the numbers 1-31, and the expressions "today is", "yesterday was", and "tomorrow will be"
- Demonstrate expressive language competence when presenting the full date in Spanish.
- Demonstrate expressive language competence when greeting one another

Cumulative Progress Indicators: Interpersonal Mode and Presentational Mode

7.1.NMB.5- Exchange information using words, phrases and short sentences.

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.

Suggested Classroom Activities:

Have students come up in front of the class and present the date in Spanish utilizing the pointer and the calendar on the white board. Different students will come up each Spanish class throughout the remainder of the school year until every student will have had a turn.

Suggested Resources
White board, pointer, handouts with information about the date in Spanish (days of the week, months of the year, etc.), markers.

Recommended Assessments

Teacher observation

3rd Grade Spanish Unit #2: Parts of the Face

т.		/ 0	T
Dur	ation:	0-ŏ	classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students develop communicative competence by identifying parts of the face?
- How will students develop communicative competence by using adjectives to describe a picture of a face?

Enduring Understandings

Students will be able to:

- Identify parts of the face.
- Demonstrate expressive comprehension of the parts of the face by participating in various games, for example, Simon Says, "eyes open" and "eyes closed" activities, paired activities, "Around the world", etc.
- Describe a face using colors & adjectives (the "create a monster" activity).

Cumulative Progress Indicators: Interpersonal Mode

7.1.NMB.5- Exchange information using words, phrases and short sentences.

Suggested Classroom Activities:

Introduce parts of the face with realia.

Use TPR to follow commands, ie: Toca la nariz.

Introduce the question"¿Qué es?"

Follow directions in Spanish in or	dente duerre e te ee	
- ronow angenous in spanish in ar	HEL OLOBAW A DICE	

Suggested Resources
Flashcards, white board, power point, chart paper, markers, TPR

Recommended Assessments

Teacher observation

3rd Grade Spanish Unit #3: Emotions and brief introduction to noun/adjective agreement in Spanish.

Duration: 8-10 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

 How will students develop communicative competence by utilizing various emotions in Spanish in order to express how they are feeling?

Enduring Understandings

Students will be able to:

- Recognize & identify various emotions and physical states in Spanish (happy, sad, angry, sick, tired, etc.)
- Demonstrate a basic comprehension of the concept of "noun/adjective" agreement in Spanish as it relates to describing an individual's emotions.
- Answer the question: ¿Como te sientes?

Cumulative Progress Indicators: Interpersonal Mode

7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities

- Introduce emotions using TPR.
- Various games, possibly including but not limited to: "Eyes open" and "eyes closed" activities, paired activities, "Around the world", etc.
- Describe pictures in Spanish.

Suggested Resources
Flash cards, power point, worksheets

Recommended Assessments:

Teacher observation, worksheet

3rd Grade Spanish Unit #4: The vowels in Spanish

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students show ability to pronounce Spanish vowels correctly?
- How will students be able to identify the sound with the vowel?

Enduring Understandings

Students will be able to:

- Pronounce the vowels in the target language.
- Sing the Spanish vowel song.
- Use flashcards to pronounce syllables correctly.
- Play games to reinforce instruction.

Cumulative Progress Indicators: Interpretive Mode

7.1NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials.

Suggested Classroom Activities:

- Teach, practice & sing vowels song in Spanish.
- Compare the vowel sounds in Spanish to the vowel sounds in English.
- Use flashcards to practice Spanish syllables.
- Play games with the vowels.

Suggested Resources:

Flashcards, CD of the vowels song, handout of the song and vowel sounds in Spanish, whiteboard, chart paper

Recommended Assessments:

Teacher observation.

Quiz.

3rd Grade Spanish Unit #5: Numbers 40-100

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students develop receptive and expressive language skills in relation to numbers 40-100 in Spanish?
- How will students develop communicative competence when solving addition and subtraction problems in Spanish?

Enduring Understandings

Students will be able to:

- Recognize numbers 40-100 in Spanish in and out sequence.
- Identify numbers 40-100 in Spanish in tens.
- Solve simple addition & subtraction problems in the target language.

Cumulative Progress Indicators: Interpersonal Mode

7.1.NM.B.5-Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities:

- Introduce numbers 40-100 with a song and practice the song over several classes until they know it.
- Have students demonstrate receptive comprehension of these numbers by pointing to numbers on a number chart.
- Have students repeat the numbers in Spanish after I say them.
- Play games with numbers (for example, Bingo in Spanish)
- Solve math problems.

Suggested Resources
Song, flash cards, numbers chart, math flash cards

Recommended Assessments: Teacher observation, quiz

3rd Grade Spanish Unit #6:

Culminating Unit: La Caperucita Roja with additional words and expressions

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop receptive and expressive language skills in relation to information learned earlier in the year (emotions, family, colors, parts of face)?

Enduring Understandings

Students will be able to:

- Read a simple version of Little Red Riding Hood.
- Act out a simple play of Little Red Riding Hood.
- Make story booklets of Little Red Riding Hood.

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials.

Suggested Classroom Activities

- Review vocabulary
- Read story aloud
- Teach & practice dialogue
- Act out play

Suggested Resources
Realia,Little Red Riding Hood booklet, dialogue of play

Recommended Assessments:

Teacher observation.

4th Grade Spanish Unit #1: Review of dates, greetings and introductions

Duration: 2-4 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students demonstrate receptive and expressive competence of dates, greetings and ability to introduce self?

Enduring Understandings

Students will be able to:

- Orally present the date in Spanish.
- Present student created short skits, greeting and introducing self to new student.

Cumulative Progress Indicators: Presentational Mode

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.

Suggested Classroom Activities

- Utilize the dates handout
- Utilize the greetings handout
- Paired activity to review greetings and introducing self

Suggested Resources

- Chart paper
- Flashcards
- Calendar

Handouts

Recommended Assessments:

- Teacher observation
- Completed handouts
 Written skit

4th Grade Spanish Unit #2: El Día de los Muertos

Duration: 3-4 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students understand that language is a product of culture?
- How will students understand that a culture's attitudes, values and beliefs are reflected in its products and practices?

Enduring Understandings

Students will be able to:

- Understand origins and history of Day of the Dead celebrations.
- Identify the dates of the day of the Dead.
- Compare and Contrast Day of the Dead with Halloween and Memorial Day

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.A.3 –Recognize a few common gestures and cultural practices associated with the target culture.

Suggested Classroom Activities

Read books about Day of the Dead possibly including but not limited to "El Espíritu de Tío Fernando" ("The Spirit of Uncle Fernando), and "Chumba la Cachumba".

Learn vocabulary associated with this holiday.

Discuss why this day is celebrated

View videos and websites about Día de los Muertos

Make cultural crafts, such as máscaras de La Catrina and papel picado

Suggested Resources

- Internet
- Realia
- World map
- Handouts
- Flashcards and power point presentations
 Cultural crafts (such as las másacas de La Catrina)

Recommended Assessments:

Homework

Teacher observation

4th Grade Spanish Unit #3: El Alfabelto and review of Spanish vowels

Duration: 8-10 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students understand that people from different cultures sometimes say and write things differently from the way we do here in the United States?
- How will students develop communicative competence in the Spanish alphabet?

Enduring Understandings

Students will be able to:

- Identify the letters of the Spanish alphabet in sequence
- Identify the letters of the Spanish alphabet out of sequence
- Recognize the letters of the Spanish alphabet in and out of sequence
- Gain an awareness of the old version of the Spanish alphabet and be aware of the new version.

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture

7.1.NM.A.4 – Identify familiar people, places and objects based on simple oral and /or written description

Suggested Classroom Activities

- Learn songs that teach the Spanish alphabet
- Practicing naming letters of the alphabet both in and out of sequence

- Play games that help letters of the alphabet out of sequence.
- Have students use the Spanish letters to spell out their last names.
- Instruct students about the official changes in the Spanish alphabet over time (the "old version" and the "new version").

Suggested Resources

Songs and chants

Chart of the Spanish alphabet

Games

Flashcards

Powerpoint presentations

Practice quizzes

Recommended Assessments:

Listening comprehension quiz

Teacher observation

4th Grade Spanish Unit #4: Hobbies, activities and sports and me gusta/no me gusta/ me encanta

Duration: 12-14 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

- How will students develop communicative competence when telling people activities they like and do not like to do?
- How will students understand why people from different cultures sometimes say, write, and do things differently from the way they do?
- How will students learn that how a culture's attitudes, values, and beliefs are reflected in its products and social practices?

Enduring Understandings

Students will be able to:

- Say various sports and activities in Spanish
- Say which sports and activities they like and dislike using "me gusta/no me gusta/ me encanta"
- Complete a presentation to their peers and teacher including information about themselves such as: name, age, family, likes and dislikes

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities

- Present flashcards with pictures and names of various hobbies
- Games which practice the sports and activities vocabulary
- Practice exchanging information with peers/teacher about hobbies, likes and dislikes
- Complete informational worksheet that contains information about oneself

Suggested Resources:

Flashcards with pictures of sports, hobbies Chart paper with vocabulary and familiar phrases Total Physical Response

Recommended Assessments:

Culminating project or presentation

Teacher observation

Worksheets

4th Grade Spanish Unit #5: Cultural Foods

Duration: 2-4 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

 How will students develop cultural awareness in a situation by comparing their own eating and mealtime habits with those of peoples from hispanic countries and cultures?

Enduring Understandings

Students will be able to:

- Orally reproduce various cultural foods associated with breakfast, lunch and dinner (el desayuno, el almuerzo, la cena).
- Recognize some foods from various Spanish-speaking countries (tortillas, tamales, empanadas, etc.).
- Compare the quantity of food and the times at which Americans eat lunch and dinner with the quantity of food and times at which people in hispanic countries eat lunch and dinner.
- Talk about foods they like and dislike.

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities:

- Teach students about the difference between the quantity of food and the times at which Americans eat lunch and dinner with the quantity of food and times at which people in hispanic countries eat lunch and dinner.
- Students practice naming the three meals of the day in Spanish
- Teach students various foods from Spanish-speaking countries

Suggested Resources:	
Food props	
Power point	

Recommended Assessments:

Teacher observation

5th Grade Spanish Unit #1:

Review of Spanish expressions of courtesy, greeting, leave-taking, and of the difference between the ways to say the word "you" in Spanish (tú and usted).

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will the students develop communicative competence by engaging in a basic dialogue utilizing expressions of greeting and leave-taking?

Enduring Understandings

Students will be able to:

- Use a variety of phrases to greet and take leave of each other in Spanish.
- Explain the difference between tú and usted using a variety of situational examples

Cumulative Progress Indicators: Interpretive Mode

7.1.NM. A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions

Suggested Classroom Activities:

- Introduce, teach, and practice various expressions of greeting and leave-taking
- Introduce, teach, and practice various ways to ask "How are you?" in Spanish
- Teach the difference between tú and usted using a variety of examples in detail
- Role-playing and/or skits
- Note-taking and completion of a graphic organizer
- Worksheet(s)

Suggested Resources:

videos flashcards graphic organizers worksheet(s)

Recommended Assessments:

Teacher observation, activity sheets, written quizzes

5th Grade Spanish Unit #2: Spanish holidays culture (El Día de los Muertos, La Navidad, y El Año Nuevo)

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Ouestions

- Will students be able to describe the cultural products and practices associated with various holidays in Spanish-speaking countries?
- Will students be able to compare & contrast various holidays in the U.S.A & the Spanish speaking world?

Enduring Understandings

Students will be able to:

- Be familiar with various Hispanic holidays such as El Día de los Muertos, La Navidad, y El Año Nuevo
- Compare & contrast the similarities & differences between holidays in the Spanish speaking world & the U.S.A

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom A	cti	vities
-----------------------	-----	--------

- View videos
- Explore websites
- Cultural activities
- Utilize Venn diagrams to compare & contrast holidays

Suggested Resources:

Videos and websites, worksheets, Venn Diagram

Recommended Assessments:

Teacher observation, written quizzes

5th Grade Spanish Unit #3: Weather and Seasons

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

 How will the student develop communicative competence when describing the weather in Spanish?

Enduring Understandings

Students will be able to:

- Say various weather phrases in Spanish
- Answer "What is the weather like today?"
- "What is the weather like in winter, summer, etc.?"
- "What is the weather like in February, August etc.?"
- Write & say their own sentences about the weather.

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities

- Introduce terms with powerpoint
- Use flashcards to answer "What is the weather like?" "What is weather like today?"
- Introduce vocabulary for seasons; ask about weather in different seasons
- Review months, ask about weather in different months
- Ask students to write their own sentences about the weather
- Ask students to describe pictures of various weather scenes in Spanish
- Play games to help students memorize the weather expressions and seasons
- Teach the song for the Spanish seasons

Suggested Resources

Flashcards, sentence strips, pictures & labels, worksheet(s)

Recommended Assessments:

Teacher observation, written quizzes

5th Grade Spanish Unit #4: Basic clothing (tied in with the previous unit on weather and seasons)

Duration: 4-6 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• How will students develop communicative competence when describing what kinds of clothing is worn in different types of weather/seasons?

Enduring Understandings

Students will be able to:

• Demonstrate receptive language comprehension of basic clothing vocabulary in Spanish

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities

• Teach & practice various clothing items in Spanish

Suggested Resources

Powerpoints, flashcards, sentence strips, pictures & labels

Recommended Assessments:

Teacher observation, activity sheets, written quizzes

5th Grade Spanish Unit #5: Question Words in Spanish

Duration: 6-8 classes

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home a and global communities.

Essential Questions

• Will students be able to demonstrate communicative competence when responding to different question words in Spanish?

Enduring Understandings

Students will be able to:

• Identify, say & respond to question words in Spanish ie: Who? What? When? Where? Why? How? etc.

Cumulative Progress Indicators: Interpretive Mode

7.1.NM.B.5- Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Suggested Classroom Activities

- Use flashcards to introduce & practice question words
- Complete a worksheet with an example of each question word
- Make a lip sync video utilizing the "Question Words in Spanish" rap

Suggested Resources:

Flash cards, LED projector, video of "Question Words in Spanish" rap and the handout of with the words on the rap, worksheets, chart paper, visuals with the question words, crazy cubes

Recommended Assessments:

Teacher observation, lip sync video, quiz

Howell Township Public Schools Middle School World Language Curriculum

Spanish Grades 6-8

BOARD APPROVED: August 23, 2017

Middle School World Language Spanish Scope and Sequence

Resources: ¡Avancemos! (Spanish I)

Copyright 2016 by Houghton Mifflin Harcourt Publishing Company

6th Grade

Lección Preliminar (4 - 5 weeks)

Greet people and say goodbye
Introduce yourself and others
Ask and say how to spell names
Say where you are from
Exchange phone numbers
Say what day of the week it is;
Describe the weather; Respond to classroom instructions

Unidad 1 Lección 1 (6 – 7 weeks)

Talk about activities
Tell where you are from
Say what you like and don't like to do

Unidad 1 Lección 2 (6 – 7 weeks)

Describe yourself and others Identify people and things

Unidad 2 Lección 1 (6-7 weeks)

Talk about daily schedules
Ask and tell time
Say what you have and have to do
Say what you do and how often you do things

<u>Unidad 2 Lección 2</u> (6-7 weeks- pending implementation –this could be the pre-view lección)

Describe classes and classrooms Say where things are going Talk about how you feel

7th Grade

Unidad 3 Lección 1 (6-7 weeks)

Talk about food and beverages Ask questions Say which foods you like and don't like

Unidad 3 Lección 2 (6-7 weeks)

Talk about family
Ask and tell ages
Express possession
Give dates
Make comparisons

<u>Unidad 4 Lección 1</u> (6-7 weeks)

Talk about what clothes you want to buy Say what you wear in different seasons

<u>Unidad 4 Lección 2</u> (6-7 weeks- pending implementation –this could be the pre-view lección) Describe places and events in town Talk about types of transportation

Say what you are going to do

Order from a menu

8th Grade

Unidad 5 Lección 1 (6-7 weeks)

Describe a house and household items Indicate the order of things Describe people and locations

<u>Unidad 5 Lección 2</u> (6-7 weeks)

Plan a party
Talk about chores and responsibilities
Tell someone what to do
Say what you just did

Unidad 6 Lección 1 (6-7 weeks)

Talk about sports
Talk about whom you know
Talk about what you know

<u>Unidad 6 Lección 2</u> (6-7 weeks – pending implementation – this could be the pre-view lección)

Talk about parts of the body

Make excuses Say what you did

Talk about staying healthy

Lección Preliminar--¡Hola!

Duration: 4-5 weeks

Big Ideas: Get Acquainted

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do I develop communicative competence? How do we meet and greet in formal and familiar situations?
- How do we say where we are from and ask where others are from?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
 How do we exchange phone numbers?
- Why do people from different cultures sometimes say, write, and do things differently from the way I do them? How do we introduce ourselves and others?
- How do we give the day of the week?
- How do we describe the weather? What's the weather like in the Spanish speaking world?
- What are some useful phrases to use in the Spanish classroom?
- Where on the map are the Spanish speaking countries?

Enduring Understandings/ Standards Alignment

- Greet people, introduce themselves and others, say hello and good-bye (7.1.NM.A.2,B.2, C.2)
- Say "Nice to Meet you" in the Spanish to a peer or an adult (7.1.NM.B.2; C.2)
- Exchange phone numbers (7.1..NM.A.2; B.2; C.2)
- Say which day it is, Say the days of the week (7.1.NM.A.2; B.2; C.2)
- Use survival phrases to avoid the need to speak in English, such as; "I don't understand." "Can you please repeat?" "May I go to the bathroom?" (7.1.NM.B.3)
- Identify the Spanish speaking countries on the map. (7.1.NM.A.4; B.1; C.2)

Selected Vocabulary

See Avancemos text pg. 25

Avancemos text pgs. 1-27 and ancillary materials including on-line resources

Cross Curricular Connections

- Social Studies / Geography
- Social Studies greeting and farewell gestures in the U.S.
- Math producing numbers 0-10
- Social Studies cultural heritage

Suggested Resources

- Avancemos and ancillary materials including on-line resources
- http://www.ver-taal.com/ authentic short videos
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Unidad 1-Un rato con los amigos-Estados Unidos

Duration: 6-7 weeks each of 2 lecciones

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we express origin/say where we are from?
- How do we express likes and dislikes?
- How do we talk about activities?
- How do we describe ourselves and others?
- How do we identify people and things?

Enduring Understandings/ Standards Alignment

- Identify snack foods and daily activities (7.1.NM.A2,4)
- Listen to the words Alicia and Sandra use to talk about activities and practice what you and others like to do. (7.1.NM.A1;B.1,5)
- Say where people are from using "ser de" to express origin (7.1.NM.A.5; B.5; C.3)
- Listen to Alicia and her friends introduce people and say where they are from. Use ser + de to tell where others are from. (7.1.NM.A1;B.1,5)
- Express likes and dislikes by using the verb gustar with an infinitive to talk about what you/others like to do (7.1.NM.A.1; B.2; C.1)
- Read about what students in a dual-language school in Florida like to do in their free time and compare them with what you like to do. (7.1.NM.A1;B.I,5)
- Describe people by using the subject pronouns and the verb "ser" (7.1.NM.B.4: C 3-4)
- Listen to how Sandra and her friends describe themselves and each other. Practice the vocabulary to describe others. (7.1.NM.A1;B.1,5)
- Distinguish gender by using definite and indefinite articles when talking about specific and unspecified things (7.1.NM.A.5; B.5; C.2)
- Describe things using noun-adjective agreement i.e. number and gender (7.1.NM.A.5;.C.2)
- Listen to the conversation between Sandra and her friends. Use the definite/indefinite articles to talk about people. (7.1.NM.A1;B.1,5)
- Read about things to do in San Antonio and Miami. Compare what teens do in those cities to what you like to do. (7.1.NM.A1;B.1,5)
- Identify influences of Spanish speakers in the US (7.1.NM.A.3)

- Discuss characteristics of Miami and San Antonio. (7.1.NM.A.3)
- Discuss what Latino cultural elements exist in San Antonio and Miami. (7.1 NM A.3)
- Discuss some traditional dishes of Mexico and Cuba. (7.1 NM A.3)

Selected Vocabulary

See Avancemos text pgs.51 and 75.

Cross Curricular Connections

- Social Studies: Cultural foods
- Soc. Studies/ Geography: Latinos in the US
- Social Studies: compare communities (San Antonio and Miami)
- Art: Cuban and Mexican artistic influences (Xavier Cortada, Carmen Lomas Garza)
- History/geography: Paseo del río, how local environment affects food choices

Suggested Resources

- Avancemos text pgs. 28-81 and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- · Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Recommended Assessments

- Avancemos assessment materials
- Communicative activities Students describe other students in the class
- Create "Mis Gustos" project and describing likes/dislikes.
- Create an iMovie or use another form of technology to describe where you and others are from.
- Create an acrostic poem using your name and adjectives in the target language.

Unidad 2--: Vamos a la escuela!- México

Duration: 6-7 weeks each of 2 lecciones

Big Idea: Daily Activities in School

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we describe our daily school day schedule?
- What is school like and what materials do we need in class?
- How do we ask and answer questions about where others are, what they are doing and where things are located?
- How do we tell time in Spanish?
- How do we express our feelings?

Enduring Understandings/Standards Alignment

- Describe classes, classroom objects, supplies, and schedules (7.1.NM.A.2,4; B.2)
- Identify the words that Pablo and Claudia use to talk about what they do after school. Use the vocabulary to describe classes and classroom objects. (7.1.NM.A1;B.1,5)
- Listen to how Pablo and Claudia talk about at what time they will study. Practice the vocabulary to ask and tell time. (7.1.NM.A1;B.1,5)
- State what you do using present tense -AR verbs (7.1.NM.A.4; B.1,2,3; C3)
- Say how often you do something/expressing frequency with adverbs (7.1.NM.A.4; B.1,2,3)
- Ask and tell time using appropriate time phrases (7.1.NM.A.3,4; B.4, C.2)
- Express what you have using the verb tener and what you have to do using tener que. (7.1.NM.A.4; B.4; C.3)
- Listen to how Pablo and Claudia use the verb phrase tener que to talk about what they have to do in school. Use tener and tener que to say what you and others have and have to do (7.1.NM.A1;B.1,5)
- Read about the requirements for graduating from an international school in Mexico. Compare them with the course requirements you need to graduate from your school. (7.1.NM.A1;B.1,5)
- Say how you feel and where you are using the verb estar (7.1.NM.A.4; B.4; C.2,3)

- Listen to how Pablo and Claudia use estar to talk about Pablo feels. Practice using estar to talk about emotions and locations. (7.1.NM.A1:B.1.5)
- Read the excerpts from the essays of 2 students from Mexico and the Dominican Republic. Compare the descriptions of their favorite classes and talk about your favorite class. (7.1.NM.A1;B.1,5)
- Say where you and others are going using the verb ir (7.1.NM.A.4; B.4; C.2,3)
- Form questions using conjugated verb before the subject. (7.1.NM.A.4; B.4; C.2,3)
- Compare/Contrast Mexican schools schedules to those of the USA (7.1.NM,A.3,5; C.5)
- Discuss school uniforms in Mexico. Dominican Republic and US. (7.1.NM.A.3,4; B.5; C.1,4,5)
- Identify some Mexican artists. (7.1.NM.A.1,5; B.3,5; C.2,5)
- Discuss the National Museum of Anthropology in Mexico. (7.1.NM.A.1,3,5; C.4,5)

Selected Vocabulary

See Avancemos text p. 105 and 129

See Avancemos text pgs. 82-135 and ancillary materials including on-line resources

Cross Curricular Connections

- History/Science: Reading maps
- Health/History: Health benefits of the cacti
- Art: Creating maps and symbols, Huichol yarn painting, Taino rock art
- Social Studies: School uniforms and schedules
- Geography: Mexico

Suggested Resources

- Avancemos text pgs. 82-135 and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Recommended Assessments

- Avancemos assessment materials
- Create a technology based project about a typical school day.
- Create a project that incorporates how people are feeling.
- Communicative activities: ask how others are feeling, describe classes and what is needed for each class, ask what time you go to specific classes

Unidad 3---Comer en familia -Puerto Rico

Duration: 6-7 weeks each of 2 lecciones

Big Idea: Talk about eating with family

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we talk about our likes/dislikes regarding food and beverages?
- How do we ask/answer open ended questions using interrogatives?
- How do we talk about our family?
- How do we use dates and months to tell the date of birth and age of myself and family members?
- How do we express possession?
- How can we compare nouns?
- What are the similarities and differences between a Sweet Sixteen and the traditional celebration of "Quinceañera?"
- What are some differences between traditional foods from Spanish speaking countries?
- What is the weather in Puerto Rico?
- What is Puerto Rico like?
- Who are important people from Puerto Rico?
- What are the elections like in Puerto Rico?

Enduring Understandings/Standards Alignment

- Talk about different foods and beverages and our preferences using the verb gustar (7.1 NM.A.4; B.4; C.3)
- Listen to how Marisol and Rodrigo use gustar to talk about what they like to eat. Use gustar to talk about likes and dislikes. (7.1.NM.A1;B.1,5)
- Form er/ir verbs by telling what people are eating/drinking and sharing (7.1 NM.A.4; B.4; C.3)
- Ask and answer open ended questions regarding food and family (7.1 NM.A.5; B.5; C.3)
- Identify the words Rodrigo and Marisol use to ask questions. Practice them to ask questions and give answers. (7.1.NM.A1;B.1,5)
- Read a section from a supermarket ad and then a shopping list. Compare this information with the foods and beverages you eat and drink. (7.1.NM.A1;B.1,5)
- Describe our family (7.1 NM.A.4; B.4; C.3)

- Tell birthdates and ages of family members (7.1 NM. C.2,4)
- Identify the words Marisol and Rodrigo use to talk about birthdays and family members. Practice asking and telling ages. (7.1.NM.A1;B.1,5)
- Explain family relationships using possessive adjectives and possession with de (7.1 NM. B.5; C.3)
- Listen to the possessive adjectives Marisol and Rodrigo use to talk about family members. Use them to talk about your family and birthdays. (7.1.NM.A1;B.1,5)
- Use comparative words to describe your family, friends and yourself
- Compare and contrast the celebration of the Quinceañera in different parts of the Spanish speaking world and the US (7.1 NM.A.5)
- Read about quinceañera celebrations in Peru and Puerto Rico then compare the parities and talk about activities of the birthday parties you go. (7.1.NM.A1;B.1,5)
- Learn about Hurricane Georges and its effect on Puerto Rico and analyze its path (7.1 NM.A.5)
- Explore the election process in Puerto Rico and examine what the election process reveals about a culture (7.1 NM.A.5)

Selected Vocabulary

Avancemos text pgs. 136-189 and ancillary materials including on-line resources Avancemos text pgs. 159 and 183

Cross Curricular Connections

- History: Puerto Rican government and elections
- Social Studies: Cultural foods
- Science: hurricanes, storms, El Yunque (rain forest), el coqui (tree frog)
- Social Studies: Quinceañera
- Art: Rafael Tufiño, Fernando Polo (portraits that represent people of a culture)
- Music: Musical instruments of Puerto Rico and Peru

Suggested Resources

- Avancemos text pgs. 136-189 and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to greetings
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Recommended Assessments

- Avancemos assessment materials
- Write a letter to a pen pal describing family mealtime traditions
- · Create a project describing a famous family or their own family

Unit 4: En el centro

Duration: 6-7 Weeks each of 2 lecciones

Big Idea: What do you do in a city?

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we describe what we are wearing and clothing we want to buy?
- How do I talk about what to wear in different seasons?
- How can I describe and talk about places in a town?
- What can I do in Spain in my free time?
- How do we talk about going shopping?
- How does content help me respond to important questions that extend my learning beyond the classroom? How do we make purchases?
- What are the different modes of transportation that can be used to get around town?
- How do we order food in a restaurant?
- How do we talk about the food in a restaurant?
- How do we request the check?
- What are some traditional dishes of Spain?
- What comparisons can I make between markets in Spain and the US?
- Who are some famous artists from Spain, Guatemala, and Chile?

