

Teen Voices: French!

Level 1 Scope and Sequence

Unit 1: Getting Started

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Meet the Characters	Common formal/informal greetings and introductions	Video: Pronunciation Tips	Meet cast of characters featured in unit conversations
Lesson 2: Le Monde francophone	Francophone countries	Notes: French countries have grammatical gender Video: Accent Marks Video: Definite Articles Exceptions	Note: Role of French language in francophone countries
Lesson 3: Cognates (+ Definite Articles, Pronouns)	Cognates	Video: Definite Articles: Exceptions Video: Gender in French Nouns Note: “le”, “la”, and “l” Note: Add “-e” to adjectives to describe feminine nouns Video: Noun Gender Endings Tips Grammar Practice: Definite articles, personal pronouns	
Lesson 4: Conjugation of “être” (+ Plural Nouns)	Conjugate “être”	Video: “être” Video: Noun Plural Endings Grammar Practice: Make singular nouns plural	Note: Liaison
Alignment to ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 2.1. Learn about appropriate gestures when greeting someone. 3.1. Use geography skills to learn about the French-speaking world. 4.1. Learn about cognates.		

Ideas for the Classroom

Students could...

- 1.1. Practice greeting others, introducing themselves.
- 1.2. Listen to various people introducing themselves and note their name and their country in a table.
- 1.3. Prepare a poster (or a PPT) introducing a country where the target language is spoken.
- 2.2. Research the flags of each country where the target language is spoken, as well as some general information (capital, landmarks...).
- 3.2. Look at infographics showing the use of the target language and discuss its use, its reach, etc.
- 4.2. Compare some major cities where the target language is spoken with cities in their home country (layout, buildings, etc).
- 5.1. Start a pen pal exchange with peers from the target culture.
- 5.2. Watch videos on how peers in the target culture live their daily life.

Unit 2: Meeting Others

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Informal Introduction	Common greetings, informal phrases	<p>Note: Space before punctuation</p> <p>Note: “de” + “les” = “des”</p> <p>Note: Stressed pronoun “toi” in “Et toi ?”</p>	
Lesson 2: Formal Adult Introduction (+ Formal vs. Informal)	Formal speech + “vous” forms	<p>Video: Formal vs. Informal Grammar</p> <p>Practice: Formal vs. Informal</p>	Note: Abbreviation “Mme”
Lesson 3: Informal Adult Introduction (+ Formal vs. Informal)	Informal speech + “tu” forms	<p>Note: Example and explanation of inversion</p> <p>Note: “de” + “le” = “du”</p> <p>Note: Example of adjective agreement (f, pl.)</p> <p>Grammar Practice: Formal vs. Informal</p>	<p>Note: When to use “bonjour”</p> <p>Note: Abbreviation “M.”</p>
Lesson 4: Conjugation of “parler”	Conjugate “parler”	<p>Note: Examples of -ER verbs</p> <p>Video: -ER Verbs</p>	
Lesson 5: Talking with Friends 1 (+ Adjective Agreement)	“Je suis de...”	<p>Note: Example and explanations of adjective agreement</p> <p>Grammar Practice: Pronouns, adjective agreement with nationality</p>	Note: Nationalities not capitalized
Lesson 6: Talking with Friends 2 (+ Spoken by Male vs. Female)	Nationalities	<p>Note: “ma” + “amie” = “mon amie”</p> <p>Grammar Practice: Spoken by a male vs. spoken by a female, adjective agreement</p>	Note: Abbreviation “Mlle”

Lesson 7: Conversation: Meeting Marie and Juliette	Greet adults and classmates and say where you are from.		Note: “on” to talk about a group of people, or, informally, to mean “we”
Lesson 8: Cultural Reading: Les bises	Vocabulary to support the cultural reading		“faire la bises”
Alignment to ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.2. Read a text about “la bise” and answer questions to show their understanding. 2.1. Learn about appropriate gestures when greeting someone. 2.1. Learn to adjust their greetings and address to the context. 3.1. Students use their geography knowledge to discuss countries and nationalities.		
Ideas for the Classroom	Students could... 1.1. Practice greeting others, introducing themselves. 1.1. Answer simple questions about themselves (where they are from). 1.3. Create an avatar (name, nationality, where they are from) and present it to the class. They could do the same with famous people from the target cultures. 2.2. Research famous people from the target cultures. 3.2. Investigate the accomplishments/creations of famous people from the target cultures. 4.1. Compare the differences in formality with their own language. 4.2. Discuss how their culture expresses formality compared to the target culture. 5.1. Meet people from the target culture and introduce themselves. 5.2. Watch video excerpts from movies, tv shows, etc., where people greet others in a variety of contexts.		

