

St. Mary's County Public Schools  
 French 1  
 Grades 8, 9, 10, 11, or 12

<b>Marking Period 4</b>	
<b>ACTFL Can Do Benchmarks/Maryland State Standards</b>	<p><b>Interpersonal Communication:</b> <i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i></p> <p><b>Presentational Speaking:</b> <i>I can present information about myself and some other very familiar topics using single words or memorized phrases. I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i></p> <p><b>Presentational Writing:</b> <i>I can copy some familiar words, characters, or phrases. I can write lists and memorized phrases on familiar topics.</i></p> <p><b>Interpretive Listening:</b> <i>I can recognize a few memorized words and phrases when I hear them spoken. I can recognize some familiar words and phrases when I hear them spoken.</i></p> <p><b>Interpretive Reading:</b> <i>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read. I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</i></p>
<b>Essential Questions</b>	<p>How do major cities and small towns/villages tell their stories?</p> <p>How is shopping different in other countries?</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Talk about leisure activities</li> <li>• Indicating the order things took place in the past</li> <li>• Discussing where to eat</li> <li>• Asking for specific quantities</li> <li>• Talking about what others have written or said</li> <li>• Planning free time</li> <li>• Talking about sports</li> <li>• Asking for help and offering help</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Individual sports and activities</li> <li>• Activities on the weekend</li> <li>• Vacation travel and locations</li> <li>• Expressions with avoir</li> <li>• Expressions of time</li> <li>• Expressions with <b>quelqu'un, quelque chose</b></li> <li>• Fruits and vegetables</li> <li>• Meals</li> <li>• Verbs followed by indirect objects</li> <li>• Verbs used in making requests</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Passé Composé with er verbs</li> <li>• Negation in the Passé Composé</li> <li>• Questions in the Passé Composé</li> <li>• Irregular verbs: <b>voir, connaître, prendre</b></li> <li>• Passé Composé with ir and re verbs</li> <li>• Passé Composé of <b>être, avoir, faire, mettre, voir</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Passé Conposé with être</li> <li>• Negation with <b>ne... jamais</b></li> <li>• Partitive articles <b>du, de la, (with negation)</b></li> <li>• Irregular verbs: <b>boire vouloir, pouvoir, devoir</b></li> <li>• Object pronouns: <b>me, te, nous, vous, lui, leur</b></li> <li>• Irregular verbs: <b>savoir</b> and <b>connaître</b></li> <li>• Object pronoun placement in imperative</li> <li>• Irregular verbs <b>dire écrire</b></li> <li>• Object pronouns <b>en</b> and <b>y</b></li> <li>• Use of <b>avoir mal à</b></li> <li>• Definite article with parts of the body</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• French winter sports</li> <li>• French weekend</li> <li>• French youth and music</li> <li>• The market</li> <li>• French restaurants</li> <li>• French cuisine</li> <li>•</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>