Enduring Understandings/Standards alignment

- Identify clothing items (7.1.NM.A.4; C2)
- Say what the appropriate clothing is for each season (7.1.NM.A.4;B4)
- Describe clothing (7.1.NM.A.4; C2)
- Listen to the different articles of clothing that Enrique and Maribel talk about. Practice the vocabulary and tener expressions to say what you wear in different seasons. (7.1.NM.A1;B.1,5)
- Express what your clothing preferences are (7.1.NM.A.4; C2)
- Give prices in euros of clothing items (7.1.NM.A.4;B4)
- Making purchases by taking turns by asking and giving the price of different items (7.1.NM. B.5; C.2)

- Talk about your wants and preferences using the direct object pronouns me-te-lo/la-nos-los/las (7.1.NM. B 2,5; C.2)
- Use stem-changing verbs e-ie to talk about shopping (7.1.NM, B 2,5; C.2)
- Listen to the e-ie stem-changing verbs that Enrique and Maribel use while they shop for clothes. Use the verbs to talk about your clothing preferences. (7.1.NM.A1;B.1,5)
- Use stem-changing o-ue verbs to talk about things you can do in a city. (7.1.NM. B 2,5;
 C.2)
- Identify stem-changing verbs Enrique and Maribel use to talk about things to do in the city. Practice the verbs to talk about where you go. (7.1.NM.A1;B.1,5)
- Read a poem by a Spanish poet. Talk about what you have read and describe winter in your region. (7.1.NM.A1;B.1,5)
- Choose a mode of transportation and tell how you will arrive at a specific destination (7.1.NM.A2;B2;C2)
- Listen to how Maribel and Enrique talk about how they go and get there. Practice the vocabulary and ir a infinitive to talk about types of transportation and what you are going to do. (7.1.NM.A1;B.1,5)
- Talk about the many activities to do in Spain and where to do them(7.1.NM.A.4;B2;C.3)
- Name and describe food/meals on a menu (7.1.NM.A.4;B.4;C.3)
- Compare meals and eating habits in the Spanish-Speaking countries and the United States (7.1.NM.A.3)
- Order food in a restaurant (7,1NM.A.3;B.2;C.2)
- Request the check (7.1.NM.B.2;C.2)
- Use stem-changing verbs e-i to exchange information between the waiter and the customer (7.1.NM.A.4;B.4; C.4)
- Role-play ordering in a restaurant (7.1.NM.B.3,5)
- Read about weekend activities in Spain and Chile. Talk about what each city offers and compare the activities with what you do on the weekends. (7.1.NM.A1;B.1,5)
- Talk about things you are going to see and do in Spain. (7.1.NM.A.2)
- Explore the culture of Spain/compare contrast to the US (7.1.NM.A.3)
- Compare and contrast the work of Hispanic artists. (7.1.NM.A.3)
- Discuss the influence of the Moors in Spain. (7.1 NM, A.4)

Recommended Assessments

- Avancemos assessment materials
- Create a menu
- Create and perform a fashion show
- Prepare a skit about going out to eat
- Create a city entertainment guide (see text p. 189A TE)

Selected Vocabulary

See Avancemos text p. 213 and 237 See Avancemos text p. 190-243

Cross Curricular Connections

- Geography/Social Studies: Neighborhood shops
- Social Studies: Transportation
- History/Art: Spanish artists
- Social Studies/History: Moorish influence
- Math: converting monetary units (euros)
- Health: Different Spanish dishes and health benefits of cooking with olive oil
- Language Arts: Influence of Arabic on Spanish language

Suggested Resources

- Avancemos text and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Unidad 5 - Bienvenidos a nuestra casa!

Duration: 6-7 weeks each of 2 lecciones

Big Ideas: The house

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we describe our house?
- · How do we talk about household items?
- How do we tell the order of things?
- How do we describe where things are located in the house?
- How do we tell others what to do?
- How do we express what people say?
- How do we negotiate responsibilities?
- How do we plan a party?
- How do we talk about household chores?
- How does architecture reflect the way of life in a community?
- How does a country's location in the world make it unique?
- Where and with whom do you celebrate your birthday? How do you enjoy celebrating your birthday?
- How do people show pride for their community?
- How do different cultures express themselves through craft and dance?

Enduring Understandings/Standards alignment

- Describe your daily routine (7.1.NM.C.2)
- Identify items associated with daily routines (7.1.NM.A.4;C.3)
- Use vocabulary for sequencing of events to talk about your daily routines (7.1.NM.C.2)
- Tell others to do something by using affirmative "tú" commands (7.1,NM.A.2; B.2;C,2)
- Discuss daily chores with another student (7.1.NM.B.5)
- Describe a house using ser (7.1.NM.C.3)
- Describe the rooms and furniture of a house. (7.1.NM.C.3)

- Listen to the words Fernando and the Cuevas family use to talk about the rooms in their house. Practice what you have learned to talk about rooms and other things in a house. (7.1.NM.A1;B.1,5)
- Use the verb estar and prepositions to describe where things are located in a house. (7.1.NM.C.3)
- Identify the ways ser and estar are used in Manuel and Fernando's conversation about themselves and things in the house. Talk about people and things in your life using this vocabulary. (7.1.NM.A1;B.1,5)
- Tell what you like about parties using the verb decir (7.1.NM.B.2; C.3)
- Discuss the structure of the house in Ecuador and most Spanish-speaking countries (7.1.NM. A.4)
- Negotiate responsibilities by talking about your daily chores with another student (7.1.NM. B.5)
- Listen to how Elena and others get ready for Miguel's surprise party. Practice to talk about how you plan a party. (7.1.NM.A1;B.1,5)
- Plan a party using ir + a + infinitive (7.1.NM.B.2; C.3)
- Use irregular verbs to talk about planning a surprise party (irregular yo form verbs) (7.1.NM.B.2; C.3)
- Identify the words Fernando and the Cuevas family use to talk about the preparations they have to do before Manuel's party. Use what you know to talk about your chores and responsibilities. (7.1.NM.A1;B.1,5)
- Say what you just did by using acabar de + infinitive (7.1.NM.A.5)
- Compare and contrast houses in Ecuador to homes in your community (7.1 NM.A.3)
- Read advertisements for houses and apartments for sale in Ecuador. Compare the 2 places and talk about where you prefer to live. (7.1.NM.A1;B.1,5)
- Describe how the geographical location influences the design of a home. (7.1 NM.A.3)
- Compare and contrast family parties: who attends, where they take place, what people wear, and what food is eaten (7.1 NM.A.3)
- Discuss what celebrations and events help define pride for a culture. (7.1 NM.A.3)
- Read about the traditional dances of Ecuador and Panama. Compare the dances and talk about when you go dancing. (7.1 NM.A.4)
- Explore traditional crafts and dances in the Latin American culture. (7.1 NM.A.4)
- Identify the *sucre* as currency (7.1.NM.C.5)
- Discuss Quito, Ecuador and its buildings (7.1.NM.A.5; C.5)

Selected Vocabulary

Avancemos text p. 267 and 291 Avancemos text p. 244-297

Cross Curricular Connections

- Social Studies/Geography: Culture and climate of Ecuador
- Art: Textile art
- Art: Artisan work in Central/South America

- Music: cultural dances in South America
- Math: comparing prices for homes
- Math: currency conversions
- Social studies: influence of indigenous people
- Language: finding Quechua words that are used in Spanish
- Art/math: Architecture of traditional South American dwellings

Suggested Resources

- Avancemos and ancillary materials including on-line resources
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Recommended Assessments

- Avancemos assessment materials
- Create a real estate listing for a house (Mi casa ideal)
- Draw a picture of a room of a house and describe it in detail to another student while he/she draws what he/she hears
- Exchange information about planning for a party

<u>Unidad 6 – Mantener en cuerpo sano</u>

Duration: 6-7 weeks each of 2 lecciones

Big Idea: Physical Activities

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we talk about sports and leisure activities?
- How do we talk about what we need to play sports?
- How do I talk about the people I know?
- How can I express what I know and what I know how to do?
- How does physical activity help keep you healthy?
- How can I talk about parts of the body?
- How can I express if I am injured?
- How can I express what I did?
- How do professional athletes support their home countries?
- What are some elements of Dominican culture?
- How can gestures help to facilitate communication?

Enduring Understandings/Standards Alignment:

- Talk about sports and what sports you play using the verb jugar. (7.1.NM.A.4; B.4,5; C.2,3)
- Identify the words Isabel and Mario use to talk about sports. Practice what you have learned to talk about sports. (7.1.NM.A1;B.1,5)
- Listen to the forms of jugar that Isabel and Mario use to talk about sports and sports equipment. Use jugar to say what sports people play. (7.1.NM.A1;B.1,5)
- Read a flyer for a sports club in the Dominican Republic. Describe the club and compare it to any sports facilities you know. (7.1.NM.A1;B.1,5)
- Talk about whom you know using the verb conocer. (7.1.NM.A.4; B.4,5; C.2,3)
- Tell what you know using the verb saber. (7.1.NM.A.4; B.4,5; C.2,3)
- Practice forms and uses of saber and conocer (7.1.NM.A.4; B.4,5; C.2,3)
- Tell what happened using preterite of regular -"ar" verbs and the preterite of "-car, -gar, -zar" (7.1.NM.A.4; B.4; C.3)
- Compare outdoor activities with teens do in other parts of the world. (7.1 NM.A.3)
- Identify parts of the body. (7.1.NM.C.3)

- Listen to what Mario and Isabel do to stay healthy. Use the vocabulary to talk about parts of the body. (7.1.NM.A1;B.1,5)
- Practice using doler to say what hurts and make excuses. (7.1.NM.A.4; B.4,5; C.2,3)
- Talk about the past using irregular preterite verbs(7.1.NM.A.4,5; B.4,5; C.2,3)
- Listen to how Mario and Isabel use the preterite to tell the doctor about Mario's accident. Use the preterite of ar verbs to talk about actions in the past. (7.1.NM.A1;B.1,5)
- Talk about the present and future reviewing verb tenses (7.1,NM,A.4,5; B.2,3; C.2,3)
- Discuss the past (7.1.NM.A.5; B.5; C.4)
- Read about and discuss how professional athletes support their home countries and compare their careers and achievements (7.1.NM.A.4; B.2; C.3)
- Discuss where the Dominican Republic is located and its culture. (7.1.NM.A.4; B.2; C.3)
- Learn about the gestures that are unique to the Spanish culture. (7.1.NM.A.4; B.2; C.3)

Recommended Assessments

- Avancemos assessment materials
- Prepare a skit about making purchases in a sporting goods store
- Create a multimedia presentation for a health resort
- Create a multimedia presentation about a famous Hispanic athlete

Suggested Resources

- Avancemos text pgs. 321 and 345 and ancillary materials
- Avancemos text pgs. 297-351
- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Unit 7: Una semana fenomenal

Duration: 6-7 weeks each of 2 lecciones

Big Idea: Using technology to make plans

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we talk about technology?
- How do we sequence events?
- How do we talk about things that happened in the past?
- How do we talk about amusement parks and places of interest?
- What expressions do we need to talk on the phone?
- How do we extend invitations?
- What are some aspects of the culture of Argentina?
- How do slang words develop?
- How do last names show family ties across generations?
- What features and attractions are most popular for tourists?

Enduring Understands/Standards Alignment Students will be able to:

- Talk about technology words and sending emails (7.1.NM.C.2)
- Take a virus- protection questionnaire. Talk about computer viruses and how you protect your computer. (7.1.NM.A1;B.1,5)
- Explain the order of events as they occurred (7.1.NM.C.2)
- Listen to Florencia use vocabulary to put events in order. Practice talking about a a series of events. (7.1.NM.A1;B.1,5)
- Talk about the past using the preterite of –er and –ir verbs (7.1NM.A.4,5; B.4,5; C.2,3)
- Listen to Florencia and Mariano talk about what happened the day before. Use the preterite of er/ir verbs to state what you recently did. (7.1.NM.A1;B.1.5)
- Identify vocabulary relating to amusement parks and places of interest (7.1.NM.C.2)
- Listen to Florencia and Mariano's talk about the things they see at an amusement park. Use ¡Qué! + adjective to describe different activities you do. (7.1.NM.A1;B.1,5)
- Make a phone call and use proper phone etiquette (7.1.NM.C.2)
- Extend an invitation (7.1.NM.C.2)
- Discuss places of interest in Argentina/South America (7.1.NM.A.4;B.2;C.3)
- Use ¡Qué! + adjective to show emphasis (7.1.NM.A.4;B.4,5;C.2,3)

- Talk about the past using the preterite forms of -ir, -ser, -hacer 7.1NM.A.4,5; B.4,5; C.2,3)
- Listen to how Mariano, Florencia and Luciana use the preterite tense to talk about what they and others do. Use ir, ser, hacer in the preterite to ask about what others did. (7.1.NM.A1;B.1,5)
- Explore the culture and cuisine of Argentina (7.1.NM.A.4;B.2;C.3)
- Read about 2 non traditional museums in Argentina and Bolivia. Then compare the 2 museums and talk about museums that you have visited. (7.1.NM.A1;B.1,5)
- Compare and contrast slang words in different Spanish speaking regions and the US (7.1.NM.A.4;B.2;C.3)
- Discuss the importance of carrying two last names in the Spanish-speaking world and explore whether Spanish speakers in the US follow the tradition of carrying two names (7.1.NM.A.4;B.2;C.3)
- Identify tourist attractions in Argentina and explain why they are popular (7.1.NM.A.4;B.2;C.3)

Cross Curricular Connections

- Social Studies: Family lineages
- Geography: Beaches and tourist attractions of Argentina
- Social Studies: Popular tourist attractions
- · Language Arts: Origins of slang words
- · History: Museums of Argentina and Bolivia
- Music: Understanding the indigenous influence in music
- Social Studies: Cuisine of Argentina and factors that influence it

Recommended assessments

- Avancemos assessment materials
- Create a map of an amusement park
- Create a skit role playing a phone conversation extending an invitation to a friend

Suggested Resources

Avancemos text pgs.375 and 399 and ancillary materials Avancemos text pgs. 351-405

- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Unit 8: Una rutina diferente

Duration: 6-7 weeks each of 2 lecciones

Big Idea: Daily Routines

Standards Alignment

7.1 Communication: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Essential Questions

- How do we talk about our daily routine?
- How do we talk about grooming?
- How do we talk about vacations?
- How do I say how my daily routine changes while on vacation?
- How do I talk about what I am doing right now?
- How do I buy souvenirs on vacation using bargaining skills?
- What do you like to do in Costa Rica?
- How is transportation important to a country?
- Where do you like to go and what do you like to do during vacation?

Enduring Understands/Standards Alignment Students will be able to:

- Talk about daily routines (7.1.NM.C.2)
- Use reflexive verbs to discuss daily routines (7.1NM.A.4,5; B.4,5; C.2,3)Identify the reflexive verbs Susana, Jorge and their father use to talk about their vacation schedules. Use the reflexive verbs to talk about different routines. (7.1.NM.A1;B.1,5)
- Identify and produce items necessary for daily grooming (7.1.NM.C.2)
- Use adverbs to describe a typical a day (7.1.NM.C.2)
- Use the present progressive to explain what is happening right now (7.1.NM.C.2)
- (7.1.NM.C.2)
- Discuss different modes of transportation used during vacation (7.1.NM.C.2)
- Identify daily vacation activities (7.1.NM.C.2)
- Listen to the words Susana uses to talk about what she would like to do on vacation. Use the words to talk about going on vacation. (7.1.NM.A1;B.1,5)
- Use vocabulary relating to items found in souvenir shops while on vacation (7.1.NM.C.2)
- Bargain for items using bargaining expressions (7.1NM.B.3,4;C.2)

- Listen to the words Susana uses to talk about items in a store. Practice the vocabulary to talk about shopping and what you would and would not like to do in your free time. (7.1.NM.A1;B.1,5)
- Choose a mode of transportation and tell how you will arrive at your destination (7.1.NM.A.2;B.2;C.2)
- Use the indirect object pronouns me, te, le, nos, les to say for whom you are buying gifts (7.1.NM.A.4;B.4)
- Discuss indigenous plants and animals of Costa Rica (7.1.NM.A.4;B.2;C.3)
- Read about a vacation to Costa Rica and decide which activities you would like to do there (7.1.NM.A.4;B.2;C.3)
- Compare and contrast the transportation in Costa Rica to the transportation in our area (7.1.NM.A.4;B.2;C.3)
- Read about the markets in Costa Rica and Uruguay and compare them to the US (7.1.NM.A.4;B.2;C.3)

Selected Vocabulary

Avancemos text p. 429 and 453

Cross Curricular Connections

- Social Studies: Bargaining in Costa Rica
- Geography: Beaches and tourist attractions of Costa Rica
- Social Studies: Markets in Costa Rica and Uruguay
- Science: Animal and plant life in Costa Rica
- Math: Using currency conversions to bargain
- Art: Hand made items commonly found in a market (artisan work)
- Health: Outdoor activities that can be done on vacation in Costa Rica

Suggested Resources

Avancemos text pgs.429 and 453 and ancillary materials Avancemos text pgs. 405-459

- Search youtube.com in the target language using keywords to view videos related to vocabulary and grammar concepts
- Conjuguemos.com to practice vocabulary and grammar concepts
- Quizlet.com to practice vocabulary and grammar concepts
- Quizziz.com informal/formal practice assessments
- Schoology to share activities and assessments

Recommended Assessments

Avancemos assessment materials
Create a bargaining skit to buy a souvenir while on vacation
Plan a vacation to Costa Rica for you and your family

HOWELL TOWNSHIP PUBLIC SCHOOLS

MIDDLE SCHOOL WORLD LANGUAGE CURRICULUM

FRENCH GRADES 6-8

BOARD APPROVED: August 23, 2017

SCOPE AND SEQUENCE – 6th Grade

6th Grade - Students attend class 2 out of 3 days for 42 minutes (Approx. 120 days)

Class procedures and expectations

Classroom expressions

Prelude

Introduction to France and the Francophone world

Faites Maintenant - Daily Do Now

Feelings and emotions

Days of the week (today, yesterday, tomorrow) / Dates

Seasons / Weather

Time

Numbers

Lesson #1

Greetings and Farewells

15 Days (Approx. 3 weeks)

Numbers 0 - 29

French telephone numbers

French alphabet and accent marks

Activities

Lesson #2

Numbers 30 - 60

Lesson #3

Pointing out people and finding out who they are

15 Days (Approx. 3 weeks)

Indefinite articles "un / une"

Numbers 60 - 79

French telephone numbers

Activities

2 Days*

15 Days (Approx. 3 weeks)

15 Days (Approx. 3 weeks)

Nationalities and Origins

French telephone numbers

Activities

Lesson #4

Requesting and providing information about others - name, nationality and origin Definite articles "le / la"

15 Days (Approx. 3 weeks)

Numbers 80 - 100, 1000

French telephone numbers

Activities

Lesson #5

Identifying and providing information about family members - name, age,

birthday and activity preferences

Requesting and providing ages

Identifying body parts.

Lesson #6

Ordering food and beverages at a French café

Requesting prices and paying the bill 24-hour clock

15 Days (Approx. 3 weeks)

15 Days (Approx. 3 weeks)

147

Prelude (6th grade)

language, classroom expressions as well as provide daily information - day, date, weather, etc. Introduction to the Francophone world including France, the French people and Big Idea

Essential Questions

Le monde francophone

Why speak French?

What is a cognate and how can it help me with French?

Where is France? What is the capital of France?

Who are the French?

Where else in the world do they speak French?

What are the colors of the Francophone flags?

How are French and American names similar/different?

La classe de français

How do I express myself in class

Faites Maintenant - Daily information

How do I give the day of the week and date? How do I express how I am feeling?

How do I give the season and the weather? How do I tell time?

How do I identify #'s up to 60?

Cross Curricular Connections

Math/Science - Converting Celcius to Fahrenheit English - Recognizing True and False cognates Social Studies - French history and geography

	Allianalia de Caracella avenda de la companio	iektuinieilungiijieisingilinit topicaages	
Knowledge/SkijkAandejklanding	Slandsrofs Indicatoris	demindexperens	Particos de la companya della companya de la companya de la companya della compan
1. Culture - francophone	7.1.NM.A.1	1. quizlet.com - flashcards,	Discovering French, Today!
influence in the US	7.1.NM.A.2	practice tests, vocabulary	(Blen) - online textbook
2. Classroom expressions	7.1.NM.A.3	practice and tests	
3. Express how one is feeling	7.1.NM.B.1	2. quizizz.com - at home	
4. Provide the day of week -	7.1.NM.B.2	practice and alternative	l eacher made ancillary
today, yesterday and tomorrow	7.1.NM.B.3	assessment	materials
5. Give the date and the season	7.1.NM.B.4	3. schoology.com - online	
6. Describe the weather	7.1.NM.B.5	quizzes, tests and worksheets	
7. Identify numbers 0 - 60	7.1.NM.C.2	4. Oral/Speaking Tasks	Authentic Realia
	7.1.NM.C.3	5. Listening Comprehension	
8. Name French colors	7.1.NM.C.5	6. Échanges - interview	T. 4
		classmates and record	inemet in the second se
		responses	
		7. Teacher observation	
		8. Pen pal letters	

Le Faites Maintenant

Comment ca va?

Ça va (li's geing) / Je vais (l'am going) ... uts bien fast)

comme el, comme ça (E)

rics mai (CO)

Jo suis fatigut(c).

Les jaurs (days) de la semaine (week)

. C'est quel jour aujourd'hui (today)?

-Aujourd'hui, e'est - C'était quel jour hier (yesterday)?

-C'est quel jour demain (tomorrow)?

-Hier, cétait

mercredi

jendi

ipard)

Demain, e csi

O fair humide. il fait mauvais. il fait brumeux. Il fait beag. il fait bon. Le temps -il falt quel temps aufourd'bul? Il fait muageux Il fait du soloil. Il fair très chaud, 20º పి ŝ 750 Il fait chaud. Il fait froid. Il fait frais.

n pleut, Il neige.

Il fait oragenx. Il fait du vent

Les nombres 30-60

trente (30)	quarante (46)	cinquante (59)
trente-et-un	quarante-ct-on	វេល-វេល-១វុធនល្អភ្នាវិទ
trente-deux	querante-deux	cinquente-deux
trente-trois	quarante-trois	cinquante-trob
trente-quatre	quarante-quatre	cinquante-quatre
trentc-cinq	quarante-cinq	cinqueole-cinq
trente-six	quarante-six	cinquanie-six
trente-sept	quarante-sept	cinquante-sept
trente-huit	guerante-buit	cinquante-huit
trente-peuf	quarante-nouf	cinquante-neuf

du math. - in the morning (AM)

de l'aprés-midi - in the afternoon (PM) du soir - in the evening (PM)

solvante (60)

Les jours du mois (month)

dimanche vendredi

samedi

vingt-deux (22) vingt-sept (27) dix-sept (17) douze (12) deux (2) sept (?) un (1) /*premier (1st) reate-et-un (31) vingt-et-un (21) vingt-six (26) anze (11) seize (16) 6jx (6)

vingt-quarre (24) vingt-neuf (29) quatorze (14) dix-acuf (19) quatre (4) neuf (9) vingst-trois (23) cingt-buit (28) dix-kuit (18) (refze (13) trois (3) huft (8)

Il est quelle heure? (Quelle heure est-fl?) Il est . . . vingt-cing (25; treme (30) quinze (15) vings (20) chnq (5) dix (10)

6:15 5:30 il est quarre heures de l'après-mid). If est one heure du matfin. 1:00 A.M Md 001 6

-C'est le premier novembre. (1/11) -C'est le vingt-et-un mars. (21/3)

-C'est le quinze juillet. (15/7)

C'est le + number + month.

Les mois de l'année (year)

jaillet acût

fevrier

mars avril

anvier

saptembre

пометавге decembre octobre

-C'est quelle date aujourd'hui?

C'est la

Il est minuít Il est mídí víogt. 12:00 AM 12:20 PM

il est eing heures et demie (trente). *It est onze henres moins le quart. It est six houres et quart (quinze). Il est sept heures claquante-cinq. Il est dix heures guarante-cinq. *Il est buit heures moins eing. 10:45 7:55 It est neuf heures du soir

Les safsons le printemps (Spring) l'êté (Summer)

l'hiver (Winter Pauromne (Fall)

-C'est quelle saison? (Winter)

148

La France et le français

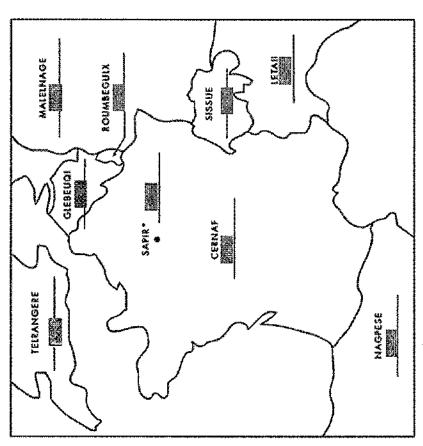
- A) Use pages 2-9 in your textbook to search for answers to the following:
- 1. The number of people around the world who spozk French (2)
- 2. The colors of the French flag (6)
- 3. The 6 countries that border France (4)
- 4. In Europe, French is spoken in parts of
- 5. Today over French of English words are derived from French. (3)
- These include the Concorde, the TGV (Train & Grande Vitesse) and the "Chunnel" the tunnel under the English 6. France is a _______advanced country, capecially in high-spred transportation and medical research. (2)
- 7. The population of France (6)

- 8. The capital of France
- S
- 9. The money used in France (6)
- 10. The 2 bodies of water that surround France (4)
- 11. The country to the north of France across the English Channel (La Manche) (4) [Colored
 - - 12. In Canada about English of the population speaks French. (8)
- 13. France is the the largest country in Western Europe. (4)
- 14. French is the second language on the 12 (2)
- 15. Eller is the French nobleman who invaded England in 1066 and became king. (3)
- 17. French is the 1" or 2" language in about [countries or regions around the world. (2)
- 18. The continent with the most French-speaking countries is [[] (9)
- 19. The Chilleau de Chenonceau is a second in the 16th century. (5)
- 20. The 2 mountain ranges in France E. . . . et (4)
- 21. The majority of the French people are of the second religion. (6)
- 22. The motto (Devise) of the French Republic (government)
- 23. More than Example people have emigrated from North Africa to France and are now Prench citizens. (9)
- 25. Another island in the Caribbean where French and Creole is spoken is seed (8)
- B) Choose a French name from pages 10 -11 that you would like to have in French class. "Try to choose a name that corresponds to your own name. Some of you may already have a French name. ®

le m'appeile

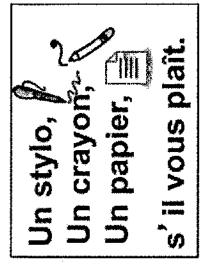
Aimez-vous la géographie?

Unscramble the letters and discover how the French spell these European countries!



"La capitale, need or year

LEXANCE Proteins 2 miles Copies: Dan 3 nontivined and makes a poster which includes the flag and a map showing the capital city. Complete the poster with pictures or other information of increasi fermions with a cocyclopedia, internet, turnel and newspapers, and magazinash lecenses year anserces of the franciplene world. Select one of the countries MAKCOTE DIVONE Produkte 20 milions Copielie Vermannien CONNEXIONS World Geography Attique Le dropeau des pays francophanes. In the following avanties, many people use throok to their daily from Locale suite conserva-on the map no pays 8-9 and then describe the colors of its they * La Helbiron Le draparu est molt, jame et migh. 41 LE CANAN Amarique Europe









Je comprends. ্র্

Je ne comprends

pas.

le ne sais pas.



Est-ce que je peux aller aux toilettes?

Est-ce due je peux

charger mon



"happy"

De l' eau, s' il

vous plaît.





Mercii

De rien!

Pas de quoi!



Comment dit-on en français?

en anglais?



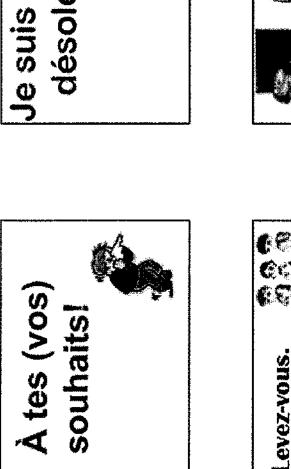


J'ai une question.

désolé(e).

Excusez-moi,

madame.



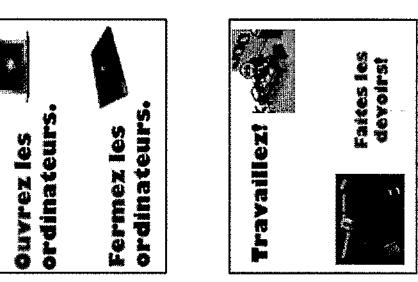


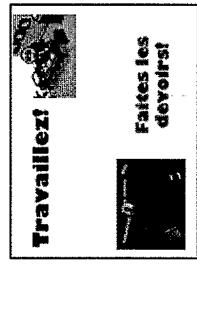
Asseyez-vous.

Levez la main.



Ecrivezt





Lesson 1 (6th grade)

Big Idea

Greeting and taking leave of people appropriately, identifying the French alphabet and accent marks, as well as expressing activity preferences

Essential Questions

How do I greet and take leave of others appropriately? What is the French alphabet and accent marks? What does a French telephone number look like? How do I express what I like and don't like to do? How do I express what I am going and not going to do? Who is Astérix?