Unit 3: Important Numbers

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Numbers 0-20 (+ Addition Practice)	Numbers 1-20.	Grammar Practice: Addition in (Practice numbers 10-20)	
Lesson 2: Age (+ Addition Practice)	Age	<p>Note: Inversion vs. “Est-ce que... ?”</p> <p>Note: Inversion with “a” + “il/elle” = “a-t-il/elle”</p> <p>Note: Agreement “quel/quelle”</p> <p>Video: Quel/Quelle</p> <p>Grammar Practice: Practice with numbers 0-20 and age</p>	Note: “What age do you have?” (use of “avoir”)
Lesson 3: Conjugation of “avoir”		<p>Note: What is an irregular verb?</p> <p>Video: “avoir”</p> <p>Conjugate “avoir”</p>	
Lesson 4: Phone Number (+ Inversion)	Telephone numbers	<p>Note: Intro to agreement with possessive adjective</p> <p>Note: Imperative “tu” form</p> <p>Video: Form Questions Using Inversion</p> <p>Grammar Practice: Questions with inversion</p>	Note: French phone numbers
Lesson 5: Higher Numbers (+ Practice)	21, 22, and 30-100 thousand, million, and billion	Grammar Practice: Numbers 20- 100	Note: Literal translations of 70, 80, 90 (different than Swiss French)
Lesson 6: My City	“J’habite...” (state, house, area).	<p>Note: Negate using “ne... pas”</p> <p>Video: Indefinite Articles</p>	Note: “chez” meaning

Lesson 7: My Address (+ Plurals)	“J’habite...” (road, address, nearby)	Note: “ta” + “adresse” = “ton adresse” Grammar Practice: Plural nouns	Note: “la rue principale” Note: Many ways to say “nearby”
Lesson 8: Conjugation of “habiter”	Conjugate “habiter”	Note: What is a regular -ER verb?	
Lesson 9: Conversation: Exchanging Phone Numbers (+ Noun Gender)	Give friends your phone number and address so you can meet up later.	Grammar Practice: Practice noun gender with nouns from this unit	Note: Age to get driver’s license in Europe Note: Casual way to ask questions (Vous faites quoi ?)
Lesson 10: Cultural Reading: The Name of My Street	Getting around town	Note: “de” + “un(e)” = “d’un(e)” Note: Relationship of one noun to another (e.g. le nom d’une personne)	Street names in France Note: “le marché”, “le supermarché”, “l’hypermarché”
Alignment to ACTFL Standards	Students could... 1.1. Practice various linguistic aspects. 1.2. Read about the street names in France and answer questions to show their understanding. 2.1. Learn about the way a phone number is listed in French. 3.1. Use their math skills to practice numbers.		
Ideas for the Classroom	Students will... 1.1. Answer simple questions about themselves (where they live, how old they are, contact info, etc). 1.3. Prepare and present posters about countries/regions where the target language is spoken, with an emphasis on the numbers (population, area, etc). 2.2. Learn about the Minitel, the precursor of the Internet in France, and its impact on French society. 3.2. Learn about the most commonly used apps in the target cultures for communication. 4.1. Look at the most commonly used text abbreviations used in the target language. 4.2. Compare how to give phone numbers or addresses in the French culture and their own. 5.1. Exchange short messages with their pen pals. 5.2. Change their phone language to the target language and learn to navigate their phone.		

