

# Beginning French Scope and Sequence

## Quarter 1

Topic/functions	Structures	Indicator
<p><b>Le monde francophone</b>            Geography; French names; the alphabet; classroom commands.</p>	<p>Prepositions dans, en, and à; Irregular verbs etre and avoir.</p>	<p><b>Indicators 1.1 Communication – Interpersonal / Conversational</b>            1. Repeats basic courtesies, greetings, and salutations appropriate to time of day.</p> <p><b>Indicators 1.2 Communication – Interpretive</b>            1. Follows basic rehearsed commands            2. Understands familiar simple words, phrases with frequent repetition, visual, and context support.</p> <p><b>Indicators 1.3 Communication – Presentational</b>            1. Imitates vowel and consonant sounds.            3. Recites rote sequences and single word responses to visual cues.            4. Writes alphabet or characters particular to language, numbers, and sight words.            5. Copies words and phrases.</p> <p><b>Indicators 4.2 Comparisons – Cultures</b>            1. Recognizes similarities and differences in greetings, personal space, and some gestures.</p> <p><b>Indicators 3.1.4 Connections to social studies based on Kansas Standards for History and Government; Economics and Geography Novice Low</b>            1. Identifies location of target language countries, uses cardinal directions, and identifies simple elements of weather.</p> <p><b>Indicators 4.1 Comparisons – Languages</b>            1. Recognizes that different sound/sign and intonation patterns exist.</p>
<p><b>La vie courante</b>            Food; Time; Dates; Weather</p>	<p>Irregular verb faire</p>	<p><b>Indicators 1.1 Communication – Interpersonal / Conversational</b>            1. Repeats basic courtesies, greetings, and salutations appropriate to time of day.            2. Repeats statements about basic needs.            4. Repeats expression of likes and dislikes            5. Answers with affirmative or negative word to indicate agreement or disagreement.</p> <p><b>Indicators 1.2 Communication – Interpretive</b>            1. Follows basic rehearsed commands            2. Understands familiar simple words, phrases with frequent repetition, visual, and context support.</p> <p><b>Indicators 3.1.5 Connections to science based on Kansas Science Curriculum Standards</b>            Observes, describes, and records daily and seasonal weather changes. (▲Science 4.4.3.2)</p> <p><b>Indicators 1.3 Communication – Presentational</b>            1. Imitates vowel and consonant sounds.            4. Describes using one or two words.            6. Writes about self.</p> <p><b>Indicators 4.1 Comparisons – Languages</b>            3. Matches common vocabulary with English translations</p>

## Beginning French Scope and Sequence Quarter 2

Topic/functions	Structures	Indicator
<b>Qu'est-ce qu'on fait?</b> Daily Activities; Preferences; Invitations	Negation with ne...pas; Regular –er conjugations; yes/no questions.	<b>Benchmarks 1.1 Communication – Interpersonal / Conversational. Novice Mid</b> 1. Answers questions with simple responses; asks simple questions 4. Responds to questions concerning likes and dislikes. <b>Indicators 1.2 Communication – Interpretive</b> 1. Follows basic rehearsed commands 2. Understands familiar simple words, phrases with frequent repetition, visual, and context support. 3. Understands words from cognates and context. <b>Indicators 1.3 Communication – Presentational</b> 2. Imitates vowel and consonant sounds. 4. Describes using one or two words. 6. Writes about self.
<b>Faisons connaissance</b> Vocabulary/ Conversation: Greetings Introductions: Family; Numbers to 100; Age	Etre —To be; Negation; Regular -er Conjugations; Verb + Infinitive; Information Questions; Qu 'est-ce que— What is it?; Faire — To do/make; Interrogative with Inversion	<b>Indicators 1.1 Communication – Interpersonal / Conversational</b> 1. Repeats basic courtesies, greetings, and salutations appropriate to time of day. 2. States simple questions / answers on personal topics <b>Indicators 3.1.3 Connections to math based on Kansas Curriculum Standards for Math</b> Recognizes whole numbers to 100 (Math 1.2), basic metric measurement, (Math ▲3.2.2) and basic shapes

## Beginning French Scope and Sequence Quarter 3

Topic/functions	Structures	Indicator
<b>Le monde personnel et familial</b> Descriptive Adjectives; Objects; Nationalities as Adjectives; Colors; Opinions	Avoir — To have; Gender; Articles; Adjectives; Il est or C'est — It/He/She is	<b>Indicators 1.1 Communication – Interpersonal / Conversational</b> 2. Answers questions with simple responses; asks simple questions 4. Responds to questions concerning likes and dislikes 5. Responds with short phrases of agreement/disagreement <b>Indicators 2.1 Cultures – Practices and perspectives</b> 1. Identifies a few major, traditional events <b>Indicators 2.2 Cultures – Products and perspectives</b> 1. Identifies 10-12 common products found in home or school <b>Indicators 3.1.1 Connections to reading based on Kansas Reading and Literature Standards</b> 3. Uses text features (e.g., title subtitles, captions) to gain meaning from text (▲Reading 1.4.2) Identifies the topic and main idea(s) in appropriate-level texts. (▲Reading 1.4.10) <b>Indicators 4.1 Comparisons – Languages</b> 2. Recognizes some simple structural patterns, i.e., gender, word order, writing system

## Beginning French Scope and Sequence Quarter 4

Topic/functions	Structures	Indicator
<b>En ville</b> Vocabulary/ Conversation: City/Town; Directions; House; Sports; Games; Music; Family	Grammar: Aller — To go; Preposition a + Definite Article; Preposition chez — At the place/home of; Aller + Infinitive; Venir— To come; Preposition de + Definite Article; Stress Pronouns; Construction of “noun + de + noun”; Possession with de; Possessive Adjectives; Ordinal Numbers	<b>Indicators 1.2 Communication – Interpretive</b> 2. Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support  <b>Indicators 1.3 Communication – Presentational</b> 2. Presents personal and school topics using three to five sentences combining familiar vocabulary  <b>Indicators 2.2 Cultures – Products and perspectives</b> 2. Identifies 10-12 common products found in home or school
<b>Le shopping</b> Vocabulary/ Conversation: Clothing; Accessories; Numbers 100 to 1,000; Money	Vocabulary/ Conversation: Clothing; Accessories; Numbers 100 to 1,000; Money Grammar: Preferer — To prefer; Acheter — To buy; Demonstrative Adjective ce; Interrogative Adjective quel; Mettre — To put (on); Regular -ir Verbs; Adjectives beau — handsome, nouveau — new, vieux — old; Comparisons with Adjectives; Pronoun on; Regular -re Verbs; Imperative	<b>Indicators 1.1 Communication – Interpersonal / Conversational</b> 5. Answers various forms of questions; uses variety of question words and phrases  <b>Indicators 1.2 Communication – Interpretive</b> 2. Gathers the gist and some specific information from simple passages using recombined vocabulary and some visual support 3. Deduces word level meaning from knowledge of some root words  <b>Indicators 3.1.3 Connections to math based on Kansas Curriculum Standards for Math</b> Recognizes whole numbers to 100 (Math 1.2), basic metric measurement, (Math ▲3.2.2) and basic shapes