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

Khowledge/SKijs/Underslanding-	Standardis (Surdandis) & Surdandis (Surdandis) & Surda	veli Cumoulum Title Bindiblint Topic	Resolution of the second of th
. Culture - La Rentrée - the1st		1. quizlet.com - flashcards,	Discovering French. Today!
of school in France / Asterix and	7.1.NM.A.1	practice tests, vocabulary	(Blen) - online textbook
	7.1.NM.A.2	practice and tests	woodwa ammo (para)
2. Greeting and taking leave of	7.1.NM.A.3	2. quizizz.com - at home	#
friends and adults	7.1.NM.B.1	practice and afternative	leacher made ancillary
3. Expressing and asking how	7.1.NM.B.2	assessment	materials
one is feeling	7.1.NM.B.3	3. schoology.com - online	
4. Singing the French alphabet	7.1.NM.B.4	quizzes, tests and worksheets	
5. Identifying French accent	7.1.NM.B.5	4. Oral/Speaking Tasks	Authentic Realia
marks	7.1.NM.C.2	5. Listening Comprehension	
6. Spelling French names using	7.1.NM.C.3	6. Échanges - interview	7
French letters	7.1.NM.C.5	classmates and record	Internet
7. Practicing numbers 0 - 29		responses	
8. Identifying French telephone		7. Teacher observation	
#'s and exchanging #'s			
Identifying everyday activities			
and expressing preferences			
State what I am going to			
and not going to do after school			
and on the weekend.			

Tecon #1

Les objectifs: I. To greet and take leave of others appropriately. 2. To count from 6-29 3. To identify the French alphabet and accent marks. 4. To express what we like and don't like to do.

	· · · · · · · · · · · · · · · · · · ·
A.) Les salu(ations	



Bonjour monsteur (M.),

Bonjour

Helio (sir, m'am, miss)

Salut.

madame (Mine), mademotselle (Mille).

Bonsolr monsteur, madame, madwolselle

When saying good-bye to an adult, you can use any of the farewell expressions above but must include monsteur, madmir and mademoiselle. However, "Salut" can never be used with an adult. B.) Les nombres de 0 ± 29 viagi-quate (24) vingt-neuf (29) quatorze (14) dix-neuf (19) quatre (4) neuf (9) singt-trois (23) vingt-huit (28) dix-huit (18) treize (13) trois (3) huit (8) vingt-deux (22) vingt-sept (27) dix-sept (17) douze (12) deux (2) Sopi (3) रांबद्धा-वा-क्क (21) vingt-six (26) seize (16) onze (11) six (6) (E) un vingt-cinq (25) quinze (15) vingt (20) (10) ×ip cinq (5) zero (0)

C.) L'alpabet français

Comment after-your?

Ca va ... / Je vais ...

Comment vas-fu?

ft's going ... / I'm going ...

very well

How are you going?

How is 11 going?

Comment ca va? Oui, ce va.

Ça va?

Yes, everything is going OK. Is everything going OK?

Good evening (sir, m'anı, miss)

très bien

ojen Pien

comme el, comme ça

ä

irčs mai

Comment c'appellerte? Comment tu t'appelies? Tu t'appelles comment?

What's your name?

very badly

badiy 08 08 well

	¢	b bé	e G	ď ďš	
9	4.0	t effe	, O. E.		
h hache	100		: II,	X K2	
ello I	Ħ	canne	n enne	0.0	p p
q ku	•	erre	\$ 0500		
\$ *	Þ	# 5	\$4. A		
w double vé	×	x ixe			
v i erec	N	2 zòde	**Voici is perite chan	**Voiel is perite chanson, our nous aide avec la fecon.	iccon.

D.) Lex accents

Comment vous appelez-vous?

u	e accent argu				
·ti	o accent grave				
æ	e accent circonflexe	-ę-w	i accent circonflexe	•0	o accent circonflexe
NE.	e tréma		i tréma	10	o tréma
÷	cé cédille				

E.) Les setivités

A toute l'heure.

'Au revoir. *À bleatôt. *A demein.

See you tomorrow.

See you later.

See you soon.

Good-byc.

Byc.

A plus tard.

** Bonne vuit.

**Good night.

Enchanté(c). Et vous?

Je m'appelle . . .

My name is...

Mol

Et tot?

Saint

Nico to meet you.

And you?

regarder la (álé	to watch TV	Jouer au foot américain	to play football
manger	to eat	jouer as foot	to play soccor
étudier	to study	Jouer ## Dasket	to play basketball
chanter	to stng	Joner sux Jeux vidéo	to play video games
danker	fo danca	écouler de la musique	fo listen to music
restor à la maison	to stay home	<u>*</u>	to read
faire du válo	to bike ride	taire du shopping	to shop
faire de l'encouragement lo choor	ement to chear		

(jouer au basebal, jouer au sofibal) jeuer au hockey (sur le gazon), jouer au tannis, jouer zu volley, jouer a in crosse)

Tu preferes quelle activité? Which activity do you profor? Je préfère.../ J'aime micux..., l'profor...

F.) La culture

1. A kiss on the cheeks two or three times.

une bise

2. The 1" day back to school in France.

la rentrée

3. How do boys and girls greet each other in France?

Boys shake hands. Girls give each other kisses on the check. Boys and girls who are friends will also kiss on the cheek.

4. What is the French equivalent to William:

Jean Pierre *Gulllaume

5. Which boy and girl name is often combines in double names?

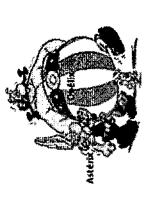
Jean (Jean-Paul, Jean-Michel, Jean-Philippe)

Marie (Marie-Christine, Marie-Claire, Marie-Laure)

6. Who is Astérix?

A beloved French cartoon character.

7. What is the former ancient name of France? Caul



Dogmatic

Lesson 2 (6th grade)

Big Idea

Requesting and providing nationalities and origins as well as expressing activity

preferences

Essential Questions

How does school lunch differ in France and the US?
What are some of the similarities between the Eiffel Tower
and the Statue of Liberty?

Where and what is Martinique?

How do I request and provide my nationality and origin? How do I express what I like and don't like to do? How do I express what I am going and not going to do?

<u>Cross Curricular Connections</u>
<u>English</u> - Recognizing True and False Cognates
<u>Social Studies</u> - French / American history

Riasources	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
SECULICATION FINE ON UNITAGES SECTIONS	1. quiziet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters
S. S. Stander Bysk Eurnaull Standerder K. S. Stander Stander S. S. Stander Sta	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Krowiedne/Sigils/Understandingn (Objectives) 7	 Culture - Le déjeuner en France, la Tour Eiffel et la Statue de la Liberté, Martinique Identifying nationalities Requesting and providing nationalities and origins of others. Exchanging telephone #'s Identifying everyday activities and expressing preferences State what I am going to and not going to do after school and on the weekend.

Artist: Frédéric Auguste Barthold

Statue of Liberty in NY has the following date The tablet held by the inscribed:

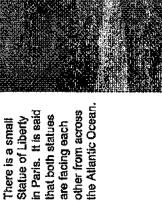
July IV MDCCLXXVI (July 4, 1776)

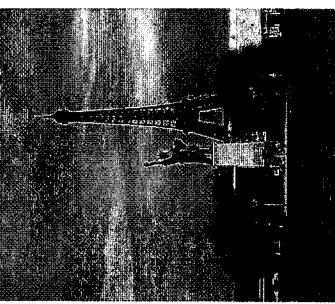
by Gustave Eiffel. The same *The interior was designed person who designed and built the Eiffel Tower.





he tablet held by the Statue of ike the New York statue, and "XIV JUILLET 1789" (July 14, Declaration of Independence ollowing 2 dates inscribed: 'IV JUILLET 1776" (July 4, 1789: the storming of the 1776: the United States Liberty in Paris has the Bastille)





https://youtu.be/ JnOkH-ndNU

What does La Tour Eiffel et la Statue de la Liberté have in common?

They are both of French origin.

Gustave Eiffel designed the Eiffel Tower as well as the interior of the Statue of Liberty. They both commemorate (celebrate)100 years of freedom. La Statue de la Liberté – Les Américains La Tour Eiffel - Les Français

They were both introduced at a World's Fair.



It sparkles for 10 minutes at the top of every hour. usting and it uses 20,000 light bulbs to light it up. evel. It gets painted every 7 years to keep it from The Eiffet Tower was supposed to be temporary and tom down after the World's Fair. The French The Eiffel Tower has 3 levels. You can take the you must take the glass elevator to the 3rd (top) stairs or elevator to the 1st and 2nd levels but evel. There is a restaurant on the 1st and 2nd evels as well as an ice skating rink on the 1st considered it an eyesore.

Lesson 3 (6th grade)

Big Idea

Pointing out and identifying others as well as expressing activity preferences

What is "L'Arc de Triomphe" and where is it located? Essential Questions
What is the "Tour de France"? How do I point out others?

How do I inquire about and identify others?

How do I express what I like and don't like to do?

How do I express what I am going and not going to do?

Cross Curricular Connections

<u>English</u> - Recognizing True and False Cognates Social Studies - Napoleon / L'Arc de Triomphe

enses Respuress menters	hcards, Discovering French, Today! Ulary (Bleu) - online textbook Inaterials online orksheets sks Authentic Realia iew Internet on
**************************************	2. 2. 2. 2. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.
Knowledge/Skills/Understanding	1. Culture - La Tour de France / 7.1.8 L'Arc de Triomphe 2. Pointing out others 3. Asking about and identifying others 4. Using indefinite articles (un, une) to correctly identify 5. Practicing numbers 60 - 70 (1.1.8) 6. Exchanging telephone #'s (1.1.8) 7. Identifying everyday activities and expressing preferences and expressing to do after school and not going to do after school and on the weekend.

A) How to point out or introduce someone;

Volci Jean-Paul. / Voici Nathalle et François. Volla Isabelle. / Volta Philippe et Dominique. Tiens! Voils Sophiel This is . . , Here come(s) . . . That is ..., There is ... Hey! Lock! Tiens! Voici ₹ijoX

B) How to find out who someone is:

Qui est-ce? Who is that? / Who is It?

That's ... / ft's ... / He's ... / She's ...

-C'ast Paul. C'est un copain. Qui **(-0#7

C) Les personnes

Clest...



un étudiant (an okder student) un élève (a younger student) un camarade (a classmate) un copain (a friend) un garoon (a boy) un ami (a friend)



une fille (a girl) une étudiante une copine une élèvo une emio



une femme (a woman) une dame (a lady) une voisine une prof

un monsfeur (a gentleman)

un homme (a man) un prof (a teacher) un voish (a neighbor)

un professeur

un garçon, une fille "une personne

nessejad un,

Noves referring to boys or man are almost abroys manusal. e l'ench, all house des cèmes mockaire of filment, Print are introduced by an in any.

theur schools to give or morney are throst starty marries.

ATM BRUNE





une camarade



Porazero die folomen maus

anne personne



ASH culturel

The Your die France is the longest and most streamous bicycle race in the world. It is divided into about 20 stages for étainest and cash approximately three weeks. During the nach, the participants cover about 3.00 following in the American cover about 3.00 following in the American cyclist Greg benond it on high mountains of France. The American cyclist Greg benond it o hive time wirmer of the Tour de France.

Lighon occus beforen has word when the second one begins with a vower, sould, that is, which, "o," o, "o," o, "o," and sometimes "h" and "y".

Attrough Reison is not marked in within Fronch, it was beingloaded in your book by

the symbol — where appropriate.

CONFIDENCE OF PROMET.

No useos: up copada up franțiale Lusson imperit undankeisealp

unit Canadiera uni prof atellaten na arliste

were the Asilettes of the med word. This is custed in general, the 'n' of an is seen. However, in the above except the 'n' of an is proyected as it it United an Americaln un Angeles un artiste

EK ISON



E) Les activités

THE REPORT OF THE PERSON NAMED AND PARTY OF THE PERSON NAMED AND P

29 SOCKER CX-Rest 7 southfully dr. kg. 78 SOCKER DE CONTRACT

> 74 sokvarie-qualogge 75 software-quirte

69 solvanos-ment

64 schointo-quarte 62 solvanse-deux 61 solvanie et un SO SOMETHING WOLL 65 sylvanie-drig The state of the s

67 salvante-sept 68 SOUTHWAT ALLE

7) solvanile et ceux 72. solymite-dough 73 solvanie dreite

70 sokrante-dix

Testionbies de 600 79

ô

60 solvante

parler français	to speak French	dormir	to sleep
parier anglals	to speak English	faire une promenade	to take a walk
parier espagnol	to speak Spanish	faire du sport	to do sports
unfor sur l'Internet	to surf the Internet	faire du snowboard	to snowboard
bronzer	to tan	affer au stade	to go to the stadium
potiter	to snack	aller à une boum	to go to a party
dinar au restaurant	to bawa disparat a sactainant	Mintere	

téléphoner à un copain / une copine to call friends to chat with friends bayarder avec des copains diner au restaurant



Lesson 4 (6th grade)

Big Idea

Requesting and providing information about others as well as expressing activity

preferences

How do I inquire as well as provide information about others? How do I express what I am going and not going to do? How do I express what I like and don't like to do? Essential Questions
What and where is the Province de Québec?

Cross Curricular Connections

English - Recognizing True and False Cognates Social Studies - History of Québec

Resolution Francisco	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
ition: Hitasana Einis Topic F EBUING Exterionos (Interior Assassments)	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters
A Standardis Section (S) Secti	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3
Krigwiedge/Skills/Understanding. "(Objedives).	 Culture - Québec Requesting and providing information about others - name, nationality and origin Using definite articles (le, la) to provide information about others Practicing numbers 80 - 100, 1000 Exchanging telephone #'s 6. Identifying everyday activities and expressing preferences State what I am going to and not going to do after school and on the weekend.

The definite articles "ie (i') and ia (i') " - The

le garçon, la fille

The French equivalent of the has two basic forms: lie and ta.



the boy the glend

a copine ta Alle

BRITANG

FEMININE

Note Both le and la vecome l' Defore a voivel sound.

Une come + la copine → recording un copain mean

dentifying others including name, nationality and origin. ã

Tu connels . . ? Do you know . . .?

Tu connais la fille là-bas? Oui, je is connais. Tu connais le garçon là-bas (over there)? Oul, je 🎉 connais.

Qui est-ce? Who is luhe/she?

C'est un copain. Qui est-ce?

UElle s'appelle comment? What is his/her name?

Il s'appelle comment? Il s'appelle Paul. 'Comment s'appelle le garçon?

Comment s'appelle la fille?

Elle s'appelle comment?

C'est une amie.

Qui est-ce?

Elle s'appelle Sophie.

Elle est de quelle nationalité?

Elle est canadienne.

Il/Elle ast de quelle nationalité? What is his/her nationality?

il est de quelle nationalité?

Il est français.

IVEIIs set d'où? Where is he/she from?

Il est d'où?

ll est de Parts.

Elle est de Montréal.

Elle est d'où?

93 quatre-vingt-traize 94 quatre-vingt-quatoza 99 quatre-vingt-dix-neuf 97 quatre-vingt-dix-sept 98 quatre-vingt-dix-huit 95 quetre-vingt-quinze 92 quatre-vingt-douze 96 quatre-vingt-seize 91 quatre-Vingt-onze 90 quatre-vingt-dix C. Les nombres de 80 à 1000 + 80 quare-vegts 90 q 63 quatre-vingt-trois 64 quatre-vingt-quatre 82 quafro-vingt-deux 85 quatre-vingt-cinq 87 quatre-vingt-sept 89 quatre-wingt-neuf 58 quatre-vingt-huit 81 quatre-vingt-un 86 quatre-vingt-six

199 cant quatro-vingt-dix-neuf

200 deux cents

1000 milks

150 cent cinquante

101 cont un

1515 mille and cent quinze 2007 deux mille sept

D. Les activités

to go to the beach to go to a concert to go to the park to go in the pool 5000 to take aller dans is piscins faire une randonnée faire de la cuisine aller à un concert aller à la plage affer au parc to organize a parity to do gymnastics to invite friends to take a walk to play choss to ice skate lo surf faire de la gymnastique faire une promenade organiser une boum patiner sur la giace inviter des copains ouer aux échecs faire du surf

in french, like enethere hassi wowed saunds: in volve neale / 7/

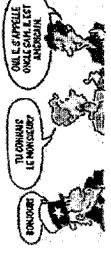
→ Be sure not to pronounce an "n" or "m" after the nasal vowel. /5/ trent - 130 Practice the scand /T/ in the following words. (11) avo (11) 15 drg (5)

dies quidze viete viewi-dies qualre-view-quigze americals attle copula Dirin canadiest thesis men, , C#40, Représer "hr"

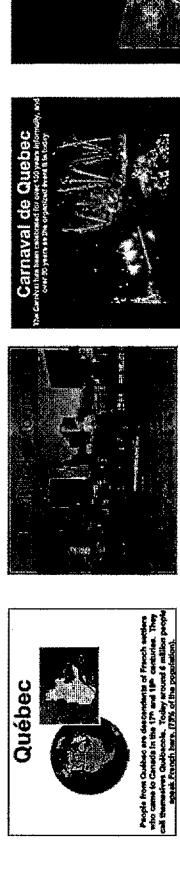
Tenaryota and hex americal, it highly estranaded

Print COMMENDANCE

lova American mueta, American mortsa incercated in the United States. They school they are generally very much and American Stations

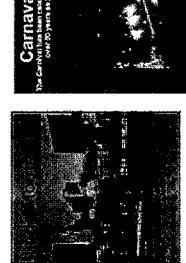


Most Franch tesnegare esudy English in



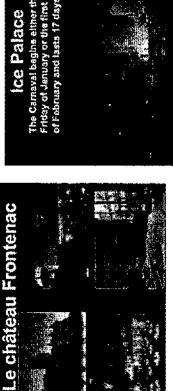






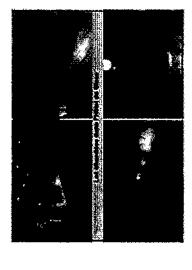


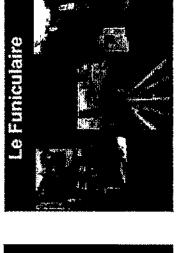




्र ट



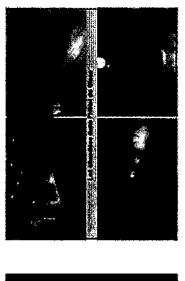






Hôtel de Glace

La ville de Quebec



Lesson 5 (6th grade)

Big Idea

Identifying and providing information about family members, requesting and providing ages of others as well as identifying body parts

How do I provide information about family members - name, age, Essential Questions
What are the French attitudes towards family and pets? How do I identify family members?

birthday and activity preferences? What are the body parts in French?

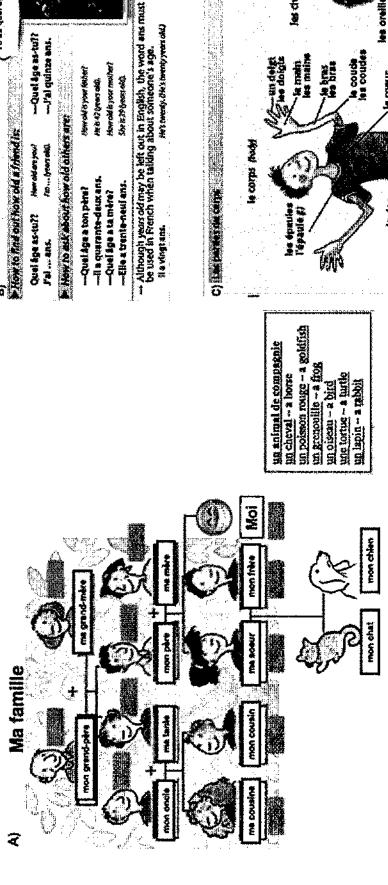
r Connections	English - Recognizing True and False Cognates
I	Enc

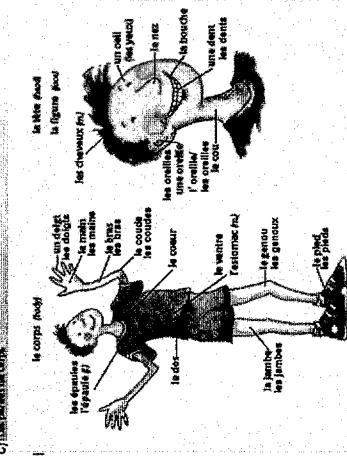
PARTIES OF THE STATE OF THE STA	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
metilerand felník tepíc - tvátřníh pulogestement - tínienia vessments	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Celebrity family tree or Family album / labeling the body parts of a celebrity or cartoon character
Signostolistos Signostolisto	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5
Kerowiedge/Skills/Unders@dings	1. Culture - family and pets 2. Identifying family members 3. Providing information about family members - name, age, birthday and activity preferences 4. Requesting and providing ages 5. Identifying body parts.

Lecon 5

Les objectifs: 1, identifying and providing information about family members 2. Requesting and providing agos of others 3, identifying body parts

Tu as que! âge?





Out, I'si une soeur (deux soeurs, trois soeurs, etc.)

-Non, je gais enfant unkque,

Out, i'ai un frère (deux frères, trois frères, etc.)

ton cousin

fon (m.) - your is (f.) - your

*mon/ton unic

mon père ma mère

men(m.) - wx me(f.) - mx

-Tu as des frères on des sœurs?

Les frères et les socurs

Lesson 6 (6th grade)

Big Idea

Ordering and paying the bill at a French cafe, identifying body parts as well as converting the 24-hour clock

Essential Questions

What role does the café play in French culture? What can I order in a French café? How do I ask for prices and pay the bill? Which currency do I use to pay the bill? How do I convert the 24-hour clock (official time) to the 12-hour clock (conversational time)?

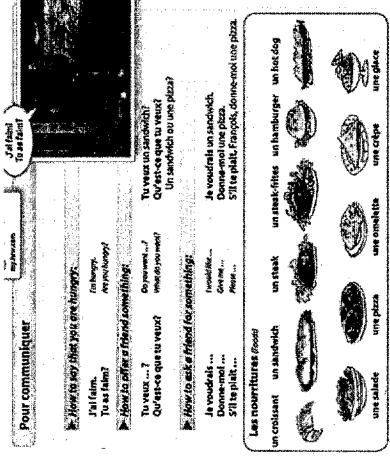
Cross Curricular Connections

English - Recognizing True and False Cognates Math: Understanding the 24-hour clock

Process Respontings:	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet	
Grade Level Gumpulum Tille and Unititiopic. Ibndard(s) &	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Café skits	
	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.2 7.1.NM.C.2 7.1.NM.C.3	
Knowiedge/Skills/Understanding:	1. Culture - the French café 2. Identifying food and beverage items in a French café 3. Expressing what you would like to have and giving your order to a server 4. Requesting and providing prices 5. Identifying everyday activities and expressing preferences 6. Requesting a total or asking to pay the bill. 7. Converting the 24-hour clock (official time) to the 12-hour clock (conversational time)	

Lecon #6 Au café francals

æ



Les jeunes et le nountture

On weekends or after school, however, when they are with friends, they often in general, French teenagers eat their main meats at home with their families. stop at a fast-food restaurant or a café for something to eat. At fast-food restaurants, French techagers order pretty much the same types of foods as Americans; hamburgers, hot dogs, and pilzza.

(un sandwich au fromage), or salami (un sandwich au saucisson). And, of course, they are made with French bread, which has a crunchy crust. Another traditional Some favorite sandwiches are ham (un sandwich au jambon), Swiss cheese ht a café, teenagers may order a croissant, a sandwich, or a dish of ice cream. quick cafe meal is a small steak with French fries (un steak-frites).

THE MANAGEMENT OF THE PARTY OF

You may have noted that the names of some foods are masculine and others are femining. In French, as nows, whether they designate people or things, are either MAKCLING OF HARMAN

	MASCULINE NOUNS	2	FEMININE NOUNS	35	
	un sandwich	le sandwich	une pizza	M pirm	
	un croissant	he croissant	une salade	e de la companya de l	:
بالوابية المسافرات	and the contraction of the second second second second second second second second second second second second	nedectoristic newschild management of the property of the section	SPERCONSISTANCE AND AND AND AND AND AND AND AND AND AND	-	
	The state of the s	The second secon			1

—Je voudrals un jus d'orange. --- Vous désirez? DOMINGZ-ITION USE from an adult: Are you this say? May sheep you? f wearth filte.... my, bew.com festivity. How to say that you are thirsts: How to request something ... * How to order in a cafe Pour communiquer Je voudrals ... Vous désirez? from a friend Tu as solf? Yal solf.

→ Note that French people have two ways of saying please. They use As we will see later, young people address their friends as tu and adults that they do not know very well as vous. s'il to platt with frends, and s'll vous platt with adults.

Please, grine me

S'il yous piaît, donnar-moi ...

57f te platt, donne-moi ...



EBC BESSELLE CONTRACTOR NOTE Cuiturale

a table and talk for hours over a cup of coffee or a glass of Juice. French young people also enjoy mineral water The café is a favorite gathering place for French young or thirsty but also to meet their friends. They can sit at paopie. They go there not only when they are hungry and soft drinks, in a French café, a 15% service charge is included in the check However, most people also cave some small change as an added tlp.





TO THE REPORT OF THE PARTY OF T Pour communiquer

Cest combign?



How march does that come to breake? Northe, the complete. HOW TRACK IN A? Combien coûte ...? G falt comblen? C*st combian?

-Ca fait comblen) -Ca fait 10 euros. -C'est combien?

-- Combien coûte le sandwich?

How much does ... cost? # COST

Il/Elfe coûte

Cartain...

-Il coûte 5 euros.

How to ask o friend to lend you something.

tendink, mitom me... Pretermol ...

Prette-mol 30 euros, s'il te plan.

Note that masculine nouns can be replaced by Ill and feminine nouns can be replaced by elle, 4

Vold un sandwich. Volci une glace.

Cargent européen (Sironesi money)

Elle coffe 2 euros. Il coûte 5 euros.

HOST 2 CATO theasts 5 aurol. Since 2002, (welve European countifies have been using a new currency: the the Netherlands. The curo has the same value in all of these countries. It is euro ffeuro). These countries include France, as well as Germany, Ireland, Austria, Italy, Spain, Portugal, Creece, Finland, Belgium, Luxembourg, and also very convenient since you do not need to change money when you

of 7 different bills and 8 different coms. The euro bills are of different colors and different sizes. The largest is worth 500 euros and the smallest 5 euros, The euro is divided into 100 cents or centimes. The euro currency consists travel from one country to another.





STRAITECT Speaking

Linking words. When counting in euros, be sure to use the proper liaisons and elisions.

quatry euros trois curos deux euros ems)*

neuf euros

sept curos Six curos

huit curos

dix curos

167

SCOPE AND SEQUENCE – 7th Grade

7th Grade - Students attend class 2 out of 3 days for 42 minutes (Approx. 120 days)

Review class procedures and expectations

2 Days*

15 Days (Approx. 3 weeks)

15 Days (Approx. 3 weeks)

15 Days (Approx. 3 weeks)

Lesson #1

Expressing activity preferences Extending, accepting and declining invitations

Finding out where people are or aren't using the verb, "être" Asking and answering yes/no questions Lesson #2 Identifying everyday places Subject Pronouns

Lesson #3

Expressing what one is doing or not doing using -er verbs Expressing how often one does something Expressing how well one does something Using 2 verbs correctly in a sentence.

Lesson #4

Using the verb "faire" to describe what people are doing or not doing Asking and answering questions using interrogative expressions Jsing "faire expressions" in everyday conversations

15 Days (Approx. 3 weeks)

Lesson #5

Comparing schools, class schedules and report cards in the US and France

15 Days (Approx. 3 weeks)

Stating in which school and grade one is in

Identifying classes (courses) in French

Describing one's classes and teachers

Expressing which classes one likes and doesn't like as well as why

Comparing classes

Reading a class schedule and report card from France

Identifying school objects

Stating what one has and doesn't have using the verb "avoir"

Lesson #6

Identify others

Describing what one looks like

Describing one's personality

Making comparisons between others

Providing one's nationality and origin

Using adjectives correctly in terms of gender and number

Placing adjectives correctly in a sentence

Using "Il est/ Elle est" vs. "C'est" in a sentence

Lesson #7

Identify everyday objects

Describing objects - including color, size and condition

Stating if an object works well or not

Using demonstrative adjectives

Describing what is in my room

Expressing what there is or isn't using "il y a"

Giving the location of objects

15 Days (Approx. 3 weeks)

15 Days (Approx. 3 weeks)

Lesson 1 (7th grade)

Big Idea

Expressing activity preferences as well as extending, accepting and declining invitations

Essential Questions

What are some popular activities among young French people?