Unit 4: Important Dates

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Months	Months of the year, dates	Note: Dates with “C’est le...”	Note: Months aren’t capitalized
Lesson 2: Her Birthday Party	Birthday	Note: “voudrais” vs. “veux” Note: Describe what things are made of with “à + noun” Note: Noun plural “-eau” -> “-eaux”	Note: “aimer” vs. “aimer bien” (avoiding romantic overtones)
Lesson 3: Seasons and Holidays (+ Months, “est-ce que”)	Seasons, French holidays and American holidays	Video: Est-ce que Grammar Practice: Practice months of the year, forming questions with “Est-ce que... ?”	Note: Easter bell vs. Easter bunny Note: “la Toussaint” + “les vacances de la Toussaint” Note: Epiphany Day
Lesson 4: Conjugation of “aimer” (+ “aimer” + Infinitive)	Conjugate “aimer”	Grammar Practice: “aimer” + an infinitive verb	
Lesson 5: Special Occasions (+ Noun Gender)	Celebrations, months, dates, and greetings	Grammar Practice: Noun gender practice	Note: Liason
Lesson 6: Conjugation of “aller” (+ “aller” + Infinitive)	Conjugate “aller”	Video: Verbs followed by infinitive Grammar Practice: “aller” + infinitive	
Lesson 7: Conversation: Celebrating Pierre’s Birthday (+ Plurals Practice)	Wish your friend a happy birthday, give a gift, and say when your birthday is.	Grammar Practice: Form plurals with nouns from this unit	
Lesson 8: Cultural Reading: Bastille Day (+ Holiday Dates)	Celebrating Bastille Day (les feux d’artifices, danser, un bal populaire)	Grammar Practice: Practice dates and holidays Note: Adjective ending in “-eux” (m) --> “-euse” (f) Note: Most nouns ending in “-ment” are masculine	Bastille Day Note: “bals populaires” in France

<p>Alignment to ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text about France’s national holiday and answer questions to show their understanding. 2.2. Learn about the way French people celebrate birthdays, holidays and special occasions.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.1. Express preferences. 1.3. Select a different holiday in any of the target cultures and explain how it is celebrated. 2.1. Learn about etiquette, practices for each celebration and their origins. 3.1. Use their social studies/history knowledge to find out about France’s national day and its meaning. 3.1. Use their math skills to convert temperatures from Fahrenheit to Celsius and vice versa. 3.1. Use their science skills to record temperatures in various French-speaking countries, over the course of a week, a month or a year and discuss the differences in seasons. 3.2. Learn of the importance and meaning of activities and celebrations of the target culture. 4.1. Compare word order in dates, placement of descriptors, etc. 4.2. Compare how the target culture celebrates special occasions and holidays with their own culture. 5.1. Read recipes for typical dishes related to a celebration. 5.2. Watch videos explaining the origins of a holiday.

Unit 5: Every Day

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Days of the Week (+ Practice)	Days of the week	Note: “C’était...” + usage Grammar Practice: Practice days of the week	Note: Days of the week aren’t capitalized
Lesson 2: My Classes	“Mon sujet préféré est...”	Note: Identifying adjectives that need to agree Note: Irregular verb “écrire” Video: Singular Adjective Agreement	Note: “professeur” --> “prof”
Lesson 3: During the Week	Class times and schedules	Note: “le” + day of the week (“le lundi..”) Note: “que” + “études” = “qu’études”	
Lesson 4: Conjugation of “étudier” (+ Practice)	Conjugate “étudier”	Grammar Practice: Conjugate “étudier” and “enseigner”	
Lesson 5: The Weekend (+ Negation)	Activities related to the weekend	Video: Basic Negation Grammar Practice: Present tense negation	Note: “le week- end” vs. “la fin de semaine”
Lesson 6: Conjugation of “vouloir” (+ Practice)	Conjugate “vouloir”	Grammar Practice: Sentences using “vouloir”.	
Lesson 7: Conversation: Discussing Class Schedules	Talk about your school schedule and which classes/ subjects you like and dislike.		Note: “le cours d’histoire- géographie” --> “le cours d’histoire- géo”
Lesson 8: Cultural Reading: School Schedule in France (+ Noun Gender)	After school activities	Grammar Practice: Practice gender with unit nouns.	French school schedules and homework Note: Liason “deux heures”

<p>Alignment to ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text about a typical school day in France and answer questions to show their understanding. 2.1. Learn about a typical school day schedule.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.1. Practice short conversations about their daily schedule during the week and during the weekend. 1.3. Present on their typical school day through the use of a poster or presentation. 2.2. Learn about typical classes and activities in the target culture and understand their significance. 3.1. Research topics typically studied in classes like history/social studies or foreign language classes in the target cultures. 3.2. View school websites in the target culture to identify courses, schedules and special projects. 4.1. Identify cognates in class names or activities and the patterns that connect them. 4.2. Learn about the school system in the target culture and compare it to their own culture. 5.1. Exchange information about their typical school day with their pen pal. 5.2. Research the various classes taught in the target culture through exploring a school's website.