How do I express likes and dislikes?

How do I express wishes?

How do I extend, accept and decline gracefully invitations? What is phone etiquette in France?

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

Property of the conference of	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet	
Velic (Imoulum) gilerand lühili Kepic 2 2 1 - Kremini de Kremenser 1 - Kildte üni Assessmentsi	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Telephone skits	
Crabe Level Citricul Standardish & Comment Indicatorish	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3	
Krievijedas Sidisiūndersterding 7 (Objectives)	1. Culture - the telephone 2. Identifying everyday activities 3. Expressing likes and dislikes 4. Expressing wishes 5. Extending, accepting and declining invitations 6. Using proper phone etiquette	

Les objectifs: 1. To express likes, preferences, dislikes, and wishes. 2. To extend, accept and decline an invitation. 3. To speak on the phone.

Ou'est-ce que tu veux faire?	years will	大きな人でつ	Je no veux pas	Je veudzais	Qu'est-ce que tu dois saire?	Je dois		n en françois?	Est-ce que tu veux?	Exteres que tu peux?	Est-ec que tu voudrais?	avec mol	int Save	Out, bien sûr	Out, merci	Oui, d'accord	Je veux bien.	Je veux bien diner avec tol.	Je regrette, mals	Je ne peux pas.	Je dols	Je dols travallier,	complace sentences.)	n français? un portable	Who was the 1st to use cell phones, the French or the Americans? The French	When is it illegal to use a cell phone in France? While driving	Where are students not allowed to brine their phones? To class	Where is it considered innodite to use your cell phones in France? In theaters and restaurants	How would you introduce yourself when phoning a friend? Alls Ici (name). Salut! Ca va?	What would you say if your friend is not home and a parent answers?	Allb Ici (name). Bonjour monsieur (madame). Est-ce que je pourrais parler à (name)?	uld like to leave a message? message?
What do you want to do?	Total and the second se	t want.	I don't want.	I would like.	What do you have to do?	I have to	•	C.) Les invitations Comment dit-on en français?	Do you want to?	Can you?	"Would you like to?	with me	nov říw	Yes, of course	Yes, thanks	Yes, okay	I would love to.	I would love to have dinner with you.	I am sorry, but	I can't.	I have to, I must	I have to work.	D.) La cuiture (Does not need to be complete sentences.)	1. Comment discon "cell phone" en français? un portable	7	3. When is it illegal to use a cell p	4. Where are students not allowed	vi		7.	Allô lei (name). Bonjour a	8. What would you say if you would like to leave a message? Est-ce que je peux isisser un message?
		1	téléphoner	parler français	parler anglais	parier espagnol	manger	chanter	denser	fanor an faor	3007 77 77107	jouer su toot americala	jouer au tennis	fouer au volley	jouer au basket	Jouer aux Jeux vidéo	regarder ia têlé	éconter de la musique	diner au restaurant	voyager	travaller	étudier		Conference and Associated	Za carrecture to annea sante:	Jaime	Je n'aime pas	Tu présères quelle activité?	Je préfére	Est-ce que tu aimes?	Out, J'aime	Non, je n'aime pas
	A.) Les achyles Comment dit on trançais?		i. to phone, to call E	2. to talk, to speak French	3. to talk, to speak English	4. to talk, to speak Spanish	5. to est 100	6. to sing	7. to dance	To nizo socor		9. to play football with	10. to play tennis	11. to play volleyball 🔊	12. to play basketball 🏈	13. to play video games	14. to watch TV	15, to listen to music	16. to have dinner at the restaurant "	17. to travel	18. to work	19. to study 20.	B.) Préférences Comment dit-on en français?	William Manager (1) and a manager (1)	Wildlich you like to the	i like.	I don't like.	Which activity do you prefer?	i prefer.	Do you like?	Yes, Lilke	No, I don't like

Lesson 2 (7th grade)

Big Idea

Identifying people and everyday places and finding out where people are

English - Recognizing True and False Cognates Cross Curricular Connections

Essential Ouestions

What are some everyday places in French?

How do I express where people are or aren't?

How do I answer yes/no questions?

How do I use prepositions to augment my communicative skills in French?

Refounds	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
ittins tillensnetsiiniiniiniinissa kaassa kaasta illenniiniista eneneessa kaasta tillenniivassassanentsissa	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters
Standerfolds):	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.C.1 7.1.NM.C.1 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Knowledge Skilk/Understariding	Identifying everyday places Identifying people using subject pronouns Using the verb "être" to give location Stating where people are or aren't Answering yes/no questions Using common prepositions

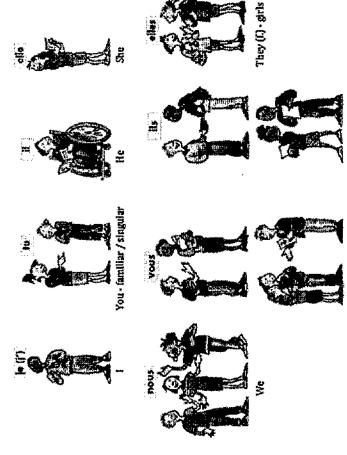
a la montagne

व वि एवस्प्रोप्टब्रुया

Les objectifs: To identify people and where they are. To identify everyday places. To ask and answer yearno questions.

C) Où es-tu ? (Where are you ?) - Je suis ...

A.) Les pronous sulets (Subject Pronouns)

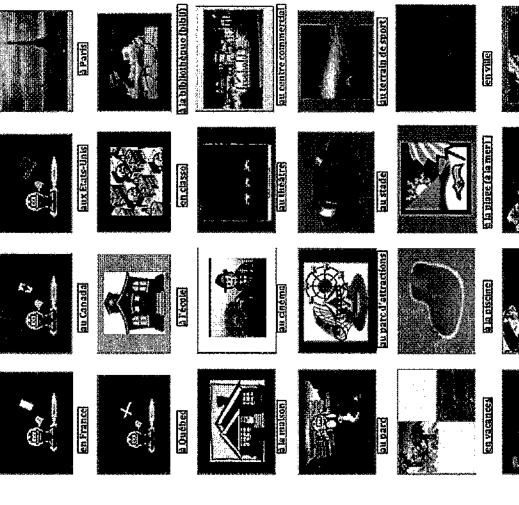


	ij
,	te/plura
	Yeu . polite

ey (m.) - boys / boys and girls

to be 8.) Le verbe être Complétez le verbe.

ingular Forms	Tuos Tuos Ilost Elle est	i am You are (fam. / sing.) He is She is
Plural Forms	Nous sommes Vous étes lis sont Elles sont	We are You are (pol. / pl.) They are (m.) – boys / boys and glds They are (f.) – girls



Lesson 2 continued

there 13 here sci

over there 12-bas

D.) La négation du verbe être complétez le verbe.

You are not (pol. / pl.) We are not Nous no sommos pas Yous n'êtes pas Plural

They are not (m.) - boys / boys and girls They are not (f.) - girls ils no sont pas Elles ne sont pas Forms

E.) Les expressions pour la conversation Comment dit-on en français?

How to answer a yes/no question.

Mais non! Noni Of course not XO. Peut-être... Maybe... Dien sür? Mals oul! Of course! Surei Yes

How to agree or not agree.

Ext-ce que tu es d'accord (avec mol)? être d'accord Do you agree with me? to agree:

Non, je ne suis pas d'accord (avec tol). Oul, je suls d'accord (avec tol). No, I don't agree (with you). Yes, I agree (with you).

Mots Utiles (Useful words)

ë sicus 딿 pue buč pour from; of de õ avec at; in with

770

Lesson 3 (7th grade)

Big Idea

Describing what people are doing as well as how well and how often they do them

Essential Questions

How do I express what one is doing or not doing? How do I express how well one does something? How do I express how often one does something? How do I use two verbs in a sentence?

Cross Curricular Connections English - Recognizing True and False Cognates

Kesellives Trees	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
SVALIGURITASTIGNATURALTORIC CONTRACTORIC CON	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Telephone skits
Grader eval Currouli Standard(s) 8	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.C.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Knowledge/SKills/Undersprodus	1. Culture - parties 2. Expressing what one is doing or not doing 3. Expressing how well one does something 4. Expressing how often one does something 5. Using 2 verbs correctly in a sentence.

Lecon 3

A. Les verbes ·er

The basic form of a verb is called the infinitive. Many French infinitives end in -er. Mest of these verbs are conjugated like partler (to speak) and habiter (to five).

MINITE			
STEM	-t-12d	- Note	
RESENT TENSE	Je parte français.	J habite à Park.	*
(SINGULAR)	To parles anglats.	Tu habites à Boston.	ş
	Wile parts expanded.	Wille habite a Madrid.	*
PRESENT TENSE	Nous partons français.	Nous habitons à Québec.	\$100.
(PLURAL)	Vous partex angials.	Your habiter & Chicago.	X.
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Ms/Elles partent expagnol.	its/Elles habitent à Caracas.	100
•			

The investil tense forms of set verbs consist of two parties

STEW + MONEY

- . The strat does not change. It is the infinitive minus err
- Tabit. labiter parler parl-
 - · The transis change with the subject:
- tu -- es lifelle -- e -> Je becomes f' before a vowel sound. je :

Trabite

je park

- and habiter follow a predicteble Verbs conjugated like parler They are called months water LEARNING APOUT LANGUAGE pottern
 - A Charleson Street -> In the present tense, the plural endings of -er verbs are
- ** All ending are silent except nous (-ons) and vous (-oz).

is/eles + ent

1 1 MAN

BCO: ** SXXII

Talphient on France. Note the liaison when the verb begins with a vennel sound: Vous invitez Thomas None (tudions.

Elegament Paris. royagen naus voyageons Observation. When the infinitive of the verb ends in sper, the nous form ends in specus. manger: nors mangeons rager: nous nageous

3#L	to He	Tualmes Park?	J'envole	Nous envoyons
sabiter (à)	20 + 05 + 05 A	Philippe hathir a Toulouse?	Ter envoice	Volice privates
nviter	to knowie	Findle un copain.	il opinata	the animinas
organiser.	to organize	Sophie organism use nouns!		Wisher Co.
		une soirée/une fête (parph	Elle envoie	Elles envoient
***	to wish (priores)	Ceine visite Ouebec		

The Je form of irregular verbs.

Je lis (live) - 1 read/ I am reading

Je fais (faire) - I do / I am doing

Je dors (dormir) - I sleep / I am skeeping

Je vals (aller) - I go / I am going

Ferts (terire) - I write / I am writing

Compare the affirmative and negative forms of parler.

je neparlepas tu neparlespas Welte neparlepas	nous neparlons pas yous neparlax pas
er tr	TOUS YOUS
Je parie tu paries Welle parie	nous parlons vous parlez souls parlez
Wete Wete	nous vous lic/elles

The negative form of the verb follows the pattern: O RAPPEL

£ .	
\$	-01
2	5
* ***	
2 24	
1 12	20
£ 72	
1 13	
3	. 4
*	22. 1
2.1852	A-64 \$
2 72	· 機会 首
3 W	Z 1
\$ 55 .	¥ € ₹
\$ 5 20	.4820 €
2 A	S. 1
8 44	200
¥ 🗨	
\$ 85	
1.	
\$ 3000 ·	- w
Maranimina.	
2	
₽	
⊉	
*	. 1
5	
ž	
2	*
X :::::	
E amore	₽
E fact	- 1
2 5 TER	. 98 8 5
# 19 7 6	** 1
£ 24 CE28	34. 1
Simme.	74F 2
* a.	***
E W.	- 14 E
₽. 244	1982 I
£ 25€ .	25. 1
1 MP	43 1
2 .00	2 94.≹
S. market	.a. B
8 · · · · · ·	270.8
* 2335	
* 1 - 1 - 2 - 2 - 2	Sec. 22
1 5 1	
1	
1:	. 1
1: 7"	
1.12	
1.1.	
. ₩	
1 🐠	
1.39	5
1 7	Į
(3	
(3	

CANGUAGE COMPANISONS

English has several virth forms for expressing actions in the present. In Prench there is only one form Conparer

Le ve fouse yeas an tennia. { I are nea play trans. (I don't play semin)
It we fouse yeas an tennia. { I are nea playing townix, (I'm nea playing townix) I piay temit I do piay temit. I am piaying temit Je joue an termin.

B. Les adverbes

Comment - How well?

bien	well	maí	badly, poorly
Assez blen	rother well	385£2 (T)#	rather badly, poorfy
très bien	very wed	très mai	very bodly, poorly
Combien de fois - How often?	tow often?		
dnooneaq	a lot, much	ned un	o little, o little l
souvent	often	Trement	yanı
toulours	ofways	Jamais / ne .	jamais / ne jamais never
quelquefois / parfois	/ parfois sometimes		

莙

D'autres adverbes a Less

¥0µ maintenant oşo

in French, the adverb comes immediately after the conjugated verb.

Lesson 3 continued

VOCABULARRE

としばはします。 まっていることのできることのできることがあることがあることがあることがはなければないないないのできないないのできることがないないないできない Expressions pour la convensation

THE THE PARTY OF T

Dominion Ž

September 1995 September 1995

To parkes français? Superi Tu ne joues pas au tennés! Dominage

C. La construction: verbe + infinitif

Note the use of the infinitive in the following French sentences.

Tain's parlor francais

Like to speak French. Like speaking French. They don't like to dance. They don't like dancing. its n'aiment pas danser.

To express what they like and don't like to do, the French use these constructions:

	```````````````````````````````````````	
. 1	.age.co.	
*	<b>.</b> .	
4		
•	5	
- <b>5</b> €6	<b>&gt;</b> 1	
T	1	
7		
700. Mari		
£ 5	# 1	
X E	d suowas,	
是 那	2	
3 6	21	
<b>2</b>		
<b>*</b>		
- T		
36.4 .32.	1 1	
i e		
¥		
<b>.</b>		
3	2	
SAME THE PROPERTY OF THE PARTY	\$	
<b>3</b>	£	
3	2	
3	£ i	
	- 22 - 25 - 25 - 25	
***********	syager. No	
***********	Woyager. No	
***********	Woyager, No	
***********	voyager. No	
***********	Woyager. 750	
	. Voyager. 190	
	ra voyager. Ho	
	nors voyager. Ho	
MILES FREE TO THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE	dimons woyages. No	
MILES FREE TO THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE	atmons voyages. No	
MILES FREE TO THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE	sémons voyages. No	
MILES FREE TO THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE	sémons voyages. No	
MILES FREE TO THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE	A stimons voyages. 100	
	ous efmons voyages. No	
MILES FREE TO THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE TANK IN THE	Hous simons voyages. Ho	

Note that in this construction, the verb nimer may be affirmative or negative:

NEATUR Philippe n'aime pas voyager. APPRIATIVE JACKES SING VOYAGE

-> The infinitive is also used after the following expressions:

As ne peux pas diner arec toi. Est-ce que tu veux danser? Je voudrais voyager. ie veux jouer au foot, Je préfère travailler. to dois étudies. JOHN WAN Doyou work ... Complicant) ... Jacon Charles flowero... forefor-Est-ce que fu veux ... Je (ne) veux (pas) ... 34 (m) peux (pas) ... Je voudrais ... Je preffere ... A dok ...

# Lesson 4 (7th grade)

### Big Idea

# Asking and providing information as well as describing what people are doing

# Essential Questions

How do I ask and answer questions using interrogative expressions? How do I use the verb "faire" to describe what people are doing and not doing? How can I use "faire expressions" in everyday conversations?

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

Resources	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
Welf-Gurrenum True and Units Indajo. The A. A. A. A. A. A. A. A. A. A. A. A. A.	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Projects - Telephone skits
Stande Leyell Gurriedii Standard(s) 8 Abdicatores	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Kmowjedge, Skills/Upiderstanding (Objectives):	1. Culture - parties 2. Asking and answering questions using interrogative expressions 3. Using the verb "faire" to describe what people are doing or not doing 4. Using "faire expressions" in everyday conversations

### Leçon 4

# A.) Les expressions interrogatives (Question Words)

comment - how (well)

combien de fois - how often

où - where

quand - when

à quelle heure - at what time

qu'est-ce que / quoi - what

quel (quelle) - which

pourquoi / parce que - why / because

qui - who (whom)

avec qui - with whom

à qui - to whom

de qui - of whom (about whom)

pour qui -- for whom

# Expressions pour la conversation **VOCABULAIRE**

ä

HOW to express surprise or mild doubt:

Chil Records Ah bon?

-Stéphanie organise une solrée. -Ah bon? Quand?

### C.) Le verbe "faire"

Faire (to do, make) is an anathurak vert. It is used in many French expressions. Note the forms of faire in the present tense.

-						V. 4
		٠.,	1.7			
			40.00	: i i	4.74	- 1
- 1		٠. ٠	100			- 1
		·		1.3.4		
. :		11, 11		·		
	ŧ	- 11.	3 ° -		:	- 4
	•					
. :	1:::	٠	# 15° ()	osi 3		4
:	11.		100			
٠.		·	1		٠.	: / 4
. :	<b>.</b>		. 11		٠.	: " .
	•	. , :	-			12
	i	- " :-	-		41.5	Can I
			X			
			-		: .	- 3
1		-	⊑ .	5.14	i:	•
٠.;		-	:⊠:	٠		<b>, C2</b> , 1
	₿ Jers	- 2	24	2 : P	` سنم `	<b>F</b>
7.5		3	·=	. Ba	120	
	F . 3	- <del></del>	.E	9,31	****	<b>-</b>
. `` ;		·	***		*	75
1		83	-		₩.	O.
		8	22	3	22	
	f ".	- 22	Ç.	1.7		
			2	**	700	8
. :	יטו		<u> </u>	400	×2	•
	-	-	⊊ .	Ж.	゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙゙	43
. :		2	2	: 🚟	3	
3	2	***	atre	- अस्ति ।	-	7
. :	15	=	- 12	2	24	-
	2	ž	ž	Š.	Ž.	ž
	Sar	Ď	Ď	Sug	ě	Ď
	us car	nb e	) or	Sons	anb a:	se du
	un Sar	ye gu	anbay.	(*)sons	anb ap-	ce qu
	is un sar	st-ce que	st-ce que	s falsons	st-ce que	st-ce qu'
•	ais un sar	est-ce que	est-ce due	us falsons	est-ce due	est-ce quí
2	fais un sar	u'est-ce que	uest-ce que	ous falsons	nest-ce due	u'est-ce qu'
Z.E.	le fais un sar	Qu'est-ce que tu fais maintenant?	Qu'est ce que ton copain fait samedi?	Nous falsons	Oufest-ce que	Qu'est-ce qu'
make	Je fais un sandwich.	Outest-ce que	Oriest-ce due	Nous falsons une pizza,	Qu'est-ce que vous faites ici?	Qu'est-ce qu'elles font pour la boum?
s, make)	Je fals un sar	Qu'est-ce que	Orést-ce du	Nous falsons	Onlest-ce due	Qu'est-ce qu'
to make)	Je fais un sar	Qu'est-ce que	Orfest caque	Nous falsons	Onlest-ce due	Qu'est-ce qu'
od make	Je fais un sar	Qurest-ce que	Outest-ce que			Qu'est-ce qu'
to do make	Je fais un sar	Qurest-ce que	Qu'est ce que			Qu'est-ce qui
(to do, make)	Je fais un sar	Qu'est-ce que	Questaque			
* (to do, make)		 Sac 44 )				
ire (to do, make)		 Sac 44 )				
aira (to do make)		 Sac 44 )				
fairs (to do, make)		fals Qu'est-ce que				
fairs (to do, make)		 Sac 44 )			faites	fort
fairs (to do, make)	Je fais Je fais un sar	 Sac 44 )			faites	fort
faire (to do, make)		 Sac 44 )			faites	fort
fairs (to do, make)		 Sac 44 )			faites	fort
fairs (to do, make)		 Sac 44 )	Il/elle fait Qu'est-ce que	r. r.		fort
fairs (to do, make)		 Sac 44 )			faites	
(Aire (to do, make)		 Sac 44 )			faites	fort
(*Ir* (o do make)		 Sac 44 )			faites	fort
faire (to do, make)		 Sac 44 )			faites	fort
faire (to do, make)		 Sac 44 )			faites	fort
fairs (to do, make)		 Sac 44 )			faites	fort
fairs (b do, make)		 Sac 44 )			faites	fort

# of the second management of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon Expressions avec faire

Mes cousins font un match de tennis.	Caroline falt une promenade avec Olivier.	Ma copine fait un voyage en France.	Je faix attention quand le prof parie,
to play a game (match)	to go for a walk	to take a trip	to pay attention
faire un metch	faire une promenade	faire un voyage	faire attention

## D.) Questions avec inversion

40,000 (44.0)	가기원성 수	11.19.19.5	.: 35
- I - 1 - 1 - 1 - 1		. " da. " "	3%
St. 1000.00	置りだっ	A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO A SANCE TO	357
Ž	<b>32</b>	e 1, 41 i 3, 1	. %
- ( ) · · · · · • • • • • · · · • • • • • •	₩		
2 3 1 B	25	130	
127 e 2 3 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	<b>.</b>	and 3	
	<b>⇔</b> .	. T.E	월.
		· 🖳	
***	2 2	44	1.87
4	33 SF	136	. 8
	4	- 62	. 35
200	F .E.	- <b>7</b> €	75
	20.	99 M	· · ·
- 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m - 10 m -	* *	<b>3 %</b>	
3.0	ч с	0 T	- 15
- 1. 1. <b>49</b> 7	* *	- P	. ₩
- pro 19 🛣 i	D		
and the second way of the second	4 4	-	. 30
- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	8 7		
- Kiris a 🚾 i	<b>9</b> 2	2 3	
877 . 201	54 Æ	_4C^	93
100	7 G	773	<b>%</b> :
7	<b>5</b> 9	<b>35</b>	<b>36</b> :
10.00	<b>*</b> **	33	₩:
	an an	<b>2</b>	. @.,
	<b>E E</b>	₩	
		357	3.5
7	<i>*</i> 7		: 43
	<b>气</b> "	d Produce	. 🦚 -
- \$ 3 H. 🐠	<b>*</b>	gr 52103	- A: +
3.7.2	<b>*</b>	17 P. Lake	· %: '
₩. 🚟.	X L	377 48	
3	₹ 5		
1	8.5		. ) ##  } <b>18</b>
***			
5		<b>4</b>	
	See of	4	
<b>5</b>	ode of	3	miserani in jedici
lors me to	* ode of	<b>1</b>	
attoris are to	exers pro	<b>31.51</b>	
eutlons ave us	the order of t		
peutions are to	Mencesta pro	Literaty.	
dreatford are us	enercess pro	Tea français.	
Agrae Mors are us	senercess pro-	of car français.	
Wide ch, questfort ame to	e senercett pro everse the order of		
custant are to	reverse the order of	Paris français Total	
Hewas from doublons are	rewise the order of	a partea français	
(we'use to the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the total or the tot	or the semence is a pro- or rewrite the order of t	La Derica français	
LANGUAGE French, questions are us	to the sentence happy for rewrite the order of	Cour parlex français.	
# French, questions are us	come senences pro etc. rewise the order of	Your parlex français.	
or Legellar	ect of the sentence talk provent of the codes of the	A Your parties français	
ON LINCHAGE	open of the senience is a pro- ment of reverse the order of t	Se Yous parlex français.	
HOW LINESLAND	when of the sentence is a pro- invertor rewrite the order of i	Sec. Vous Parlex français.	
Alona Freich, quadons areus	sized of the sentence is pro iy invertor rewrite the order of t	Accentous particulturisats	
CARONT LANCOLAGE	e subject of the semence is a pro- ney towert or reverse the order of t	Second Parter français:	
WE ABOUT LAMECAGE WEST BOOM French, questions are us	he signed of the sentence it is pro- they invertor remove the order of t	A Constitution of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second o	
WE ABOUT LANCHES	the subject of the semence it a pro- , they invertor reverse the order of t	Acceptant and acceptant and acceptant and acceptant and acceptant acceptant and acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant acceptant accept	
NUMBER ABOUT LAMSCAGE TOVERSHOOM French, questions are us	n the subject of the semence the pro- is, they invert or rewrite the order of t	CAN CONTROL DATES Francis by Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dates of Control Dat	
NAMES ABOUT AMCHER	en the subject of the sentence it a pro- it is, they threat or rewrite the order of t	KOLK OKKE YOUR DWINE FRANCISK	
EARING ABOVY LANGUAGE CONVERSION FROM, QUESTONS ARE US	hen the subject of the sentence is proved in its they threat or rewrite the order of a	MOLAR CHANT YOUR DAINER FRANKAIS.	
LEARING ABOUT LANGUESE In conversitional French, questions are us	when the statest of the sentence is pro- that is, they threat or remove the order of a	*COLAR COLE DEFEAT FRANCE COLE DEFEAT COLE BUSINESS	
LEARING ABOUT LANGUAGE. To sorver sational French, questions are usually formed with set-ce que. However,	when the subject of the sentence the pro- that is, they invest or reverse the order of t	A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A CANADA A C	

The pairs of questions below ask the same thing Cangare the position of the subject produces.

nging to you speak English! na kii' Do you dier here!	nous? When on se having dimer?	atterns
Parks to angular Habitez vota kel	Ou dibons nous? Ou extil?	scording to the ;
Est ce que to parles angla sel Est ce que vous inchiez ico?	Où est-te que nous dinous? Où est-te qu'il est?	Inverted quasions are formed according to the patterns

· ************************************		demain?
souvent?	t with / scarci processor	travallar-vous
VOR / RAKET PENDER	rithacaine estatisca + var / saeeti patedup	
QUESTION.	NEORWATION	QUESTION

Observation in inversion, liamon is required betwe Welle and listelles. If a verb in the singular exts on a vowel, the letter "1" is inserted after the week so that liaison can occur. In inversion, the verb and the subject process are consecred by a hyphen.

Avec qui dire telk? Avec qui direct ill Of the sale (also On travalles tell

# Lesson 5 (7th grade)

## Big Idea

# Describing school life

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

# Essential Questions

How do I state in which school and grade I am in?

How do I identify classes (courses) in French?

How do I describe my classes and teachers?

How do I express which classes I like and don't like and why?

How do I compare one class to another? How do I read a class schedule and report card from France?

How do I identify school objects?

How do I state what one has and doesn't have using the verb "avoir"?

	**************************************	ARCUMCUNATIONANDIONATODICI SERVER	
Kabwisatopiskilise indibiskanding. Sec. (objectives) R	Section Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of th	Segminolexionens:	I. C. Tollings
1. Culture - comparing schools,		1. quizlet.com - flashcards,	Discovering French. Today!
class schedules and report	7.1.NM.A.1	practice tests, vocabulary	(Blen) - online texthook
cards in the US and France	7.1.NM.A.2	practice and tests	
2. Stating in which school and	7.1.NM.A.3	2. quizizz.com - at home	
grade I am in	7.1.NM.A.4	practice and alternative	i eacher made ancillary
3. Identifying classes (courses)	7.1.NM.A.5	assessment	materials
in French	7.1.NM.B.1	3. schoology.com - online	
4. Describing my classes and	7.1.NM.B.2	quizzes, tests and worksheets	
teachers	7.1.NM.B.3	4. Oral/Speaking Tasks	Authentic Realia
5. Expressing which classes I	7.1.NM.B.4	5. Listening Comprehension	
like and don't like and why	7.1.NM.B.5	6. Echanges - interview	Internat
6. Comparing one class to	7.I.NM.C.I	classmates and record	IIII
another	7.1.NM.C.2	responses	
7. Reading a class schedule	7.1.NM.C.3	7. Teacher observation	
and report card from France	7.1.NM.C.4	8. Pen pal letters	
8. Identifying school objects	7.1.NM.C.5	9. Project - Creating class	
9. Stating what one has and		schedules in French	
doesn't have using the verb			
"avoir"			

Leçon 5 - L'école

### A. Les classes

(co:	Clesse	Age des efferes	Equivalent amblication
Le collège	Subme (6)	11-12 ans	state grade
	chrquitene (5.9	12-13 ans	seventh grade
	quatrième (4')	15-14 #15	specific stable
	trainme (5)	14-15 #85	nitrath ghrade
Le lycés	Seconde (2)	15-(6 avs	tenth grade
	première (17)	16-17 403	eleventh grade
	(certaine)	17-16 #35	thesito grade

### B. Les cours de(d') ...

Art	Computers	Music	Technology	Gym (Physical Education)
arts plastiques	informatique	mesique	technologie	spart (E.P.S)
English (Language Arts)	French	History (Social Studies)	Math.	Science
anglais	feançais	histoire	maths	sciences

### C. Comparing classes

plus que	morethan	Le cours d'histoire est p
moins que	lessthan	Le cours de sciences es
aussique	2525	Le cours de technologie
* Note:		

e est aussi intéressant que le cours d'informatique. plus amusant que le cours d'anglais. st moins difficile que le cours de maths.

te cours de français est meilleur que le cours d'espagnol,

# D. L'emploi du temps (Sème)

meilleur(e) que better than

		Se serving Se serving		THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE S
			distriction of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the co	
		- margine afterfolk traditor		
3				
			absorphism successive	ومدود درنيت والهواجه فالحق
<b>1</b>	4-07-02 4-07-01-04-04-0		*in-rationality	
	Name and the party of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same			
And province of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the c				anapumaanapumpyo, o, oje:

# E. Le bulletín de notes (4ème)

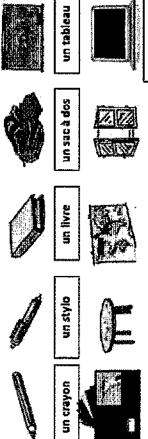
	Š	100	2	Z.	¥.	
Français	<b>*</b>		2	5,1	311.4	Cest Dien, if But controler and,
Mathématiques	6	607	14,1	6.7	17.6	Cest an boa thinkstue si on ac compte pas les bavardages incessants en cours.
Anglais LV1	a		22.5	3,9	18.7	Ce n'ens vroiment pas sérieux, à fout se mettre au travoit.
Histoire & Géographie	17	311	13,9	¥.	14.5	Thibast semble arois peu à peu relaché ses efforts. If fait le ressaire.
Education Civique	#1		33.6	99	æ	Un urvail convenable.
S.V.I.	#		24.7	7,4	13,1	Cest tres bien, poursuhez vos efforts.
Physique & Chimie	-		14,3	7	18,3	Un bon trimestre, surtout a mineau netes. Mais la concentration en classe resse très limitée
Espagnol LV2	11		16,7	10,8	19,3	Cest togosis excellent, mals le compostentent reste à amélioce.
(inter)	鉄	100	13,5	3,3	**	Asserban transme.
EPS.	7	1	13.8	7.5	17.5	Thibauk en un élève qui fait preuve d'une grande motivation. Il est sièr une toune voie. C'est bien ti
Natation	**		Z	9.8	16,8	Nea & dire. Crus excellent ?
Technologie	2		15,4	6	92	Elève serveux, agréaise et d'un bon niveau.
Education Musicale	=	167	23	3	<b>3</b> ,01	Cest tres inequien. Phisaut a des bonnes notes en chant mais les coutôles écrits sont laborieux l
Arts Plastiques	30	15,3	14.5	*	\$*21	Encore un don Wingsive, conúmica díasé.
Vie Scoleire	<b>~</b> 1	R	19,8	81	R	

*Education Civique — Study of French Government **\$.V.T. (Science Vie et Terre) — Blokogy/Earth Science

***E.P.S. (Education Physique et Sport)

***** Vie Stofake -- Extra support

## . Les objets de classe



une fenètre une carte une table une chemise

un ordinateur (portable)

## Lesson 5 continued















un tallie-crayon

un bureau

une chaise

une porte

une pendule



Fin des cours : semecii 17 décembre 2018

Jour de reprime : energi 3 Jenuter 2017

Fin des cours : mercredi 19 octobre 2018 Jour de représe : Jeuel 3 novembre 2016

Jose do recites a Jesul 1 septembre 2018

Vacances scolaires 2016-2017 Zone A Zone B

ż























une imprimante

un pupitre

un cahler

un classeur

Finder cours : mercredf 24 mai 2017

John de reprise : Nindi 28 mei 2017









une trousse

un écran

une corbeille (la poubelle)

un dictionnaire

de papier (du papier)

une feuille



11100 FOUNDARIAN (SA) ALENCAR CONTRACTOR HALECK FRAMME

"avoir"
verbe
1
ø

•		*****	1	********
	thave	you have	wehave	you have they have
	**	tu #\$	nous avons	wous avez

"When using 2008' in the negative, un, une and des become de or d' in front of a vowel or yowel saund.

In un slyde, de n'alpas de trayon,

Elie a un partable. Elle n'a pas de lecteor MPA

Is on un profinateur, ils n'ont pas d'ordinateur portable.



# Lesson 6 (7th grade)

### Big Idea

# Identifying and describing others

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

Essential Questions
How do I identify others?

How do I describe what one looks like?

How do I describe one's personality?

How do I make comparisons?

How do I give one's nationality and origin? How do I use adjectives correctly in terms of gender and number?

What is the correct placement of adjectives in a sentence?

When do you use "il est/ Elle est" vs. "C'est" in a sentence?

<u> </u>	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia	Internet
IVITI IIIIsi aliiviiviili Losie. — — — — — — — — — — — — — — — — — — —	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks	<ol> <li>Listening Comprehension</li> <li>Échanges - interview</li> <li>classmates and record</li> <li>responses</li> <li>7. Teacher observation</li> <li>8. Pen pal letters</li> <li>9. Project - Description of 2 celebrities - 1 male and 1 female</li> </ol>
Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & Standard(S) & St	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3	7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5
Kadwjerice/Sjáls/Undersjanding (Cidjecityes)	<ol> <li>Identify others</li> <li>Describing what one looks like</li> <li>Describing one's personality</li> <li>Making comparisons between others</li> <li>Providing one's nationality and origin</li> <li>Using adjectives correctly in</li> </ol>	terms of gender and number 7. Placing adjectives correctly in a sentence 8. Using "Il est/ Elle est" vs. "C'est" in a sentence

# Leçon 6 Identification and Description



Comment x'appelle (- ile ) este s'appelle commente s'appelle somme. Quel tyrestelle? I We a quel tgel.

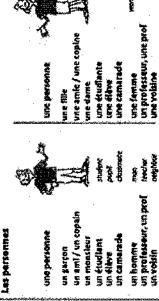
Comment est-elle? / Elle est tomment?

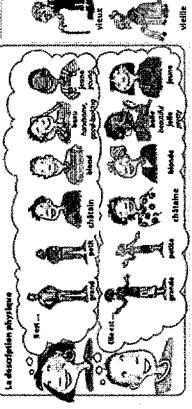
Che est prande. Ele est brune.

Res block

lia quel áxe? / Quel liga a-t-díg Basasse ans.







de talise moyenne - average-height mignon/mignonne -- cute roux/rousse - red-head

gros/grosse – chubby mince – thin fort/focte - strong faible - weak

Elle est intéressante. Elle n'est pas méchante Elle n'est pas bête. Elle est sympathique. Elle n'est pas timide. The ost active Elle est partesseuse. ENë ëst ennisyeuse. Elle est sportive. Elle est intalligent The est menusante Elle est bavarde. Elle est pénible. Ele est gentille. Este est drote. n'est pes méchant est symbathkue. est intéressant. Hest paresseux. i est énauyeux. intest pas bitte. est intelligent. - Company (Company) il est bayard. Il est penible. i est mignoo. Wast mesti. to tribe. # ** sportf. ßest dröle. Lex Gentle. 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 100 To 10 La description (Personnalité) encoding for sympathique faympa ses posses Sunceyard telkotive SHALE SELECT argan. STATE OF lower S. Care mignen (mignonne) com sportif (sportive) sole A * ** A *** gentil (gantille) VOCABULAIRE ADJECTIFS Intelligent Interessent outdoor · ennuyeux paresseux RESERVED THE pënible **Bayer**d drôle **

Les adjectifs de nationalité VOCABULAIRE

u

Nous sommes assaz intelligents. Vous n'ébes pas très sportifsi La prof est frap méchante.

P S S S S

ADVERBES

ò

25.54Z

₹8

trop

No. of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of Contract of	Coradian	Jepaneric	Chess			
ttellers ((tellerate)	canadian (canadienna)	Sienodal	chirois	•		
Actoricaes	******	French	Emphists	Spanse	Section 1	
#ESTATES	mexicaln	français	anglah.	** pageo	suitse.	

→ Words that describe nationally are adjectives and take adjective endings. Monsieu Katagif est Japonais. Kurii et Michilo sont Japonaises.

### F. Regular adjectives:

q		
	timide.	(rançalsas
	timide	françaks
	[-] grand <u>e</u>	
	E Brand	
	SINCULAS	* Tank

œ

# Lesson 6 continued

G. Position of adjectives: Adjectives generally come after the noun that they are describing in French.

_S	🛊 🛊 French car	(some) interesting
ACARCHAE	frençake	interessents
a 🍎	A STATE	SU ₂ POOD
- WINCHE	Š	*

friends

H. BAGS (Beauty, Age, Goodness, Size) - Adjectives that go in front of the noun that they are describing.

### Paul est un beau garçon et Marie est une belle fille. Mile LeBleu est un e jolie femme. C'est une jolle volture. handsome (beautiful) *nice-looking (object) pretty beau (beffe) Beauty joil(e)

	C'est un bon film. / Saptite est une bonne capine.	C'est un mauvais livre. Léa est une mauvaise élève.	
	poot	paq	
Goodness	bon (bonne)	mauvais[e]	Size

C'est un grand appartement. / C'est une grande maison.	Abraham tincoln était un grand homme. Cétait aussi un homme grand.
big, large	great/tall
<i>Size</i> grand(e)	grand(e)

grand(e) always comes before an object and it means "big" or "large". However, in front of a person means "great" after a person it means "tall".

C'est un petit appartement. / Jeanne est une petite fille.

-	
small/short	s before an object and a person.
pelit(e)	"petit(e) aiways comes before

### C'est v. Il est / Elle est

When describing a person or thing. French apeaters use two different constructions, Best (eile est) and c'est.

t. Cest un copain. C'est un copain anusant.	re. C'est une amie. C'est une borno amie.	C'est un xooter français. C'est un bon scooter.	c. C'est une voiture angleise. C'est une petite voiture.	,
Il est emissent.	Elle est sportive.	H est joë.	Elle est petite.	
	<b>368</b>	**************************************	44 A	
Roger Web	Véronique	an scooter	anya watan	
	4.	100		

- Note the corresponding plum forms:

Ce sont des copains Ce sont des capitats He sont amusant. Eles sont timides. They are ... They are .... Pierre a Marc) Chire et Anne)

Confest pas un mauvala eleva. He's not o bod student. It's not a Prestot. * In negative sentences, c'est becames ce a'est pas. - Cest is also used with names of people Ce n'est pas une Peugeot.

Cest Machine Lamblet, C'est Vérocique.



## Describing "abstract" nouns:

44	
>	
-	
Ü	
	÷
Tile .	:
IASCULINE ADJI	
- 2	
22	:
T.	1
114	è
225	i
-	ċ
***	÷
22	ż
_	Ġ
u	The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon
- Table 1	ľ
3.5	
**	ı,
35	ŝ
	ľ
-	ľ
. 3	
-	Ġ
	•
	ď
1.44	Ġ
- 3	:
- 7	
***	
-	9
23	
¥ 5	
# 💯	
X 30	٠

SECTION CONTRACTOR	cool super great	o poin, annoying fumny
	इड़ क	0 42
ilons	Fraction Particular Cool / Choustte Super Super	Pénités dedis
Š E		
	Cartest pas	

To express an opinion, French speakers also use adverts tike blan and mail. Alain n'étudie pas, C'est mal. Tu étudies? C'est bien. ALTERNATION CONTRACTOR OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE Thors good The Case Cest blen. Cestmal

"nul/zéro useless/waste of time

***Recycling: Comparisons (plus... que / moins... que / aussi... que)

# Lesson 7 (7th grade)

### Big Idea

# Identifying and describing objects

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

# Essential Questions

How do I identify everyday objects?

How do I describe objects?

How do I state if an object works well?

How do I use demonstrative adjectives?

How do I describe what is in my room?

How do I use "il y a" to express what there is or isn't? How do I give the location of objects?

Proportion (Proportion)	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet	
Standardicavel Cumiculand Titles and Hant-Topics As a Standardical Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commission of Commi	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	
Sandardiski (Simicale Sandardiski (Simicale Sandardiski (Simicale Sandardiski (Simicale Sandardiski (Simicale S	7.1NM.A.1 7.1NM.A.2 7.1NM.A.3 7.1NM.A.4 7.1NM.B.1 7.1NM.B.3 7.1NM.B.3 7.1NM.B.3 7.1NM.B.3 7.1NM.C.1 7.1NM.C.1 7.1NM.C.2 7.1NM.C.3 7.1NM.C.3 7.1NM.C.3	
Knowledge/Skills/Underspanding (Objectives)	1. Identify everyday objects 2. Describing objects - including color, size and condition 3. Stating if an object works well 4. Using demonstrative adjectives 5. Describing what is in my room 6. Expressing what there is or isn't using "il y a" 7. Giving the location of objects	

### Leçon 7 - Les objets

### Les objets VOCABULAIRE

Qu'est-ce que c'est?

What is all What's that? #5 ... Mars ...

-Qu'est-ce que c'est? C'est un livre.

Maw to say that you know or do not know

· How to point out namething:

idon'i fatow.

Je ne sais pas.

-Regarde ça.

Mot over there. Look of that F. T. 15. E-12. -Quoi?

Quelques objets (A few objects)





un crayon



un stylo

un objet



un cahle

un livre

In French, the names of objects are une guitare C HAPPEL une raquette

une montre

une chose (thing)

Feminine objects can be introduced by une Masculine objects can be introduced by un or ie (i'): un stylo, le stylo, l'objet.

1. How to talk about things you have Est-ce que fu as .... ?

Est-ce que tu as une moto? -Oul, falune moto. Doyou hove ...?

Oxiostres que cisati

Non, je n'at pas de (d') . . . No, i don't hove . . . Non, je n'at pas de moto. Non, je n'at pas d'auto. Out, I si une moto. Tel. How... Out.) 'al ...

Quelques objets



(un smartphon



una tabierta













une radio (un docts)

une tak





Line volter (one auto)

200





une mobylette

un velo (une bicyclette)





# identification and description of objects

-C'est quelle marque? La marque C'est un Dell.

-lifelle est de quelle couleur? Les couleurs -I/Elle est . . .

*argenté(e) - silver *doré(e) - gold blanc (blanche) violet (viotette) *จะสกฐล "marron plen(e) rouge noir(e) gris(e) anne rose

vert(e)

euros IVEIle coûte combien? IVEIIe coûte

inexpensive

cher (chère) - expensive ≠ bon marché - cheap/

joil(e) / beau(belle) * moche - plain/ ugly

grand(e) # petil(e)

Description *nouveau (nouvelle) ≠ *vieux (vieille)

-Oul, il/elle marche (très /assez) bien. marcher - to work! to function Non, Welle ne marche pas bien. Est-ce qu'il/elle marche bien?





une affiche (un poster)



une cakulatrice

or la (I): une montre, la montre, l'affiche.

187

# Lesson 7 continued

### Ma chambre (Myrrom) C VOCABULAINE

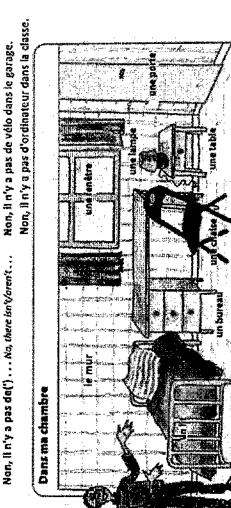
Flow to talk about what there is in a place:

Dans (in) ma chambre, il y a une télé Dans le garage, il y a deux voltures. there are Sherre is

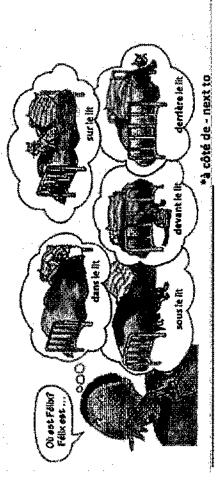
Est-ce qu'il ya un ordinateur dans la classe? Qu'est-ce qu'il y a dans le garage? 大学をなるない Ware thoran. qu'est-ce qu'il y a ... ? est-ce qu'il y * ... ?

res, there is/are... Ouf, Il y a . . .

Non, il n'y a pas de vélo dans le garage. Out, if y a une voiture dans le garage.



HOW to say where something or someone is:



# D Pronouns and Definite/Indefinite Articles

### PRONOUNS

END THE CHAIN Name X

Note the forms of the pronouns in the chart below.

MASCULINE	=	**	he Où est le garçon? If Où est le portable?	llest en classe. Il est sur la table.
FEMININE	*	충 *	the Otiestia fille?	elle est en ville. elle est là-bas.

# SINGULAR AND PLURAL ARTICLES

The forms of the articles are summarized in the chart below.

	redrs 35	rateurs Mes
	es ordinateurs es affiches	des_ordinateurs des_affiches
		Š
	les garçons les filles	des garçons des filles
H	ŧ	SOM
	7	#
	тkе	<b>4,</b> 071
S	14 (C)	5 \$
	E-WITE ARTICLE	HDEFWITE ARTICLE
	DEFINITE	MOEFWIT

→ There is finison after less and doss when the next word begins with a rowel sound.
→ Dess corresponds to the English article some. While some is often omitted in English, doss must be expressed in French. Contrast:

Ja dine avec	I'm boring dinner
des Hvres sur la table.	some books on the table.
d*s	some
2	- 2 -

emis. friends.

š

# E) Interrogative and Demonstrative Adjectives

## Quel - Which? / What?

		100	~		40.00	- 25	a di	۰	3
		1213		2.1	20	2.0	160	SŽ.	śż
		1.33	11.	11:11	G.L	20	100	38	2
			47.1	1	R: :	166	9	3	м
		а,	33		20.5	ы.	let	88	::
40			33			Э	纤	ï	ijř
33		å	5	Ų.		d	ă	ĸ	ij
3		å	ã			d	ij	ij	Ši
ž,	I	å	ð			d	ű	ij	ij
ž.			ä			į	Í	iii li	ij
			Ī					1	ij
, T								THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE P	
4			d					10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to 10 to	
			3					10 × 11 × 11 × 11 × 11 × 11 × 11 × 11 ×	
								100 March 1985	
								THE PERSON NAMED IN	
								100 M	
								THE PERSON NAMED IN	
				3				THE PERSON NAMED IN	
								THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE P	
								THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS	
								THE PERSON NAMED IN COLUMN	
								THE PERSON NAMED IN COLUMN	
		33	٠.,					THE PERSON NAMED IN COLUMN	
		33	٠.,					THE PERSON NAMED IN COLUMN	
		33	٠.,					THE PERSON NAMED IN COLUMN	
		33	٠.,					THE PERSON NAMED IN COLUMN	
		33	٠.,					Section 1	
		33	٠.,					Section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the section of the sectio	
		33	٠.,					THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TW	
		33	٠.,					THE PERSON NAMED IN COLUMN	
		33	٠.,					TATAL PROPERTY OF THE PARTY OF	
		33	٠.,					TATAL PROPERTY OF THE PARTY OF	
		33	٠.,						
		33	٠.,						
		33	٠.,					THE PERSON NAMED IN COLUMN	
		33	٠.,					WILL SECTION AND ADDRESS OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE	
		33	٠.,					THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE P	
		33	٠.,					10 TO THE PERSON NAME OF TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXABLE PARTY AND TAXAB	