Unit 6: At School

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: School Supplies	School supplies		
Lesson 2: Possessive Adjectives (+ Practice)	Possessive adjectives with school supplies (mon crayon, ma cahier, mes devoirs).	Video: Singular Possessive Adjectives Video: Plural Possessive Adjectives Grammar Practice: “À qui est-ce...?” + possessive adjectives	
Lesson 3: Telling Time 1	Whole and half hours, “du matin”, “du soir”		
Lesson 4: Telling Time 2	Precise time with “et quart”/”quinze”, and “next hour + moins vingt”		
Lesson 5: At School	Location of objects using “Où est...?” and “Où se trouve?”	Note: Use of “avoir besoin de...”.	
Lesson 6: Conjugation of “prendre” (+ Related Verbs)	Conjugate “prendre”	Video: “Prendre” Grammar Practice: Conjugate “prendre”, “comprendre”, “apprendre”	
Lesson 7: Conjugation of “finir” (+ Practice)	Conjugate “finir” and “réussir”	Video: IR Verbs Grammar Practice: Practice “finir” conjugation	
Lesson 8: Conversation: Running Late for School	Be able to say what time it is and what time school starts. Tell someone to hurry up.		
Lesson 9: Cultural Reading: The 12- and 24-Hour Time Systems	New verbs related to time (entendre, dire, ajouter).	Grammar Practice: Conversion between 12-hour clock and 24- hour clock	

<p>Alignment to ACTFL Standards</p>	<p>Students will...</p> <ol style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text about the official time and answer questions to show their understanding.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ol style="list-style-type: none"> 1.1. Answer simple questions about their school life. 1.3. Present their typical school day through the use of a poster or presentation. 2.1. Learn about the typical school life in the target culture and how it reflects local values (for example, not having sports within the school means no school spirit, colors, sport events, etc). 2.2. Look at timetables and schedules from the target culture and observe how a time frame is organized. 3.1. Keep a log of their daily activities with the exact times. 3.2. View school websites in the target culture to identify courses, schedules and special projects. 4.1. Identify cognates in class names or activities and the patterns that connect them. 4.2. Compare school life in the target culture with their own. 5.1. Compare their schedule with their pen pal's schedule. 5.2. Search through various websites to find different school schedules and compare them.

Unit 7: After School

Unit Content

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Entertainment	TV and movies (le film, les dessins animés, les émissions de télé).	Use “aller” + infinitive” to express the near future	Note: “les nouvelles” vs. “les news”
Lesson 2: Social Media	Internet terms (l’internet, les médias sociaux, le nom d’utilisateur)		
Lesson 3: Conjugation of “pouvoir” (+ Practice)	Conjugate “pouvoir”	Video: Pouvoir Grammar Practice: Conjugate “pouvoir”	
Lesson 4: Computers	Being online (l’ordinateur portable, le logiciel, chercher sur Google)		
Lesson 5: Computer Help (+ Possessive Adjectives)	Computers (le virus, le mot de passe, le clavier)	Note: “Qu’est-ce que... ?” vs. “que + inversion” Grammar Practice: Possessive adjectives with nouns taught in this unit	
Lesson 6: Conjugation of “devoir” (+ Practice)	Conjugate “devoir”	Grammar Practice: Imperative mood and “devoir”	
Lesson 7: Conversation: Hanging Out after School	Talk about which apps and programs you like to use and get help for a computer virus.		
Lesson 8: Cultural Reading: Social Media	Additional terms for technology and social networks (e.g. leur tablette, Tu fais des recherches.)		Social media platforms that French teens use

<p>Alignment to ACTFL Standards</p>	<p>Students will...</p> <ol style="list-style-type: none"> 1.1. Practice various linguistic aspects. 1.2. Read a text about the use of social media in the target culture and answer questions to show their understanding. 2.2. Learn about some favorite/popular apps and technology in the target language. 3.1. Use their technology skills to discover apps or software that are popular in the target culture.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ol style="list-style-type: none"> 1.1. Answer simple questions about their life outside of school. 1.3. Create a short vlog/podcast in the target language. 2.1. Learn about the target culture's views on social media and technology. 3.2. Look at infographics on the use of technology in the target culture and explain them. 4.1. Look at various technologies in the target culture and how they borrowed English words, if they have been translated, and which ones are more commonly used. 4.2. Reflect on the importance of various technologies and social media in the target culture and compare with their own. 5.1. Create profiles for several social media sites in the target language. 5.2. Use various social media and applications in the target language.