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33	٠.,						
		33							
		33	٠.,						

Ce - This/That ... Those/These ...

Quelles tablettes

Quelle voiture?

Quels livres?

Quel portable?

47191Ma	AMILYAN	477-44	1.77.00	1000	2
		100	20.32	200000	
	£71	1.1.	B. 3000	1.4000	10
100		11.17.30	2.700	Miccis	2:
1000	2011		CONTROL OF	2.78%	4
Day D.	acilia)	13.0	CORN	28.78	11:
12.4	744	20000	1230	38300	3
400	2371 31	101.73	PK 98.96	35.35.5	
200	44131717	13338	£33139		
	Section.	4.000	SHA	<b>#000</b>	J.
300 E.3	26.151.		8:39		
2.00	CES. ES	112.5333	\$1:38°C	30.9	٠.,
3 MA 15 (2)	September 1	1102773	\$2300	4.20	di
3.66	SHEE	16722	<b>8</b> 22007	22.	10
3 /***	SECTION	G 388	**//::	3986	ni:
3	\$300.0F	10.50		28.1	il:
	STREET, SAL	CALLED TO	*****	ıiii lik	
2000	North Print	200003		SHAII	133
897 (1972)	C8C:383	* M058	2:25:5	hH:	14:3
	CO 425 4 7 8		2.30	ma.	15
300,000			200		: ! :
200	0.000	100	ame:	126-11	
	88 XX 36		200		
2000	22.23	7.00	200	24.100	150
- A	Old Conf.	A100		111	. 1
7 TO 1	C2*	100	201	HEE.	133
200	estament.	· · · · · · · · · · · · · · · · · · ·	Ea fill	31137	10
	********		F(47)	51000	
E-100	STATE OF THE SEASON	1.14.0	ÞE H	7 H.	
	200			1,355	33
200	reer rices	1.3	Fast	4.000	-33
1000	A-11 130	100		livitti	ii.
A	60.00	44.00	200	1363	20
	()	100	Marie 1		28
	K:0000.0	47 YE		11333	36.3
	10000	Sec. 1	E SINS	200	8
		1000	Unit of	64.00	24
	3,3.715.3	000000	sHe3	2000	6U 3
	4 444 1700				
			41896	11.	$\mathbf{z}_i$
			A COURSE		
1.17			4 PARMS		
1.17			A14146		
			411146		
	4		411140		
			ALTHOU		
	<b>Ξ</b>		#1:H40		
	H		#1:He	Ź	
			41:140		
			41:140		
			41:100		
	CHILLE		41310		
	SCHIIME		41:100		
	Neurin B		41:100		THE RESERVE THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PA
	Jun 1988		4		
	JULI 1988		4		THE RESIDENCE OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF T
	HANCHINE				
					THE RESIDENCE OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF T

Ces portables. Ce portable. Cet ordinateur.

Ces voltures. Cette volture

> Ce livre-ci - This book Ce livre-tà - That book

Ces livres-ci - These books Cos livros-ià - Those books

15 Days (Approx. 3 weeks)

# SCOPE AND SEQUENCE – 8th Grade

8th Grade - Students attend class 2 out of 3 days for 42 minutes (Approx. 120 days)

Review class procedures and expectations

2 Days*

15 Days (Approx. 3 weeks)

### Lesson #1

Identifying Typical French cities

Stating where one lives and giving an address

Identifying places in one's neighborhood

Describing where one lives

Asking and giving directions using a map

# 15 Days (Approx. 3 weeks)

### Lesson #2

Describing Typical French homes

Stating if one lives in a house or an apartment

Identifying parts of a house

Describing one's own home

# 15 Days (Approx. 3 weeks)

### Lesson #3

Identifying places and monuments in Paris

Talking about where one is going Using the preposition "à" to state "to" where people are going

Describing how one is going

Stating state that one is going to someone's home using "chez"

Expressing future plans using "aller + l'infinitif"

### Lesson #4

Identifying places and monuments in Paris

Saying who is coming or not coming

Using the preposition "de" to state "from" where people are coming

Expressing the recent past using "venir de + l'infinitif"

Stating which sports, games or instruments one plays using "jouer à/de"

# Referring to people using stress pronouns

### Lesson #5

15 Days (Approx. 3 weeks)

Identifying clothing

Stating which clothes one puts on

Using possessive adjectives

Conjugating reflexive verbs

Describing one's daily routine

Stating if one has breakfast or not in the morning before school

Expressing when one takes a shower or the school bus

Sequencing events

### Lesson #6

Reviewing regular -er verbs

Conjugating stem-changing -er verbs

Falking about people in general using "on"

Planning an event

Conjugating regular -ir verbs

Conjugating regular -re verbs

Making suggestions using the imperative

### Lesson #7

Identifying places and monuments of Paris

Discussing in more detail one's weekend activities

Describing one's vacation and travel plans

Expressing how one is feeling using "avoir" expressions

Describing what one did in the past

Discussing what one did on vacation in Paris

# 15 Days (Approx. 3 weeks)

15 Days (Approx. 3 weeks)

# Lesson 1 (8th grade)

### Big Idea

# Talking about where one lives as well as asking and giving directions

Essential Questions
How do I state where I live and give my address? How do I ask and give directions using a map? How do I identify places in my neighborhood? How do I describe where I live?

# Cross Curricular Connections English - Recognizing True and False Cognates Social Studies - History of Tours

Geography - Reading and creating maps

Section (Personal Interest	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
/Alkenmonium frite angulunium reppies S 	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project - Design an imaginary French city
Stepdards 18 Stepdards 18 Stepdards 18	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3
-Knowledge/SkilSiUladerstandige	1. Culture - Typical French cities 2. Stating where I live and giving my address 3. Identifying places in my neighborhood 4. Describing where I live 5. Asking and giving directions using a map

### Leçon #1 (8th Grade)

Les objectifs: 1. To get around a French city. 2. To talk about where one lives. 3. To identify places in our hometown. 4. To request and provide directions.

# A. En ville (identifiez en françaix.)

and the	nne avenue	un boulevard	un endroit
S. a street	6. an avenue	7. a boulevard	S. B Diaco
une ville	au centre-ville	une banileue	un queriler
1. a city, a town	2. downtown	3. a suburb	4. suciasborhood un quarifer
_;	4	eri	4

### (Comment ditton en françaie?) B. Les endroits



























8. une iglise

7. une ècole

6. un cinéma (ciné)

មានស្រួនការ

v









11. us thétire

10. une bibliotheque (hibit)

9. un sinde



16. un parc

15. une plage

14, une piscine

13. un böpital









19. une poste

18. un terrain de sport

17, unegere

20. un centre commercial

# Que veut dire en anglais?

a pharmacy	a boutfgue	a fast food restaurant	a synagogue	a mosque	# temple	
7. une pharmacie	8, une bounque	9. un fast-food	10. une synagogue	11. une mosquée	12. un temple	
an airport	a middle school	a high school	a university (college)	ce a gas station	a bank	
i. un zéroport	2. un collège	3. un lycée	4. une université	5. une station-service a gas station	6. une banque	
*****	1	(**)	**	*	4	

# C. Questions Personnelles (Les répenses optionelles.)

- J'habite à Howell, New Jersey. 1. Oth habites-tu?
- 2. "C'est une grande ou petite ville? C'est une assez grande ville.
- rue (avenue, boulerard) rue (avenue, boulevard) 3. "Queile est ton adresse? Mon adresse est J'habite
- C'est un quartier aniurant. C'est un assez maurais quartier. C'est un quartier ennuyeux. C'est un joli quarrier. 4. "Comment est ton quartier? C'est un bon quartier.
- 5. "Qu'est ce qu'il y a dans ton quartier? Il y a une église, une école, un supermarché, un terrain de sport, une pharmacie, une piscine et un parc.
- 6. "Qu'est-ce qu'il n'y a pas dans ton quanter? Il n'y a pas de(d') aérport, de (d') plage ou de(d')
- 7. Est-ce qu'il y a un parc dans ton quartier? Out, il y a un parc. / Non, il n'y a pas de parc.

# Lesson 1 continued ...

# D. Pour demander en renselgnement Comment dit-on en français ?

Pardon, / Excusez-mol.	monsieur / madame / mademolselle	Où est l'hôtel Normandie?	Il est dans la rue Jean Moulin.	Où est-ce qu'il y a un café?	Il y a un café rue Saint Paul.	Où est-ce?	Comment est-te que l'arrive là-bas?	Est-ce que c'est loin? / C'est loin?	Non, ee n'est pas loin.	C'est pres (proche).	C'est à gauche.	C'est à droite.	C'est tout droit.	Tournez à gauche.	Tournez à droite.	Traversez la rue.	Continuez tout droft.	Alicz tout droit.	Merci besucoup.
Excuse me.	sir/ma'am/miss	Where is the hotel Normandie?	It is on Jean Moulin Street.	Where is there a cafe?	There is a cafe on Saint Paul Street.	Where is it?	"How do I get there?	is it far?	No, it isn't far.	it's nearby (close).	it is to the left.	It is to the right.	it is stright ahead.	Tun icft.	Turn right.	*Cross the street.	Continue straight ahead.	*Go straight shead.	Thank you very much.
	લં	ત્નું	₩.	٨,	ç	<b>6</b> 4.	ρά.	Ó	10.	<u>,,,</u>	12	Ċ.	14.	15.	16.	17,	18.	19,	20,

# Lesson 2 (8th grade)

# Talking about one's home

# Essential Questions

How do I state if I live in a house or an apartment? How do I describe my house or apartment? How do I identify parts of the house?

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates <u>Social Studies</u> - History of Paris

Comparisons
Comparing houses in France and the US

Resolutions	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
Ingertite and data region	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project -Design and label parts of a house
KSRIVENERA SVEU CUMBUITIN SERPERATORS (S) R Indicatories	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Manyueabazskiis/uhwajsuandikot (Objectnes)	1. Culture - Typical French homes 2. Stating if I live in a house or an apartment 3. Identifying parts of a house 4. Describing my own home

# Les objectifs: To describe one's home.

### La maison

- 1. Hive in a house,
- 2. Hive in an apartment.

J'babite dans un appartement. I'babite dans un immeuble.

Ma chambre est en haut. Ma chambre est en bas.

J'habite dans une maison.

- 3. I live in an apartment building.
- 4. My bedroom is upstairs.
- 5. My bedroom is downstairs.
- 6. *a floor
- *on the ground floor (first floor)

au rez-de-chaussée su premier étage

uz čtago

- S. *on the first floor (second floor)
- 9. *2 room
- 10, *an elevator

Les pièces

un escenseur une pièce





la bibliothique

Parties de la maison les tollettes (le WC)







le burcau















Pescalter (les escalters)



le hall d'entrée









le sous-soi

le garage

la salle à manger

ie salon

la cuisine

le grenier



te balcon





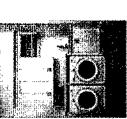


la chambre

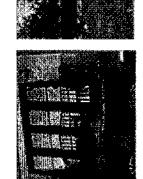
le séjour



le salle de bains

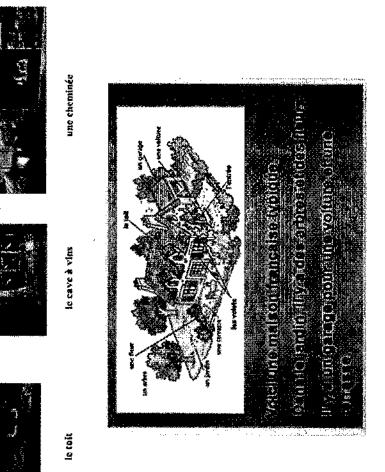


la buanderie



le jardin

Lesson 2 continued ...



# Lesson 3 (8th grade)

### Big Idea

# Going to places as well as talking about future plans

	alian Bakarenda	
<u>Cross Curricular Connections</u> English - Recognizing True and False Cognates Social Studies - History of Paris	Restiliness:	Discovering French, Today! (Bleu) - online textbook
<u>Cross Curricular Conn</u> <u>English</u> - Recognizing True and <u>Social Studies</u> - History of Paris	Tatitie canellinistrojoja 1. Georgiaj Esponiblosis dinoam Assessmentsi	1. quizlet.com - flashcards, practice tests, vocabulary
How do I talk about where one is going? How do I use the preposition "à" to state "to" where people are going? How do I describe how I am going? How do I describe how I am going? How do I state that I am going to someone's home using "chez"? How do I express future plans using "aller + l'infinitif"?	Signatoreakil Ciliatellumpilite andibrikatorio Signatorio kantorio	7.1.NM.A.1
How do I talk about where one is going? How do I use the preposition "à" to state "to" where peop How do I describe how I am going? How do I state that I am going to someone's home using How do I express future plans using "aller + l'infinitif"?	Kanowiedge/Skils/Understandings	Culture - Paris     Talking about where one is

												 _
Discovering French, Today!	(Bleu) - online textbook	Teacher made ancillary	materials		Anthentic Realia	TARGICALIC ANGLIA	7	Internet				
1. quiziet com - flashcards,	practice and tests	2. quizizz.com - at home practice and alternative	assessment	3. schoology.com - online	quizzes, tests and worksheets 4. Oral/Speaking Tasks	5. Listening Comprehension	6. Échanges - interview	classmates and record	responses	7. Teacher observation	8. Pen pal letters	
7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3 7.1.NM.A.4	7.1.NM.A.5	7.1.NM.B.1	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5	7.1.NM.C.1	7.1.NM.C.2	7.1.NM.C.3	7.1.NM.C.4	
1. Culture - Paris	going	3. Using the preposition "à" to state "to" where people are	going	4. Describing how I am going	<ol> <li>Stating state that I am going to someone's home using "chez"</li> </ol>	6. Expressing future plans using	"aller + l'infinitif"					

### Lecon 3

### A. Aller-togo

Alter (to ge) is the only mursal. As werb that ents in .or. Note the forms of alter in the present tense.

Je vals à un concert. Vas-tu à la boum? Paul va à l'école.	Nous allons au café. Est-ce que vous alfez la-bas? Its ne vont pas en classe.
fgo, lam going You ga, you are going he/she goas, he/she is going	we go, we are going you go, you are going they go, they are going
je vals tu vas Welle va	nous allons vous ellex iis/elles vont

-> Renember (not allor is used in asking people bow they feel.

Ga vn?
Comment vns-tu?
Je vnis bien, merci.
Comment allez-vous?
Très bien.

Soors

After is used in many common expressions.

• To encourage constone to do something:
Vary! Come on! Co absolt Do it!
Alles -- y!



Mineral Grands

• To tell friends to start doing something: Allonas-y: Lat's gol / On y val



# 8. La préposition à + definite article (le, la, l', les)

The preposition a has several meanings:

in Patrick habite à Paris.

al Nous sommes à la pische

Nous sommes & la piscine. Est-or que tu vas A Toulouse?

Patrick lives in Parix We are at the post

Marsel Are you going to Toubuse?

### CONTRACTIONS

Note the forms of \$ + DEFINITE ARTICLE in the sentences below.

Voici le café.

Voici les Champs-filysées. To es aux Champs-filysées. Je vais aux Champs-filysées.

Voici la piscine.

Anne est à la piscine.

Fric va à la piscine.

Voici l'hûtel.

Voici l'hûtel.

The preposition a contracts with le and los, but not with la and I'.

	A la piscine	à l'école
	au dhéma	aux Champs-Elysées
	3+10=414	
E LIVE	ग्रह ← अं÷६	à + les aux

-* There is liaison after nux when the next word begins with a vowel sound.

Le professeur parle aux didvos. Je thiphone aux amis de Claire.

# C. Aller + infinitive (near future)

The following scatteness describe what people are going to do. Note how the verb aller is used to describe these NATURE events.

Nathalic vn nager.

Nathalic is going to swim,

Paul et Marc vont jouer au tennis. Paul and Marc are going to play tennis.

Nous allons rester à la maison. We are going to stay home. I am going to go doontoen

To express the NEAR FUTURE, the French use the construction:

# PRESENT OF AILER + INFINITIVE

→ in negative sentences, the construction is:

SUBJECT + ne + PRESENT of aller + pas + INFINITIVE...

Sylvie ne va pas écouter le concent avec nous.

→ Note the interrogative forms:

Qu'est-ce que tu vas faire? Quand est-ce que vous allez renrer?

What are you going to do? When are you going to come back?

# Lesson 3 continued

# En ville

un endroit un événement un corcort un film	i i		un match un pique-nique un rendez-vous	godene plevie: appoisionere, dain	une fête une fête une sobié	party party creekly party
Verbes arriver rentrer restar		to anthe come back to go back come back to stay		J'arrive à l'écoie à 9 heures. À quelle heure rentres-tu à la Les tousisses restens à l'hûsel.	Jerrive à l'école à 9 heures. À quelle heure rentres-tu à la maison? Les towisses restent à l'hôsel.	in the corrections, community,
Expressions à pied ontop à véio bysis	Expressions A plad onfox A valia by singes	en volture en bus en train	ty car by bas by traff	en métro en trod	ty achies Sy test	
fairs une p	* prome	faire une promenade à pied faire une promenade à véio	to go for a noth to go for a rate fly bited	bke.		manahi dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman dalaman

- en bateau by boat ***en car scolaire - by school bus
- ... passer (du temps) to spend (time)

### Chez ئنا

Note the use of chez in the following sentences.

Paul is at Céline's (house). Paul est chez Céline.

I an having dinner at a friand's (home). Nathalie va chez Juliette. le dire chez un copain.

Nathalie is going to Juliette's (apartment).

for are going to your cousin's (place). Tu vas chez ta cousine. The French equivalent of to or at someone's (house, home) is the construction:

chez + PERSON & chez Béatrice chez ma cousine

To whose house are you going? -> Note the interrogative expression: chez qui? Chez qui vas-tu?



### F. Culture

### A Park

Paris offre beaucoup d'attractions diverses pour es Jennes

### Les Champs-Élysées

1

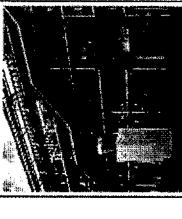
restaurants, de cinémas et de boutiques élégantes, Les Champs-Élysées sont une très longue et très large" avenue avec beaucoup de cafés, de



### Le Centre Portoides

,

demontrent feurs" takents, K.C. C'est aussi un centre culturel grand musée d'an moderne Le Centre Pompidou est un le spectacle est permanent. salles" multimédia pour les ongleurs' et les musiciers avec un grand nombre de leunes, Devant le musée, accobates, les niveres, les Ny a une place où les



### Le Parc de la Villette

pervent wolf des films sur un Omni, Au Zénith, ils peuvent musée scientifique pour les rock et de musique techno. grand écran parxoramique Le Part de la Wilette est un assister a" des concerts de Jeunes. A la Géode, its



### 88

# Lesson 4 (8th grade)

### Big Idea

# Coming from places as well as stating what someone has just done

# Essential Questions

How do I say who is coming?

How do I use the preposition "de" to state "from" where people are coming?

How do I express the recent past using "venir de + l'infinitif"?

How do I state which sports, games or instruments I play using "jouer à/de"?

How do I refer to people using stress pronouns?

# Cross Curricular Connections

English - Recognizing True and False Cognates Social Studies - History of Paris

Percellines:	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet	
Idira Tille gnot Unit Tropic - Serses Lean Ingli-xpariences	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters	
Se Steingele Level Cuntellin	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3	
Knowiedne Skills/Understanding	1. Culture - Paris 2. Saying who is coming 3. Using the preposition "de" to state "from" where people are coming 4. Expressing the recent past using "venir de + l'infinitif" 5. Stating which sports, games or instruments I play using "jouer à/de" 6. Referring to people using stress pronouns	

### Lecon 4

### A) Le verbe "venir"

The verb wealt (to come) is irregular. Note the forms of wealtr in the present tense.

White the same and the state of the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and the same and	Je vlens avec tol. Est-ce que tu vlens au cinéma? Monique ne vlent pas avec nous.	Nous venons à cinq heures. À quelle heure venez-vous à la bourn? Its viennent de Paris, n'est-ce pass?
	fe viens tu viens ile vient	nous venons vous venex is/elles viennent
	fe viens tu viens lifelie vient	vous vous lis/elles

- Revenir (to come back) is conjugated like venir. -A quelle beure revenex vixe? -Nous revenous à dix heurs.
- -» Note the interrogative expression d'out from séend D'od vins tui

### B) Le préposition "de"

The preprestion do has several meanings.

lrom.	None venore de la hibitothique.	Ware
Ġ	Queile nat l'actreme de l'école?	**************************************
skor.	Je perke de mon oxpain.	f arms (adhar

s address of the school ming from the library.

g about my friend

### CONTRACTIONS

Note the forms of do + issuers agrees in the mentures below.

Marc vient du cafe. Nom venors des Chemps-Élysées. Tu reviens de la piscioe. Les touristes arrivent de l'hótel.	Voici le caft. Voici les Champs Étystes. Voici la piscine. Voici l'hitel.
	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s
Les teuristes arrivent de l'hétel.	Void l'hkel
Tu reviens de la piacine.	Voici In private.
Notes venous dos Champs Elyteins	Voici hes Champs-Elystes.
Marc vient du café.	Voici le café.

	afett at ab	de l'écoie
	ducaté	supadem rep
H-315	<b>₹</b>	,1 <b>45</b> **
	de+is	*
CONTRACTION	** ** ***	*** ************

There is fairon after dea when the next word begins with a vowel sound.
 On sont ke thruss deg gludfants?

Qu'est-ce que tu viens de faire? • What are you coming from doing? / What did you just do?

doing" or "have just done".

C. "Venir de + infinitive We use "venir de + infinitive" to express what we and others are "coming from

Nous venons de Jouer au foot. -- We are coming from playing soccer. / We just played soccer.

Je viens d'étudier. — I am coming from studying. / I just studied.

### D. Jouer à v. jouer de

worldy Hous Journa autemot.	JOHN & + Is, In, Ins. + section and	Journ 4 + 1e, is
# filts is clarimette	1 Short prone	te piene
		* Lackston
New General Schools Schools New Jean of Condinations	A verkey(ball)	le foot(ball) le basket(ball) le plog-pong
	The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon	
		Ne volkey(ball)  Se tennis  De tennis  Se te

# Les pronoms acccentués (Stress pronouns)

### FORMS

STORE IN STREET	STAGE	₹TIOA	XX*	7
	(snous)	(ADOUS)	(86)	(elles)
	mol	101	W	1
TORIESTON DESIGNATION	3	(m)	(t)	(ABO)

### USES

Stress pronouns are used:

· to reinforce a subject pronoun Vous, vous parlez anglais. Mol, je parle français.

You speak English,

I speak French

No it's not him.

* after c'est and ce n'est pas -Non, ce n'est pas lui. Cost Paul 14-bas?

in short sentences where there is no verb -Qui park français ici?

Lui et moi, non sommes capains. · before and after et and ou

 After prepositions such as de, swee, pour, chez Voici M. Mercier. Nous travaillans pour fuit. Voici Marc et Paul, je parle sxment d'eux. Voici Isabelle, Je vais au cinéma avec elle.

→ Note the meaning of chez + stress measure Paul étudie chez lui. le vais chez moi

la cerie when Aliva In effect when alta. Tu viens chez nous?

He and I, (we) are friends

I do!

I go to the movies with her. We work for him. l often talk about them.

Paul is studying at home. I am going home.

I am kniez dimer of hos ninco Are you coming to our house?

# Lesson 4 continued

# F. Expressions pour la conversation

How to express surprise:

Vialment?! Acaya
—Je parie chlnols.
—Vraiment?!

Flore to controdict someone:

Pos du touti nexa el Demandrad —Tu es anglais? —Pas du touti Je suis françaisi

### G. Nom + de + Nom

Compare the word order in French and English.

J'ai une raquette. C'est une raquette de tennis. Il's a tennis racket. Paul a une voiture. C'est une volture de sport. Il's a sports car.

When one noun is used to modify another noun, the French construction is:

WANN NOWN + de + MODERNIK MOIR une dasse de français.

d' (+ kowa tokno) une dasse d'espagnol.

→ There is no article after do.

### 

In French, when one noun modifies
another, the main noun comes next.
In English, the main noun comes scores,
un jeu d'ordinateur a computer game

# Lesson 5 (8th grade)

### Big Idea

# Talking about clothing as well as daily routines

<u>Cross Curricular Connections</u> English - Recognizing True and False Cognates Social Studies - History of Paris		Discovering French, Today!	(Bleu) - online textbook		Teacher made ancillary	materials		,	Authentic Realia	Internet			
Cross Curricular Connections  English - Recognizing True and Fa Social Studies - History of Paris	um Title and Binit Topics is starting in the starting of Starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the starting in the start	1. quizlet.com - flashcards,	practice tests, vocabulary	practice and tests	2. quizizz.com - at home practice and alternative	assessment	3. schoology.com - online	quizzes, tests and worksheets	Clair Speaking Tasks     Listening Comprehension	6. Échanges - interview classmates and record	responses	_	8. Pen pal letters 9. Project - My Daily Routine
puts on? es? s? or not? hower or the school bus?	Stade Level/Cuthculum Title and Cuth Topics  Leanthigh Xmate  Leanthigh Xmate	, a , a , a , a , a , a , a , a , a , a	7.I.NM.A.1	7.1.NM.A.2	7.1.NM.A.4	7.1.NM.A.5	7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.4	7.1.NM.B.5 7.1.NM.C.1	7.1.NM.C.2	7.1.NM.C.3	7.1.NM.C.5
Essential Questions How do I identify clothing? How do I state which clothes one puts on? How do I use possessive adjectives? How do I conjugate reflexive verbs? How do I describe one's routine? How do I state If I have breakfast or not? How do I sequence events?	Knowledne/Sigils/Understanding	1. Culture - Paris Teens	2. Identifying clothing	3. Stating which clothes one	puts on 4 Using possessive adjectives	5. Conjugating reflexive verbs	6. Describing my daily routine	7. Stating if I have breakfast or	not in the morning belote scrool 8. Expressing when I take a	shower or the school bus			

# Leçon 5 - Ma Routine Quotidienne

### Le verbe "mettre"

rttons	rttez	mettent
nous mettons	vous mettez	livelies m
le mets	tu mets	Welle met
	PRESENT	<del></del>

"> in the singular forms, the "t" of the stem is silent. The "t" is proxounced in the plural forms.

* The verb mettire has several English equivalents:

to pull on, secur to part, place to han or

k mets ness terms ser in table Cardine med une robe rouge.

Nun mettons in till.

## Possessive adjectives

The choice between son, an, and sees depends on the gender (mascaline or ferminn) and the number pingular or place) of the noon that follows.

it does not depend on the gender of the powerest (that is, whether the owner is made or formit! (Company

M M
-----

	nos llynts	WOS COCKETS	<b>Jeurs amics</b>
	notre prof	votre ami	lew radio
	nos	¥0¥	leurs
	notre	votre	feur
	30	ž	j <b>e</b> ci
1.000	(mons)	(vocus)	(lk/elles)

### C. Le verbe "prendre"

	Nous prenons le train. Vous prenez l'avion. Is/Elles prennent des photos.	
THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAM	Je prends une pizza. Tu prends un sandwich. IVEIIe/On prend une salade.	
	Present	

prendre ses affaires - to take (grab) one's things prendre le car scolaire - to take the school bus prendre le petit déjeuner -- to have breakfast prendre une douthe - to take a shower

# Les verbes réfléchis

۵

Nous nous habilions Vous vous habillez Is/Elles s'habillent I/Elle/On s'habille S'habiller - to get Je m'habille Tu t'habilles *Se fever - to get up Nous nous levons WEllerOn se lève Vous vous levez Is/Elles se levent Je me lève Tu te lèves Se laver - to wash, to Nous nous lavons Is/Elles se lavent WElle/On se lave Vous vous lavez Tu te Javes Je me lava wash up

se maquiller - to put on make-up se coiffer - to do one's hair se coucher - to go to bed se réveiller - to wake up

se préparer - to get ready se reposer - to rest

se dépécher - to hurry, to rush

"se pelgner - to comb

se laver (la figure / les mains / les cheveux ) — to wash one's face / hands / hair sa raser (la figure / les jambes - lo shave one's face / legs

se brosser (les dents / les cheveux) -- (o brush one's teath / hair

### E. Sequencing

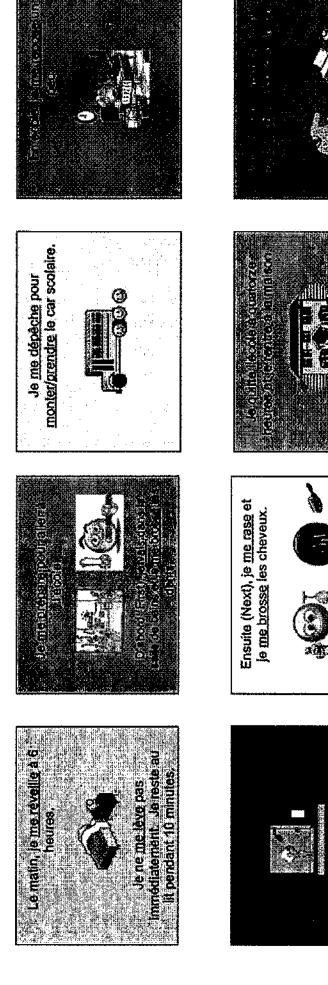
D'abord, - First,

Ensuite, . Next,

Et puis, -- And then,

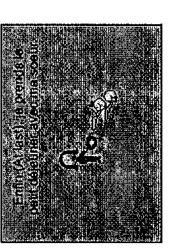
Après, -- After,

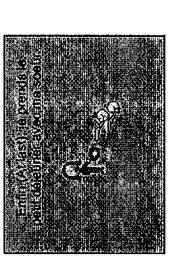
Finalement, - Finally,





Et puis (And then), je <u>prends</u> une douche. Je me lave la figure of les choveux





# Lesson 6 (8th grade)

### Big Idea

# Describing actions as well as making suggestions

Essential Questions How do I conjugate regular -er verbs (Review)

How do I conjugate stem-changing -er verbs?

How do I talk about people in general using "on"?

How do I plan an event?

How do I conjugate regular -ir verbs?

How do I conjugate regular -re verbs? How do I make suggestions using the imperative?

<u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

SeconTrees	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
iain kulle andelsinik fanjos Kadiminal Experimes Kadimina essessindiks	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters
Steffede Leval(Culpted) Steffeard(S) 7	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.C.1 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Knowledge/Skills/UnderStanding	1. Reviewing regular -er verbs 2. Conjugating stem-changing er verbs 3. Talking about people in general using "on" 4. Planning an event 5. Conjugating regular -ir verbs 6. Conjugating regular -re verbs 7. Making suggestions using the imperative

### Leçon 6 Les verbes

Review of -er verbs by introducing new verbs Ą

chercher/trouver (que)

penser (due)

B. Stem-changing verbs

SINGINUM		A CALL COMPANY OF THE PROPERTY		A MID.
	'n	achète une veste.	*	préfère la veste bleue.
	2	achètes une cravote.	<u>,2</u>	préféres la cravate jaune.
LANCENT	#Ælle	achète un imper.	SER.	préfère l'imper gris.
	Nous	achetons un Jean.	Nous	preferons le Jean noir.
	Yous	achetez un short.	Yous	preferez le short blanc.
	<b>IIV</b> ENes	achatent un puil.	EVELIES	préfèrent le puil rouge.
-		*		

-> Verts like achieter and preferer take ngular endings and have the following changes in the stern:

In the Je, tu, il, and its forms of the present preferer 6 acheter e -> è

espérer is conjugated like préférer (é 🖈 è) amener is conjugated like acheter (e → è)

Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Company of the Compan Qu'est-ce que tu achètes? Verbes comme (like) acheter et préférer VOCABULAIRE acheter

François amène sa copine à la bourn. Preferes to le manteau ou l'imper? Fespère visiter Paris en été.

CONTRACTOR **Barda** 2000

práliérer esparer 

Jamène une copine su pique nique. Japporte des sandwichs su pique-nique. → in French, there are two verbs that correspond to the English to bring: apporter + mexos AFFIRM THE PROPERTY.

C. Les verbes -ir

7*4	-issons -issez -issent
į.	I
Je finis à deux heures. Tu finis à une heure. He finit à cinq heures.	finissons à midi. finissex à une heure. finissent à minuit.
to To 1	Nous Vous Ils/Elles
1.83528	

Verbes réguliers en 🗸 VOCABULAIRE

Les classes finissent à midi, Quelle veste choisis-tu? SHEW MANY SELECT ROOM MESON SERVE STATE OF CHANK **SAKKIN** ACCESSES. の作品の malgrir réussir réussir cholsic grossfr Har

Marc grossit parce qu'il mange beaucoup. Tu vas réussir parce que tu travalles! Nous réussissons à nos examens. Je malgris parce que je mange peu.

D. Le pronom "on"

# un examen

Note the use of the subject pronoun on in the sentences below.

In France, people (you, they) speak French. Where does one (do people) by that CP? What do they (do you) sell here? Où est-ce qu'on achète ce (D?) En France, on park français. Qu'ester qu'on vend ici?

The proxim on is used in general statements, ecording to the construction.

People workalot They work a lot. One works a lot. You work a fot. On travaille beaucoup. on + il/elle - form of verb

There is liaison after on when the next word begins with a wovel sound. Est-ce qu'on invite Stéphanie à la boum?

Are we boing dinner at home? No, we are going to the restourant. - In conversation, on is often used instead of nous: -Est-ce qu'on dine à la maison? Non, on va au resaurant.

VOCABILITATION EXPRESSION pour la conversation

How to indicate approval:

Cest une bonne idéel 'That's cot a poof ideal.

# Lesson 6 continued

### E. Les verbes -re

441 <b>\$ 9 \$</b>
-pua-
Je vendsma raquette. Tu vendston scooter. m. vend son ordensteur. us vendonsnos livres. us vendezvos CD. us vendezt vosture.
To To To To To To To To To To To To To T
12000

-3 The "d" of the stem is silent in the singular forms, but it is processored in the plans forms.

Hers en -/* (**)	Phero attend Michèle au café, Est-ce que tu entends la radio? Jour-Claude perd le maich. Je tends virite à mon oncle. Nous répendors à la question du prof. À qui vends-tu ton vélo?
Verbes régu	Springly modelly: Modelly medically  Modelly property  Modelly pr
VOCABILLAIRE	attendra antendra perdre rendra visite à répondra à vendre

- There are two French verbs that connespond to the English verb to vield.

white (+ nucts)
rendre visite à (+ monz)

make a property of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second

Nous vititons Quilber. Nous rendens visite à nos cousins canadiens.

	<u>faira</u> - te de/make fais faites	(alsons mattre - to put (en)	Refs.
The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s	in to see to make the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configuration of the configur		
	The metural suggestions suggestions or regative.	A sends	Vendons
	rms of the Listen to this CP! Don't sell your car! Let's go to the movies! the chart below.	1	ENGINE CO.
	d English forms of Lish re volund Don Lat's apendire in the d	i di	E OLE
F. Cimperatif	Compare the French and English forms of the imperative.  Ecoute ct CIF.  Listen to this CIF.  Ne vendez pass vour voiture! Don't sell your car!  Allona su titlens!  Let't go to the movies!  Note the forms of the imperative in the chart helow.	INDERATIVE (Ru) (Yous)	- CASE

mets metter mettens

wealr - to come prenden - to take se depocher - to hurry up For regular works and most drawater worth, the forms of the importative are the same as the coveresponding forms of the present tense.

** Notes For all -er verba, including allies, the -s of the to form is dropped. Compare Tupartes angular.

** Notes For all -er verba, including allies, the -s of the to form is dropped.

* The negative isoparative is formed as follows:

· · · · · · · · · · · · · · · · · · ·	dépichez-veus	なるが、 できまった なんない はんしき
presés	presez	
riags	するがるよ	\$1414A.
Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Construction of the Constr	THE CHARLES THE STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARLES DAYS CONTROLLED TO STREET THE CHARL	

# Lesson 7 (8th grade)

# Describing actions as well as making suggestions

Essential Questions
What are the different places and monuments in Paris that I can visit? How do I discuss in more detail my weekend activities?

How do I describe my vacation and travel plans?

How do I express how I am feeling using "avoir" expressions? How do I describe what I did in the past?

How do I discuss what I did on vacation?

Social Studies - Places and monuments of Paris <u>Cross Curricular Connections</u> <u>English</u> - Recognizing True and False Cognates

Tessitions (1)	Discovering French, Today! (Bleu) - online textbook Teacher made ancillary materials Authentic Realia Internet
vell Grum et lettiller statel Umitatione.  Green in Progressioner States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in States in	1. quizlet.com - flashcards, practice tests, vocabulary practice and tests 2. quizizz.com - at home practice and alternative assessment 3. schoology.com - online quizzes, tests and worksheets 4. Oral/Speaking Tasks 5. Listening Comprehension 6. Échanges - interview classmates and record responses 7. Teacher observation 8. Pen pal letters 9. Project - Mon voyage à Paris (past tense)
Standerice Standerotts Tridicatorics	7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.3 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.3 7.1.NM.C.3
Kajowiesorskalis (Unalensionelloo Kajowiesorskalis (Unalensionelloo	1. Culture - Places and monuments of Paris 2. Discussing in more detail my weekend activities 3. Describing my vacation and travel plans 4. Expressing how I am feeling using "avoir" expressions 5. Describing what I did in the past 6. Discussing what I did on vacation to Paris

C. Le verbe faire et les expressions avec faire de + nom

# A. How to plan your vacation activities:

WARREST STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF T	te matth exercise	Papels-mid Salaban	*****		
TOTAL STATE	Linea Balla	dinardy apply-mid	derrain sok	Centerand	h week and prochain there
Qu'est-ce que tuvas faire ; samedi?		- *		-	

1

to vals rester chez moi pour (n coorné

CANDER CONTRACTOR CANDER faire mes devoirs merceast mittoyer accessing gample elder for mysmes parents reparer dominion with AVEC AN AREA TO WAILUTE PASSES SEASON

buer un film (to rent o film)

louer forest un film faire des achats AS GO STANDARDS 3 eu centre commercial dans les magastins A vals aller ... OR 5000

rencontrer powery des copains assister à rogon, ouend faire un pique-nique un maich de foot voir messy un film Charles a griculo

au cinéma

STATE OF THE PARTY OF

いのな

à la campagne fromeride

Ne valo alter à une boum.

Mot, je vale siler an vilke pour faire des actuats. Avant mekeda boum, je vals fake des achats. Pandant gonegia boum, je vals écouter de la musique. Après sasella boum, je vals faire mes devoirs.

→ The with methoder is conjugated like payers

jeneticie tu nettoles Melle/on nettole Muldles nettolent vous nettoyex but now nettoyous

# How to plan your vacation activities:

Holi Chimical May vacances de primemps   Ret vacances vacances relate May grandes vacances   Ret vacances vacances   Ret vacances vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances   Ret vacances		e	.,		-	
isterie de printem As grandes vacances	はないというというというないないないないというないないというというというというというというというというというというというというという	NOW Commen	Pique : ser	HES YECGINCES VACADORY	he grandes vacances	A SAME TANK THE PROPERTY OF
	School and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s		いきつび 性外 か	sendant stangs his vacanose de printemps	services has greender reconces	SK &&
		Qu'est-ce que tu vas faire ; à Moitin				

a la montagna muratho A vite after 14 is mer term, where

Diplanche brothe necessary West faftes de la planche	neowen	Dplanche kvolle weekergs
Paul fait de la volle.	<b>E</b>	i voile
Anne falt duskinausigue	distriction.	h sid nauthone
阿德安林		7
Jahre Litre de l'escahaie.	<b>EXCEPTION</b>	Pascalade (f.)
Totals de la managent	The factoring of	la natation
Hous fairens du jogging.		te fogging
* See de sport.	(Character)	M sport

faire - to do, to make

*

Co yes member

Martings and the

を表る

nous fakens

12 TO 1 Ě

vols fatter

Water forth

+ to decome number of the decided sports of other artificial site from the constitutions Tacabata Tacabata 8 ž

un snowbeard

3

SALES SERVICES

h snowbeard *

10 SA 154

# Le verbe avoir et les exprassions avec avoir

VOCASSULATION Expressions even evolu

不可以不知可以可以不可以以不知道不可以以以不可以不可以不可以

· 一方では、大きなないのでは、、のなる人でいればいのななないのはないのであるとのです。

of or doing 1 at service d'une pieza.	to feel like bosing something to eot or drink	196	3/2/14/4 +
Fal besoin de travallez.	to need to do something	¥	Manage + an alone store
Falbesoind de wingt dellars	32	M to need	avoir besofts de + xo.m.
es acris syrrepathiques.	I'm de la chance. J'si des amis sympathiques.	to the budy	avolt de la chance
the goest retained to the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court of the court	Est-ce que les profs ent sergouss ration? Abic ne feit pas ses dievries. Il a sort	**************************************	avok rakon avok tost
e stronade.	To as fiding little for to recording fixed fitting for a fixed for the formation.	TO THE PROPERTY OF	avola laka avola soli
so before were Curndful chauden des, je vast bis plage.	Quand at chanden 666, je vale à la plage. Est-ce que tu es froid! Vois ton puil.	SA PROTEST	avely chaud avola fresid

you have they have

we have

SHOWS BYONS

VOCS SYRE

S/elles ont

nenade.

he she ha **WOUTHOU** 

ME P #Velva

# E. Le passe composé (Les verbes reguliers)

The passé composé constan of two words. For most reads, the passé composé is formed as follows:

PRESENT OF AND A PAST PARTICIPAL

E.C.S. Maria		i Li Cata	والتكافيد	1442	***
Titleter.			100	1	113
\$6555	스타	,	0.000	X. :	
\$2150	ngi i	e' p k	< 20 i	N .	1.0
X	321	····: 5	22.	3	15%
RCIME SA	`#:::\~		H	.:* .	
16.2			7.33	-3-5	1.113
<b>334</b> 6 - 22	Maria.	1.04.5	:r.	-1-1	11.14
253	17.4	XISE 6	200		1.22
<b>25</b>	27.30	. wai	64 L. C	1.1	
All Soft		: .a	1.15. 0	1,111	
£21.50	garri in	- 3	1.19.75	is n	1.18
40	131.	- 5	1073	P164.	3.73
133 c	: 161 ·	ು∵್	ba™ :	1000	14:13
150	11,520	C	12417	110	: :: 2
11 × ×	M(r H/r	, Harris	g. 340, 2	tai i	11113
18 mg	#	na. K	1 4 7	2.0	: 10
dirition	(1) (i)		23: : :	300	
1 1	3 4		1. 2	2.35	Marci.
Burney.	del H	100	,	×:	
30kg:::::			::W11	0,40	
JMSE GO	klejaja	. 161.72	2000		
21078		eni ji	BOALS BROOM	25	· · · · · · · · · · · · · · · · · · ·
<b>沙里</b> 路。 :		10000	<b>T</b>	<b>T</b>	
3 <b>2</b> 1	MEX.	. Cart	2	2.14	
1 20 THE		-	<b>4</b> 7	σ,	<b>t</b> ::
	) <b>T</b>	₹			16
1.70		<b>.</b>	545		. 3
State of the state of the	- 22		-		ž. š
THE STATE OF	4000	<b>E</b>	2 1	2	:i
124			(A)	b .	. I
LIVE .	: H.	T.	100	1. 20	$\mathbf{z}_{i-2}$
30.	. 17.	-	21.16	. 79	P:::: {
55 Hb.		<b>.</b>	7/ 11/2	1 10 -	
12.					. 55.5
3 TO 1	'i . '				: <u></u>
1 1 2	Hú,	la; r		100	
					ۇ ئارىمى
-	و رووس	- ANTHON	in indi	Sido è a	rski e
		<b>W</b>		Sido è a	rstie
PROFINITION OF	S. (1990) 45	- NATIONAL		Sine e	ratie
		<b>M</b>		9000	ratie
		رن 18		Sale No.	rstre
		رن 18			istue C
		رن 18			inare E
		رن 18			irsure S
		رن 18			rstate C
		رن 18			rshire C
		رن 18			rate C
		رن 18			rate C
		رن 18			-Aute
		رن 18			Aute C
		رن 18			H-Auto-
		رن 18			<b>FAIR</b>
		رن 18			
		رن 18			1784
		رن 18			
		رن 18			
		رن 18	West away with other		
		رن 18	West Att Office		
		رن 18			
		رن 18	West areas with the same		

The past participie of regular vertes ending in .e.s. .iv. and .re is formed by replacing .the infinite ending as follows:

-610.3	Gu	بالمتفاد	
	. 4		<b>3</b>
			<b>₩</b> (3)44
		***	-5.7
Mortal			
[ . [ ] [ ] [ ]	3	-	<b>*</b>
84 L M I	<b></b>	<b>X</b>	
fall wa	<b>198</b> 3	- 6	
친구 남양	: 5	- 25e €	<b>₩</b> (14.
		<b>199</b>	<b>3</b>
10.04		<b>X</b>	20 P. S.
8°M., N	***		Service in
\$43c 966	X		
	*		est as
	200		E25 24
(14. J. J. J.)	Đ.	ııı	48.44
335. S	78	· · ·	
1 (1.67)	1.2	- <b>198</b> :3	
1. 0.554	2.4	, C	
Survival a	****	900	<b>(497</b> , 43)
أ أنسان الما		أوننبيك	espirite.
(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	AS yes	Ž., 11.	
	88528		200.24
		12 Y	2000
8- M		1002	
		32.2	PER BE
		200	
	<b>26-4</b> 8		
38 J. 586			35 4 1
	280.7	(inch)	ie ii ii
100	100 P	12	1993年に
		198.1	<b>维展等接</b>
	691.50	35.5	Pakhasi
		1000	LEG 3
	100		
		2.28	4,120
			Partiols
College Contract			1.700 PR 15
2000		Seis.	Silvania III
			隐绕性
- <del>33</del> ₩			
	30.0	1	MID R
- 0	in e.	(100 pt	
- T		5 j.	DESERVE TO
		248	Falling II
		725	COCKE:
	68	3	iiibuala
distribution of	Chine	opid	ille sign
		200	
100		1	4.5
	. Y	1	100
	200	11	
	<b></b>		570
	**	₩.	A
		22.2	2
1	1 22 10		
The state of			F 2. 15

The passé composé is used to describe actions and events that mak place in the past. If has several English equivalents.

I have Welterd Honorest.
I dist Visit Honorest. I visited Montreal. J'ai visité Montréal.

# F. Le passé composé: Forme négative

Conpare the affarousive and aspairs forms of the passe compass in the sentences between

NECALINE I'd invote Paul AFFIRMATION

the chief was multipliked I die na inne Mar. k n'ai pas invité Marc. Il n'a pas vendu son véfa. Éric a vendu sa guitare.

in the acambe, the passe compand is formed as informs

* MST MRTICINE nous transactions VOUS IN DWEET PASS ts/teles front pas THE PARTY Be m'es pass Methors maps Tricity napas tende four navore par étudie. WANT TO SWEET THE FILLING #s/Xivs n'ocs pas étudie. TOPICS TOPICS * C'ai par d'ude.

# G. Quelques participes passés irréguliers

Many irregular verbs have irregular rust methcuras. Note the exst exercenses of the following verbs.

1. 943 0.596.5	aphylleria i	772.754
regional aggr	State and	£
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	P	1
(41.00)	100000	4 4 3
30 m 74 m 51	<b>G</b> iziki	# 12.3
	ali Zadi	3
Markett Page		
eri, belendik A	1.10	10
	1 1 1 Page 1	1 2 3
	1.4417.14	1 2
/ 1987 DH MARKA	(198iJ	1 📆 🔞
		F 199
Nyar Agal Ca		<b>1</b> 44 3
Stantine (1		# 144 B
30 S	- 6	<b>主型</b> 1
	<b>**</b>	1 🗪 📑
<b>*</b>	<b>*</b>	<b>₹ #</b> 5 %
<b>4</b>	7	<b>1.83</b> (3)
<b>3</b>		175
		¥ 💆 🗓
	33 32	
2 4 2	- X	Man.
		\$ <b>5</b>
Cel lives, Cécle a eu la giòpe <b>di</b> e. Noi, j'al été malade pas. Nuos m'avons pas falt nos devolrs.	Est ce que lu as mis is lable? Je n'ai pas pris ton appareil photo.	No in a work pas vio François après la cili
# 2 W	EX	1 M
7 A 9	. = 45	张 整 … 2
***	20 m	3 Tele 3
U 5 2		菱鹽 诗
	7 0	* <b>*</b>
~ - X		88
	72 .	<b>2 20</b> 3
	8- L	
	312 24	
- 2	10 C	
* 0 5	4	
032	M 4	7
		F. 100.
	8	2 8
ekelőkőlőkőlőkőlőlő	and minima	(100 man (100 man) (100 man)
egin, Colony (f. f. i.e.	aproleis	
LOWER WHAT IS A	12(2):4(4)	# 1 W 8
225	tion All	
235		
726 (CONSTRUCT	HANDSHIP	
52 5000 1141		<b>3</b> 00 000
		漢字 雅麗
oranneadail		<b>1</b>
65 25 25 15 10 10 10		
	22 2	
	经济量	
· · · · · · · · · · · · · · · · · · ·	<b>A</b>	<b>* 3</b>

· The verb être has two meanings in the passé composé. Compare:

Juliette a été malade. Elle a été à l'hôpital. The passé composé of II y a is iI y a eu.

fullette has been sick.

She went to the kospital

# H. Le passé composé avec le verbe "aller":

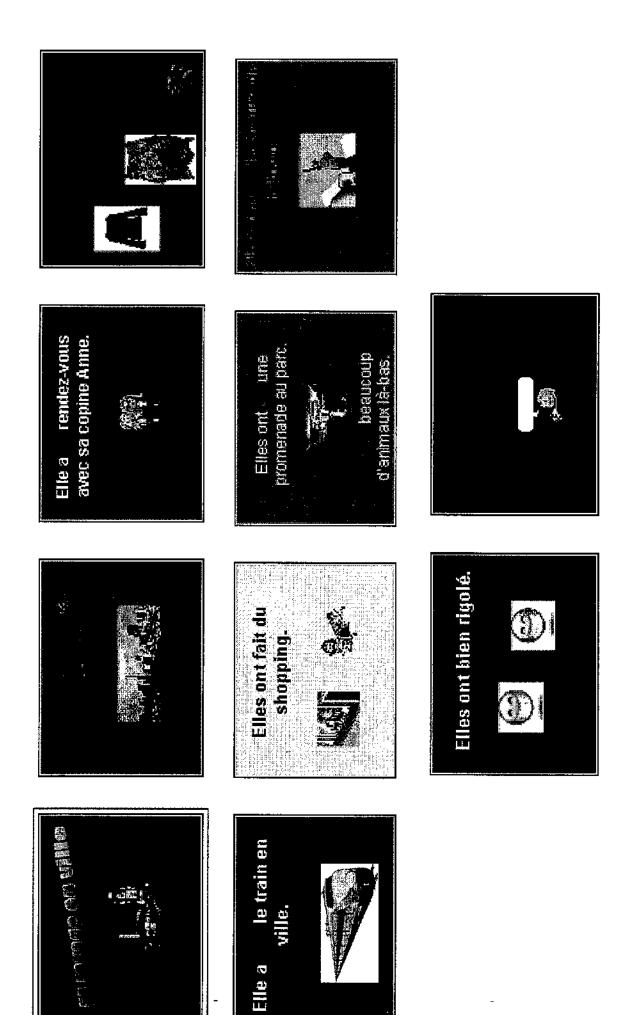
TORSASSE CASION OF THE MALE WITH THE WORK OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF to the pattern:

PRESENTURATION - NOT PROTECTIVE

* When the passe compress of a verb is conjugated with être (and not with aroir), the AST DATE OF THE WITH THE SUBJECT IN GOOD AND AND COUNTY.

		BH	
		濁	
			mem
<b> </b>		Ō	
			Second Add
	Š		Š

MERCHAN	RTWILES.		
arriver		10 orthe	Vous êtes arrivés à mail.
rentrer	rentré	to maken,	Nous sommes remirés à la maison à
		constant	# 100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100 miles   100
1616			Lis to ansies sont textes a Trotal ray.
monter	monte	to go up, to get on (In)	Tues monte(e) la Tour Eiffel?
descendre	descendu	to go down, to get off to get out	
partir	parti	to leave	Elle est partie hier.
19.00	**		41



Elle a

### **SALSA Supplementary Packet**

This packet is designed to support the use of the SALSA DVD as an instructional tool for Spanish in kindergarten and first grade.

### Background provided by Georgia Public Broadcasting

SALSA is a comprehensive Spanish program for young children featuring puppets, state of the art graphics, animation and a good dose of humor.

Instructors do not need to be certified to teach a foreign language to be familiar with Spanish.

Each video lesson is preceded by a staff development component that familiarizes the instructor with the content and objectives of the lesson, reviews all vocabulary words and demonstrates the correct pronunciation of all Spanish used in the lesson.

### **Implementation**

- Students in Kindergarten will experience Lessons 1 through 12, with an emphasis
  on vocabulary, discussion questions and lesson activities. The lessons each
  consist of 15 minute Spanish-only segments for students.
- Students in First Grade will experience Lessons 13-30 with the classroom teacher. The lessons each consist of 20 minute Spanish-only segments for students.
- Cross-curricular REFLEX activities are being provided for Kindergarten and First Grade teachers as a supplement to the DVD videos.
- Additional resources, games, information and activities are available through the website: www.gpb.org/salsa

. 



#### Overview

SALSA is an award-winning elementary Spanish language and cultural series that "spices up" the viewing experience of both non-Spanish-speaking and Spanish-speaking children. SALSA has a unique ability to capture the imagination of children as they begin to learn Spanish and Identify with different cultures. Produced, distributed and operated by Georgia Public Broadcasting, SALSA is highly regarded by educators across the country.

# Components

#### **Videos**

- 42 units
  - Brief English/Spanish introduction for teachers and students
  - 30 units with 15-minute Spanish-only segments for students
  - 12 units with 30-minute Spanish-only segments for students
- Based on traditional children's stories like "Goldilocks and the Three Bears".
- . Combination of puppets, animation and live field production

#### **Web Content**

- Activity Guides
- Online English and Spanish scripts
- Reinforcement activities
- Interactive games
- Implementation strategies
- Episode overviews
- Cross-curricular REFLEX activities

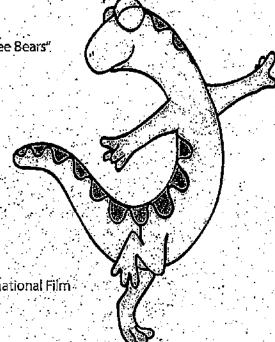
#### Accolades

- 1st Place for Children's Programming at the prestigious U.S. International Films and Video Festival.
- 4 Southern Regional Emmy Awards
- Parents' Choice Recommendation

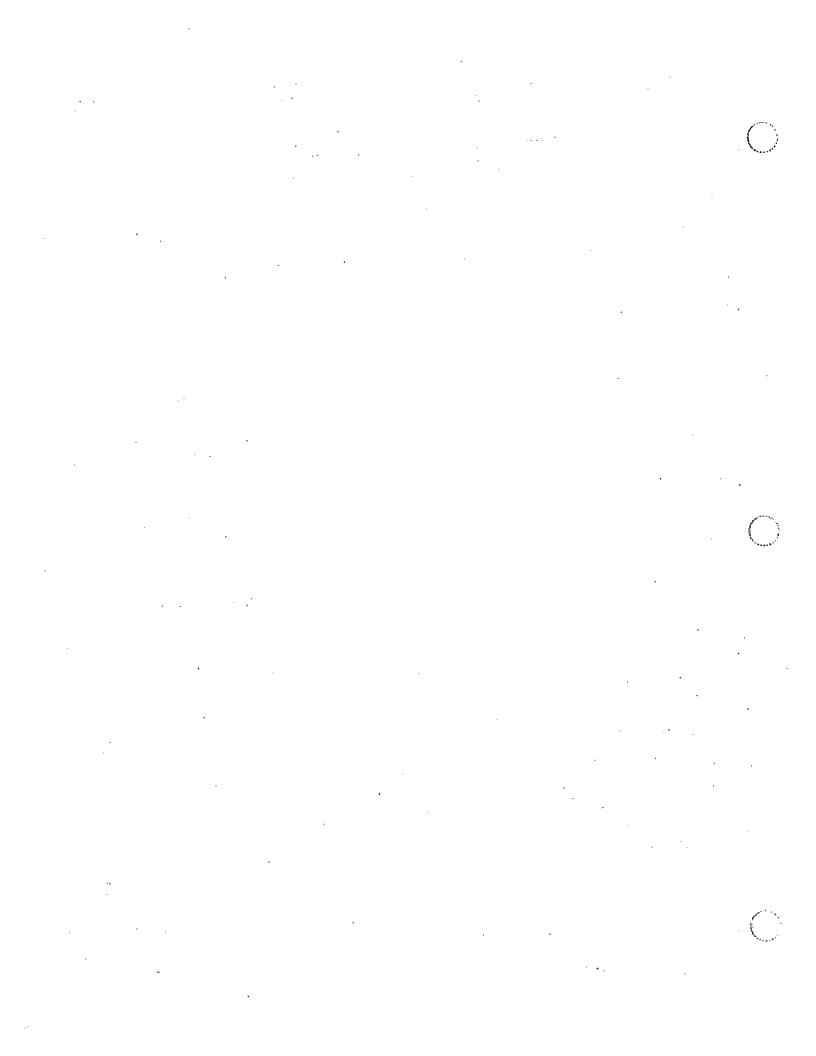
## Research and Review

- Focus of a 3-year Wyoming FLAP grant research project comparing the traditional FLES model to a video enhancement model
- Evaluation of SALSA in Language by Video; An Overview of Foreign Language Instructional Videos for Children authored by Nancy C. Rhodes & Ingrid Pufahl and distributed by the Center for Applied Linguistics

For more information, visit the SALSA website at www.gpb.org/salsa or call the office at 1.888.501.8960.







# Reflex Activities Salsa Programs 1-18

# Reinforcing and Extending the Foreign Language EXperience

Activities to reinforce each lesson and to be integrated throughout classroom routines.

# <u>Unit 1 – STORY – "Goldilocks and the Three Bears"</u> Goldilocks and the Three Bears

### Lesson 1:

Focus Vocabulary: grande-big uno-one hola-hello

pequeño--small dos-two hasta luego-see you later

tres-three

# Discussion Questions

1. How many bowls of "sopa" (soup) did Goldilocks try? 3 tres

2. Whose chair was "pequeña?" (small) Bebé Oso

3. Whose chair was "grande?" (big) Papá Oso

4. Whose bed was too "dura?" (hard) Papá Oso

#### Activities:

- 1. Watch SALSA DVD and discuss questions about the episode.
- 2. Use flashcards to reinforce number words for 1, 2, and 3.
- 3. Show pictures of large and small objects, and students say "grande" or "pequeño."

#### Lesson 2:

#### Activities:

- 1, Watch SALSA DVD and review vocabulary words with flashcards.
- 2. Greet students, saying, "Hola, clase" and have them greet each other by saying "Hola" and the name of the person they are greeting.
- 3. Give students cards with the numbers 1, 2, and 3 on them. Students will hold up the correct card when the number is stated in Spanish by the teacher.
- Say "Hasta luego, clase" at the end of the lesson and have students say "Hasta luego" to you.

- Use flashcards or power point to practice new vocabulary and greetings.
- 2. Give students pictures of objects that are "grande" and "pequeño." They take turns holding up their picture and saying "grande" or "pequeño."
- 3. Point to objects that are "grande" or "pequeño" and have students practice words. Students to point to objects in the classroom and say the size.
- 4. Count objects or students during math lessons and daily activities.
- 5. Say "hola" and "hasta luego" when coming into or leaving class. Encourage students to use vocabulary with each other in small groups in class, when they see other second graders, and when they arrive in the morning and leave in the afternoon.

# Making Soup Lesson 3:

Focus Vocabulary: caliente-hot mamá-mother bebé-baby frío-cold papá-father

#### Discussion Questions:

- 1. Who is "Ricitos de Oro?" Goldilocks
- 2. Why don't "los tres osos" (the three bears) want Goldilocks to visit them? because of the events of her previous visit (students provide details)
- 3. When Goldilocks, "Ratoncito," and "Bebé Oso" made the soup, how many tomatoes did they put in? (3), how many red peppers? (2), how many green peppers? (2), how many bananas? (5).
- 4.-Are the bananas "grandes" or "pequeñas?" pequeñas
- 5. What is the problem with the soup when it is ready? It is too "caliente." (hot)

#### Activities:

- 1. Say, "Hola" and then watch SALSA DVD and discuss questions about the story.
- 2. Show pictures of families and have students name the family members. Use a movement to identify each person; "el papá," make a motion like you are fixing a tie; "la mamá," pretend you are holding a baby and patting its back; "el bebé," pretend you are rocking a baby." These motions can also be used to elicit a response and have the children name the family member.
- 3. Students tell what they are for lunch, breakfast, or dinner and say if it was "caliente" or "frio."
- 4. Review new words with flashcards to end the class.
- 5. Say, "Hasta luego, clase" and have students say, "Hasta luego" to you.

#### Lesson 4:

#### Activities:

- 1. Greet class with, "Hola, clase." Watch SALSA DVD and have students say the focus vocabulary words as they come up in the program.
- 2. Display flashcards and have students say the corresponding vocabulary words.
- Give pairs of students small pictures of family members and pictures of something that is hot and something that is cold. Say a focus vocabulary word and the students show the corresponding card.
- 4. Students identify the vocabulary in the displayed flashcards as they are removed from the board.

- 1. Use Spanish vocabulary to tell the names of their "papá," "mamá," or "bebé." Example: Teacher says: "el papá," "la mamá," "el bebé," one word at a time. The student repeats the word and says the name of that member of his or her family.
- 2. Play "Caliente y Frío" (Hot and Cold) game. Hide an object, and the class says, "caliente" or "frío" as a student searches for the object in the classroom.
- 3. Show flashcards with large or small pictures of family members or numbers. Students state if the family member or number is "grande" or "pequeño."
- 4. Show flashcards with numbers of different colors. Students state the color of the number on the flashcard.
- 5. Compare and contrast traditional and Salsa versions of "Goldilocks and the Three Bears." Create Venn diagram.

# The New Chair Lesson 5:

<u>Focus Vocabulary:</u> cuatro-four rojo-red verde-green cinco-five azul-blue

#### **Discussion Questions:**

1. Which piece of furniture did "Ricitos de Oro" and "Ratoncito" have to fix? -la silia de Bebé Oso (Baby Bear's Chair)

2. Which color did "Bebé Oso" want for his chair? azul (blue)
Which color did "Ratoncito" want? rojo (red) "Ricitos de Oro? verde (green)

3. What food did "Mamá Osa" offer to the children after they fixed the chair? el pastel (cake) What size piece did "Bebé Oso" want? pequeño "Ricitos de Oro?" grande

## Activities:

1. Show the SALSA DVD and then have students answer the discussion questions.

2. Use number flashcards to review counting from 1 to 3 and then students continue with numbers 4 and 5. Students count and show their fingers as each card is shown. They can also count from 1 to 5 as each child stands up. Continue counting until everyone is standing. Then count from 1 to 5 as each of the children sits down.

3. Show flashcards representing the colors red, blue, and green and have students touch or point to something in the room and say one of the colors.

4. Review new vocabulary with flashcards.

## Lesson 6:

## Activities:

- 1. Show SALSA DVD and say the focus vocabulary words with the program,
- 2. Use number flashcards and pictures of different colored objects to review words.
- Students work in groups of four. Give students small pieces of paper or manipulatives that are red, blue, or green. They sort the objects by color, name each color, and then count how many of each color they have. Each groups states its results to the class.

- 1. Give students a red, blue, and green card. They will hold up the correct card when the color is stated in Spanish by the teacher.
- 2. Do the above activity with number cards from 1-5.
- 3. After a few rounds in each of the above activities, students can say the number or color to be shown. Students can also do these activities independently in pairs, taking turns naming and showing the colors and numbers.
- 4. Classify objects into groups of red, green, and blue ("rojo, verde, azul"). Prepare boxes covered in each color paper. Distribute objects that are red, green, or blue. Say the color of a box. Students bring up objects of that color, say the name of the color, and place their object in or near the corresponding box.
- 5. Use colors and numbers to name table groups, reading, or math groups.
- 6. Use number words to count students, objects around the classroom, etc. during daily routines and during math class, calendar activities, or do now's.
- 7. Use color words to describe objects around the classroom.
- 8. Use color words to have children line up according to their clothing.
- Play music and have children count to 5 as they hop, clap, skip, etc. to the music.

# Hide and Seek

#### Lesson 7:

Focus Vocabulary: rojo-red verde - green azul - blue

#### Discussion Questions:

- 1. Who is the first person chosen to be "IT" in the game of hide and seek? Bebé Oso
- 2. Who is sleeping under the newspaper? Papá Oso
- 3. Why did "Bebé Oso" and "Ratoncito" think that they found "Ricitos de Oro" in "la cama" of "Bebé Oso?" They thought they saw her yellow hair.
- 4. What did they really find in "la cama?" a piñata
- 5. What color was the bowl where "Salsa" was hiding? verde (green)

## Activities:

- 1. Greet class with, "Hola, clase" and they answer, "Hola, ....."
- 2. Show SALSA DVD and discuss questions about the story.
- 3. Use all flashcards to review numbers, family, color, and adjective vocabulary.
- 4. Display <u>five</u> vocabulary flashcards. Put a number near each one. Say a vocabulary word. Students say the number of that flashcard and hold up their fingers to show which card was named. Switch cards after each round to include all the words.

# Lesson 8:

# Activities:

- 1. Greet class and show the SALSA DVD.
- 2. Review vocabulary with flashcards.
- 3. Display a bag containing objects, paper, or manipulatives that are red, blue, or green. Students come up, pick an object, and then identify the color of the object. The rest of the class says, "Si" or "No" to tell if the child has named the correct color.
- 4. Show a red object. Say "tres" and tell students to clap that many times for the color red. Assign numbers for blue and green objects. Students count aloud as they clap the corresponding number of times as different colored objects are shown.

- Have students vote on their favorite color, using only "rojo," "azul," or "verde."
   Count the votes, using numbers in Spanish as much as possible, and name the colors in order of popularity. Make a bar graph to show the results.
- 2. Give multi-colored objects to pairs of students. The teacher says "dos rojos, cuatro verdes," etc. They show two red objects, four green objects, etc.
- 3. After a few rounds, students can give instructions to the group.
- 4. Students work in pairs and take turns saying and showing each other different numbers of red, blue, and green objects.
- 5. Use "hola" and "hasta luego" when students enter and leave the room and when beginning and ending Spanish lessons.
- 6. Continue to use color and number words in daily activities and lessons.
- Use words "grande" and "pequeño" to describe objects in the classroom or objects
  described in other content areas, such as reading or science.

# The Birthday Party

#### Lesson 9:

Focus Vocabulary: amarillo-yellow gracias-thank you la piñata-the piñata

#### Discussion Questions:

- 1. Whose birthday is it and how old is he? Bebé Oso, cinco (5)
- 2. What does "Bebé Oso" want for his birthday? un perrito-a puppy
- 3. Why don't "Papá Oso" and "Mamá Osa" want to get a dog? "Papá Oso" is afraid it will ruin his newspaper. "Mamá Osa" worries about her chair.
- 4. How does the piñata break and what is inside it? "Salsa" cuts the string. candy
- 5. Is "Bebé Oso" happy at the end of his party? Why? yes He gets a puppy.

#### Activities:

- 1. Watch SALSA DVD and answer discussion questions.
- 2. Review colors and add "amarillo" to the flashcards. Point out objects in the room or things that children are wearing that are yellow.
- 3. Show a picture of "la piñata" to the students and have them say the word. Then give the picture to different students and have them say, "Gracias."
- 4. Have students hand each other a pencil, a book, an eraser, or other object at their desks and respond with, "Gracias."
- 5. Show color flashcards to review colors and reinforce "amarillo."

# Lesson 10:

#### Activities:

- Show SALSA DVD and encourage students to say the words they have learned along with the program.
- 2. Use flashcards to review vocabulary and reinforce new words.
- 3. Give different colored papers or manipulatives to pairs of students. Say a color and have students show the corresponding paper or object.
- 4. Have three or four students collect the materials and say, "gracias" as the other children give them the papers or objects.

- Pairs of students take turns using color words and "gracias." They ask each
  other for objects of different colors. For example: Student A "Dame verde."
  Student B will hand them a green object. Student A responds "Gracias."
- 2. Students who are able can ask for different numbers of objects: "Dame tres rojos," "Dame cinco verdes," (Give me three reds, Give me five greens).
- 3. Use "gracias" (thank you) during daily activities.
- 4. Discuss birthday parties and compare their parties with the party seen on the SALSA video. Create Venn diagram. Mention the custom of "la piñata."
- 5. Put on music and have children count as they clap, jump, walk, or hop to the rhythm.
- 6. Use colors to describe children's clothing, pictures, or other objects around the room or the school during the course of daily activities.
- Throw red, blue, green, or yellow beanbags to the students. As they catch the beanbag, they say the color in Spanish.

# Too Many Cooks <u>Lesson 11:</u>

Focus Vocabulary: el perro-dog

el chocolate-chocolate la banana- the banana la manzana- the apple

### Discussion Questions:

- 1. Who is "Señor Loco?" a chef who has a cooking show on television
- .2. What does "Señor Loco" prepare? el chocolate- hot chocolate
- 3. Why do "el perro" (the dog) and "Ricitos de Oro" (Goldilocks) go for a walk? The hot chocolate is "muy caliente." very hot
- 4. What happens while they are gone? "Ratoncito" adds "la manzana" (an apple), "Armadillo" adds "la banana" (a banana), Bebé "Oso" adds grapes, and the sock puppet adds a shoe.
- 5. How does "el chocolate" taste? terrible
- 6. How does the problem get solved? "Mamá Osa" brings new "chocolate" and churros. (Spanish pastry)

#### Activities:

- 1. Review greetings and show SALSA DVD. Discuss details of the story.
- 2. Use flashcards to introduce new vocabulary, point out cognates, "la banana" and "el chocolate," and discuss why those words will be easy to remember.
- 3. Ask children if they have "un perro" and have them say the name of their dog.
- 4. Show pictures of large and small dogs, apples, bananas, and hot chocolate.
- 5. Ask students to identify each picture and then say if it is "grande" or "pequeño."
- Offer a choice when necessary, for example: Is this "el perro" or "la manzana?"
- 7. Students identify flashcards and repeat the focus vocabulary words.

#### Lesson 12:

#### Activities:

- Show SALSA DVD and have students say the vocabulary words as they watch.
- 2. Show flashcards to review colors, numbers, and new vocabulary words.
- 3. Students state the color of the apple and the banana...
- 4. Display flashcards or models of the focus vocabulary words. A student comes up to the front, and the teacher says one of the words. The student hands him/her the appropriate card and the teacher responds, "Gracias." After a few rounds, have two students come up and do the same dialog with one of the children taking on the teacher's role. (Other flashcards can be included to review vocabulary from earlier lessons.)

- Ask children if they like the new foods, "la banana, la manzana, el chocolate." Ask if they ate any of the foods at breakfast, lunch, or dinner. Children answer "sí" or "no."
- 2. Students work in pairs. They get several pictures of the focus vocabulary words. They hold up a picture of an apple, a banana, or hot chocolate as per instructions.
- 3. Show flashcards with multiple pictures of new vocabulary and count the objects.
- 4. Show flash cards with different colored apples or bananas. Students name colors of the fruits.
- 5. Distribute a sheet with pictures of apples, bananas and other red, green, or yellow fruits. Label fruits with color words and students color according to the labels.

# Unit 2 - STORY - "Little Red Riding Hood"

# Little Red Riding Hood

#### Lesson 13:

Focus Vocabulary: la abuela- the grandmother me gusta- I like or I like it el lobo- the wolf

#### Discussion Questions:

- 1. What is "Señor Lobo" allergic to and what happens when he is near it? flowers; He sneezes many times.
- 2. Why does "Señor Lobo" want to go to "la Abuela's" house? He is hungry and wants the food in "Caperucita Roja's" basket?
- 3. Who is "la Abuela?" the grandmother
- 4. Who tells "el policía" that "Señor Lobo" is at "la Abuela's" house? "Salsa," the salamander

#### Activities:

- 1. Watch SALSA DVD and do discussion questions with the group.
- 2. Show flashcards for "el lobo" and "la abuela" and students say the words.
- 3. Show a color or food flashcard representing previously-learned vocabulary. Encourage students to say the word and then say, "Me gusta" or "No me gusta."
- 4. Pictures of other foods or objects can also be used to help students state preferences.

#### Lesson 14:

# Activities:

- 1. Show the SALSA DVD. Remind students of focus vocabulary and have them repeat the words as they appear in the program.
- 2. Distribute pictures of "el papá," "la mamá," "el bebé," "la abuela," and "el lobo" to pairs of students. Say the name of a family member and students show the corresponding picture.

- 1. Give students pictures of a small wolf and a large wolf. Give oral directions and they hold up the appropriate picture. In addition, give the students pictures of different numbers of wolves. Say commands such as, "Hold up 'dos lobos." (two wolves)
- 2. Do the above activity with pictures of family members and food vocabulary.
- 3. Compare the traditional "Little Red Riding Hood" with the SALSA version. Create a Venn diagram to compare each story.
- 4. Students show objects, colors, foods, or books that they like during the course of classroom activities. As they touch the object, they say, "Me gusta" or "No me
- 5. Students work in pairs to practice vocabulary. Give them small pictures of family. members, numbers, colors, or animals. They say the name of one of their pictures and their partner gives them the picture. They say, "Gracias," and then reverse roles until all the pictures have been used.
- 6. Give children small paper puppets of family members, "el perro," or "el lobo." They work in pairs and each takes a puppet. They say the following dialog: Student A: "Hola, papá." Student B: "Hola perro."
  - Student A: "Me gusta la banana." Student A; "Hasta luego, papá." Student B: "Me gusta el chocolate."
  - Student B: "We guest of the Student B: "Hasta luego, perro." Children can practice until they have taken the roles of all the family members and animals. This activity can also be done using color words to state preferences.

# Disguises

# Lesson 15:

<u>Focus Vocabulary:</u> los dientes- the teeth los ojos- the eyes Discussion Questions:

- 1. When "Señor Lobo" appears at "la Abuela's" house, how is he dressed and what is he selling? He is dressed as a little girl and he is selling "el chocolate."
- 2. What fruit does "Señor Lobo" want after he sings? la manzana the apple
- 3. What does "la Abuela" ask him to do when he comes disguised as a cleaning lady? She asks him to clean the chair and the plate and to make the bed.
- .4. How do they know he is not really a cleaning lady? They see his "dientes."
- 5. What does "la Abuela" give "Señor Lobo" at the end? la banana

# Activities:

- 1. Show SALSA DVD and work on discussion questions.
- 2. Review "el chocolate," "la manzana," and "la banana." Have students say the color of "la manzana" and "la banana."
- 3. Show pictures of "los ojos" and "los dientes" and have children point to their eyes and teeth as they say the words.
- Show pictures of "los dientes/los ojos grandes" and "los dientes/los ojos pequeños." Children say the body part and say if it is big or small.

# Lesson 16:

#### Activities:

- 1. Show SALSA DVD and have children say the focus vocabulary and the familiar vocabulary with the program.
- 2. Show pictures of monsters with different numbers and colors of eyes and teeth. Each monster has a name. Teacher describes one of the monsters using familiar color and number words. Students say the name of the monster.
- 3. The teacher names a monster and says "los ojos" or "los dientes." The students then state the color or number of that monster's eyes or teeth.

- 1. Students follow oral commands to play "Simón dice" (Simon says), touching "los ojos" (eyes) or "los dientes" (teeth) or doing other actions a certain number of times.
- 2. When doing graphs or tally charts in math, create a tally chart, grouping children by the color of "los ojos": "azul" (blue), "verde" (green), "café" (brown). (The word for brown will have to be added.)
- 3. Distribute a picture of eyes to the students. They color in the eyes according to their own eye color. Make a chart on a bulletin board or large paper with the headings, "azul," "verde," "café" and have the students place their "ojos" under the appropriate column. Tell which is the most popular eye color in the class and count the results.
- 4. Students draw monsters and label "los dientes" and "los ojos." They write color and number words in Spanish to describe their creatures. The pictures should be saved so that other body parts can be added and labeled as they are presented in the SALSA programs.
- 5. Have children put a finger on "los ojos" or "los dientes" when they are instructed to get quiet and pay attention during daily activities.
- 6. Children use the word "el diente" to show when they loose a tooth.

#### Manners

# Lesson 17:

<u>Focus Vocabulary:</u> por favor– please sí– yes no- no las manos- the hands Discusión Questions:

- At the beginning of the program what are "Armadillo" and "el lobo" fighting over? el helado (ice cream)
- 2. What does "Señor Lobo" pretend to be in order to get into "la Abuela's" house? a hungry old man
- 3. What are "Caperucita Roja," "la Abuela," and "el policía" eating? hamburgers
- 4. What does "Señor Lobo" have to wash? los pies (the feet), las manos (the hands)
- 5. What do they want "Señor Lobo" to say before he can eat? por favor (please)
- 6. What happens to "Señor Lobo?" He eats too much, gets sick, and has to be taken out on a stretcher.
- 7. Which gift is a problem for him and why? the flowers He is allergic to them.

#### Activities:

- 1. Watch SALSA DVD and answer discussion questions.
- 2. Use flashcards to review "los dientes" and "los ojos" and introduce "las manos."
- 3. Say a word and have students show that part of their bodies.
- 4. Give students a picture of "los dientes," "los ojos," or "las manos." Put up signs with each of the words. Each child stands up, holds up his or her picture, and says the word. They go and stand under the correct sign. Count in Spanish to say the the number of students in each category. (Use Spanish numbers up to 5. Students who know how to count further can use the numbers in Spanish.)
- 5. Have a student collect the pictures in each group. They say "por favor" and "gracias" as they ask their classmates for the pictures.

#### Lesson 18:

## Activities:

- 1. Show SALSA DVD and students say the familiar vocabulary with the program.
- 2. Display pictures of body parts. (Family members and color flashcards can also be added to the game.) Students come up and teacher asks, "Los dientes, por favor." Each student hands him/her the picture of the teeth and he/she says, "Gracias."
- 3. After few rounds, have pairs of students come up and act out the dialog.

- 1. Play the "Simón dice" (Simon says) activity, adding "las manos" (hands).
- Students will role play in pairs using pictures of familiar vocabulary. Give pairs of students pictures of the body parts. (Pictures of colors, family, foods, or numbers can also be included.) Students use "por favor" and "gracias" to ask for different pictures.
- 3. Use "por favor" and "gracias" during daily classroom routines.
- 4. Encourage children to use "si" and "no" to answer questions during the day.
- 5. Continue to say, "Hola" and "Hasta luego" to greet children in the morning and at the start of the Spanish lessons, as well as when saying good-bye in the afternoon and at the end of the Spanish lessons.
- 6. Students add "las manos" to their monster pictures and label the color(s) and number of hands.
- 7. When reminding children to raise their hand to speak, use the word, "la mano."

#### **Gutbusters**

## Lesson 19:

<u>Focus Vocabulary:</u> la cabeza- the head la nariz- the nose Discussion Questions:

- 1. What is the problem with "Señor Lobo?" He ate too many hamburgers and his stomach is very big.
  - 2. What are "la cabeza" and "la nariz?" the head and the nose
  - 3. What exercises does "la Abuela" have him do? run, lift weights, do aerobics with a show on television
  - 4. What happens when "la Abuela" serves food to "Caperucita Roja" and "Señor Lobo?" He only gets small portions because he is still too fat.
  - 5. What happens to "Señor Lobo" at the end of the episode? la piñata falls on his cabeza

#### Activities:

- 1. Watch SALSA DVD and discuss details of the story, using the questions above.
- 2. Use flashcards or puppets to review body parts and add "la cabeza" and "la nariz."
- 3. Show students pictures of the body parts. Ask, "¿la nariz?" Students say, "sí" or "no." and say the correct word if they answer "no."
- 4. Say a body part and children point to that part of their bodies. Children can also do this activity as they move to the rhythm of music from a Spanish-speaking country.

#### Lesson 20:

#### Activities:

- 1. Watch SALSA DVD and have students say the familiar words along with the story.
- 2. Use flashcards to review body parts.
- 3. Students work in pairs. Each student takes a turn saying a body part, and his/her partner points to that part of his/her body.
- 4. Give pairs of students picture cards of body parts vocabulary. They hold up the appropriate card as instructed by the teacher. After a few rounds, students can state the body part.

- Students will follow oral commands to play "Simon dice" by touching "los ojos" (eyes), "los dientes" (teeth), "las manos" (hands)," la nariz" (nose), "la cabeza" (head).
- Students will add head and nose details to their creatures. They continue to
  describe the monsters with color and number vocabulary. They can work with a
  partner, show their pictures, and describe their monster to their partners.
- Play music and students tap in rhythm on a part of their bodies indicated by the teacher or other student. They can tap a certain number of times and count in Spanish as they tap the familiar body parts.
- 4. Point out body parts in Spanish when learning about animals in reading stories or science.
- 5. Act out some of the exercises done by the characters in the SALSA DVD and count in Spanish as the class does each activity.
- 6. Continue with greetings and courteous expressions during the course of daily activities.

# Little Blue Riding Hood

#### Lesson 21:

Focus Vocabulary: los dientes- the teeth

los ojos- the eyes la nariz- the nose Me gusta- I like or I like it

# **Discussion Questions:**

- 1. Who is telling the story of "Little Red Riding Hood? Bebé Oso and Ratoncito
- 2. What is different about the main character? She is Little Blue Riding Hood
- 3. Where does the story take place? in the forest
- 4. What does "Caperucita Azul" have in her basket? a hamburger and french fries
- 5. What happens when "Caperucita Azul" picks the flowers? The bees chase her.
- 6. What happens when she gets to "la Abuela's" house? She is safe, but then the bees knock on the door, get in the house, and chase her, "la Abuela," and "Señor Lobo" out the door.

#### Activities:

- 1. Show SALSA DVD and discuss story details.
- 2. Use flashcards or puppets to review body part vocabulary and colors.
- 3. Show pictures of a hamburger, french fries, and other foods. Students point to the foods and say, "Me gusta" or "No me gusta."
- 4. Show pictures of big and small body parts. Students identify each flashcard using body parts vocabulary and "grande" or "pequeño." ("la nariz grande," "los ojos pequeños")

# Lesson 22:

# Activities:

- 1. Show SALSA DVD and say the familiar words with the program.
- 2. Review body parts using flashcards or puppets.
- Display words and pictures for body parts. Students come up and match the words and the pictures. ("la cabeza," "los ojos," "los dientes," "la nariz," "las manos")
- 4. Mix up words and pictures and turn them over. Students take turns coming up to turn over the cards and try to match the words and pictures.
- 5. Say body parts and students point to the parts on their bodies as the flashcards are removed from the board.

- 1. Give pictures of large and small body parts to pairs of students. Children will hold up appropriate picture as stated by the teacher or other student.
- 2. Children state what they ate for breakfast or lunch. Other students say, "Me gusta or "No me gusta," when asked if they like that food.
- 3. Children make paper bag puppets and identify the body parts as they put them on their puppets.
- 4. Encourage students to use "por favor" and "gracias" when they hand out papers or do their jobs in class.
- 5. Continue to use colors to have students line up for special; dismissal, or other activities.
- 6. Students compare story of "Caperucita Azul" with the story of "Little Red Riding Hood." Ask them if they like the new story. Create a Venn diagram to show the similarities and differences and reinforce vocabulary when discussing story details.

# The Wolf's Share

# Lesson 23:

<u>Focus Vocabulary:</u> los amigos- the friends las papas fritas- french fries Discussion Questions:

- 1. Why are "Armadillo" and "Bebé Oso" fighting? They both want the banana.
- 2. What happens to the banana? It is squashed.
- 3. What does "la Abuela" give "Caperucita Roja" as she leaves? a basket with apples, grapes, and bread
- 4. What does "Caperucita Roja" dress up as to try and trick "Señor Lobo?" a monster
- 5. How does he figure out that she is not a monster? He sees "las manos" (hands).
- 4. How do "Caperucita Roja" and "Señor Lobo" become friends? They share foods that they both like; french fries, grapes, apples, and hamburgers.

# Activities:

- 1. Show SALSA DVD and discuss story details. Have students tell when they shared or did something special for someone and made a new friend.
- 2. Show pictures of food, have students name the food, and say, "Me gusta" or "No me gusta." Emphasize and reinforce "las papas fritas."
- 3. Show pictures of "los amigos" and ask students to name their friends and say "los amigos" (boys) or "las amigas" (girls) as they say the names.
- 4. Review new and familiar vocabulary with flashcards.

# Lesson 24:

#### Activities:

- 1. Show SALSA DVD and have students repeat familiar vocabulary words as they appear in the story.
- 2. Use flashcards to review food vocabulary.
- 3. Distribute small pictures of food: "la manzana," "la banana," "el chocolate," and "las papas fritas" to pairs of students. They ask each other for a food using "por favor" and "gracias," each child taking a turn at asking and giving the foods. Ex.: "la banana, por favor." When they get the picture, they can say, "Gracias, amigo/a."

- 1. Students make a chart with "Me gusta" and "No me gusta" at the head of each column. They list the foods they like or dislike in the appropriate columns and draw a picture to represent each food: ("la manzana" (the apple), "la banana" (the banana), "el chocolate" (chocolate), and " las papas fritas" (french fries).
- Look at artwork/portraits from painters such as Pablo Picasso or Frida Kahlo. Students point out body parts in the paintings. They can draw a face or body in the style of one of the painters.
- 3. Students work in pairs. They have small pictures of the food words. They ask each other for different amounts of foods. Ex.: "Dos manzanas, por favor." When the partner gives two pictures of an apple, they say, "Gracias." They continue to take turns to practice number and food vocabulary.
- 4. Play music from a Spanish-speaking country. Students move and count to the rhythm.
- 5. Use Spanish vocabulary throughout the day. Ask children if they like something, have them identify colors, refer to numbers in Spanish during math class, play "Simón dice" to practice body parts, and ask children to name familiar foods.

# Unit 3 - STORY - "The Three Billy Goats Gruff"

#### Three Clever Goats

# Lesson 25:

<u>Focus Vocabulary:</u> el monstruo- the monster las orejas- the ears Discussion Questions:

- 1. What does "el chivo" mean? the goat
- 2. What do the goats want to do and why? eat pizza, They are hungry.
- 3. What color are the monster's "ojos?" verde (green), his "nariz?" rojo (red), his "dientes?" amarillo (yellow). Are his "orejas" big or small? grande (big)
- 4. Why doesn't "el monstruo" eat the small and medium-sized goats? They tell him that a bigger goat is coming.
- 5. Why doesn't "el monstruo" eat "el chivo grande?" He falls into the water.
- 6. How many pizzas do the goats eat? cinco (5)

#### Activities:

- 1. Show the SALSA DVD and discuss the details of the story.
- 2. Show pictures of various "monstruos" and ask children to say how many of each body part they have and the color and size of each part.

#### Suggested Extension Activities:

- Students draw a monster and label the body parts. They use color and number vocabulary and include the ears. They can continue with the creature they have been drawing in previous lessons.
- 2. Review the pizza toppings from the DVD. Children say, "Me gusta" or "No me gusta" as each topping is named. Students can include "la manzana," "la banana," and "el chocolate" as well as more common toppings as they state their preferences.
- 3. Play "Simón dice" and include "las orejas."

# Special Delivery

## Lesson 26;

<u>Focus Vocabulary:</u> la pizza-the pizza el queso- the cheese el tomate-the tomato <u>Discussion Questions:</u>

- 1. What do "los chivos" order from the pizzeria? a big pizza with "papas fritas" and a small pizza with "queso y tomates" (cheese and tomatoes)
- 2. What does "el monstruo" want to catch and what does he catch in this episode? He wants to catch the fish, but he catches a blue shoe and a purple car.
- 3. How does "la niña" (the girl) get past "el monstruo?" He hates her purple hair and runs to hide under the bridge.
- 4. What is the problem with the pizza order? The pizza has "ia manzana" and grapes, not "el queso" and "los tomates."

#### Activities:

- 1. Show SALSA DVD and discuss story details. Discuss the health value of the food combinations shown in the episode.
- 2. Distribute small pictures of the foods to pairs of students. The teacher names a food and they show the corresponding picture. Students also take turns naming foods.

- 1. Students role play using polite expressions to ask for food.
- 2. Show pictures of different amounts and sizes of foods. Students name the foods and say how many there are in the picture or whether the food is big or small.

#### **Quiz Show**

#### Lesson 27:

Focus vocabulary: el carro- the car morado- purple

#### Discussion questions:

1. What is the name of the quiz show? ¿Qué es? What is it?

- 2. Who are the contestants? los tres osos, los tres chivos" (the 3 bears, the 3 goats)
- 3. What is the first prize? the second prize? a purple car, a pizza with cheese, tomatoes, and french fries
- 4. Who wins the contest? los tres chivos
- 5. Are the contestants happy with their prizes? no
- 6. What do they do? They exchange the prizes and they are all happy.

#### Activities:

- 1. Watch the SALSA DVD and discuss questions about the story. Encourage children to repeat familiar words as they watch the episode.
- 2. Show color flashcards, review the colors, and add "morado" (purple).
- 3. Students point to objects around the room and say the color "morado."
- 4. Show flashcards with cars of different colors. Students repeat, "el carro," and then state the color or number of the cars on each flashcard.

- Distribute papers or objects of different colors to pairs of students. Say a color word and students show the color. Ask for different amounts of colored objects, using numbers 1 through 5.
- 2. Point out objects or clothing around the room that are purple.
- 3. Ask children if they like a specific color, and they respond, "Si, me gusta" or "No me gusta."
- 4. Make a graph and tally students' favorite colors. Count the number of votes for each color in Spanish.
- 5. Line up students by color and include "morado."
- 6. Ask students how many "carros" they have and the colors of their cars. They respond using Spanish vocabulary.

# Monster Mayhem

# Lesson 28:

Focus Vocabulary: el monstruo- the monster las orejas- the ears morado- purple

# **Discussion Questions:**

- 1. Why don't "los tres chivos" eat the pizzas? They are too hot.
- 2. What does "el monstruo" do at their home? He breaks the car and house and eats their pizzas.
- 3. Why does he break the car and the house? He does not like the color purple.
- 4. How do "los chivos" feel when they come back? triste (sad)
- 5. How do "los chivos" find out who did the damage? Salsa tells them.
- 6. What does "el monstruo" do to become their "amigo?" He fixes the car and the house and orders more pizzas.

#### Activities:

- 1. Show the SALSA DVD and discuss the details of the story.
- 2. Show pictures of monsters with different colored teeth, eyes, ears, noses, and heads. Students identify the monster based on the teacher's description. (Each monster in the pictures will have a name to make identification easier.)
- 3. Using the same pictures, students use familiar vocabulary to describe each monster.

- Play "Pin the Body Part on the Monster." Students will attach familiar body parts on a large picture of a monster. They identify the body part and its color as they put it on the monster. Children can be creative as to where and how many of each part they put on the picture.
- 2. Play a game called "I Packed the Bag of 'el monstruo." A student begins the game by saying, "I packed the bag of 'el monstruo," and in it I put 'la banana." He or she puts a picture or replica of a banana in a bag. The next student repeats the sentence with "la banana" and then adds another object to the bag. The game continues as children add to the list while repeating all of the previous objects.
- 3. After playing the game, students draw and label a picture of what they would pack for "el monstruo." When their drawings are complete, they work with a partner and identify each item they "packed."
- 4. Ask children to point to familiar body parts as they line up for different activities. For example, they can touch "las orejas" as they get into line. Another activity is to have the teacher say a body part and the children who point to that body part quickly get on line first.
- Students describe pictures of people or animals presented in reading books or during science lessons by using the names of body parts, colors, "grande," and "pequeño."
- 6. Play music from Spanish-speaking countries and children point to a body part as they move to the rhythm.

# Happy Birthday, Monster Lesson 29:

Focus Vocabulary: contento- happy triste- sad

# **Discussion Questions:**

- 1. Why does everyone hide from "el monstruc" in the beginning of the story?

  They are planning a surprise party for him and they don't want him to see the cake or the presents.
- 2. How old is "el monstruo?" siete (7)
- 3. Why doesn't he like his cake? It is purple and he does not like purple.
- 4. Why is he so happy at the end of the episode? He has a pizza "cake," which is too cold for everyone else. He can eat the whole cake himself.

#### Activities:

- 1. Show SALSA DVD and answer discussion questions with the class.
- 2. Show different flashcards of people who are "contento" (happy) or "triste" (sad). Students say the words and make a face to represent each emotion.
- 3. Give children file cards with happy or sad faces on them. Present different situations and students hold up the appropriate card and say the emotion. Ex.: How do you feel when you get a new toy? How do you feel when someone is mean to you?

- Encourage students to use "contento/contenta" (happy for a male/female) to describe characters in a story or to relate their own feelings during the day.
- 2. Students divide a paper in two columns and write "contento" or "triste" at the top of each column. They draw pictures of something happy or sad in the appropriate column.
- 3. Play different types of music and students say if it makes them feel "contento" or "triste." They move to the music in a way that represents each emotion.

# **Highway Robbery**

## Lesson 30:

Focus Vocabulary: seis-six siete-seven Hace calor. - It's hot.

#### **Discussion Questions:**

- 1. What does "Hace calor" mean? It's hot. (weather)
- 2. What do "los chivos" want to eat and why? ice cream, it's very hot outside.
- 3. What does "el monstruo" want from each of the first two goats? seven red tomatoes and seven pieces of cheese
- 4. What does "el monstruo" decide to do? go to get ice cream with "los chivos"
- 5/ How much is the bill and who pays? seven dollars, el monstruo

#### Activities:

- Show SALSA DVD and discuss story details.
- 2. Show pictures of hot weather and students say, "Hace calor."
- 3. Use flashcards to count from 1-7. Count seven students or seven objects around the room.
- 4. Give pairs of students file cards with the numbers 1 through 7. Say a number and they show the corresponding card.

- 1. Using a blank grid, students create a bingo board with numbers 1-7. Teacher and/or students call out numbers and play bingo.
- 2. Review the meaning of "hace calor." Students write "hace calor" as the title of their papers and then draw pictures of activities they do when it is hot outside.
- 3. Show pictures of landforms in Spanish-speaking countries or point out Spanish-speaking countries on a map. Have students say whether or not they think the weather is hot in each location. ("Hace calor." or "No hace calor.")
- In conjunction with the map activity, children can name and show Spanishspeaking countries they have visited and describe the weather they experienced.
- 5. Discuss the weather as part of the daily routine and say whether or not it is hot.
- Use number vocabulary during math class and in simple addition and subtraction problems.
- 7. Make little booklets of Spanish vocabulary. Student draw and label pictures of colors, numbers, foods, family members, and body parts in each booklet.



# **Vocabulary for Kindergarten**

grande – big
pequeño – small
Hola – hello
Hasta luego – See you later
caliente – hot
frío – cold
Mamá- mother
Papá- father
Bebé – baby

## Numbers

uno – one

dos – two

tres - three

cuatro - four

cinco-five

# Colors

rojo- red

azul- blue

verde –green

amarillo- yellow

; त