

ST. JOSEPH

SCHOOL DISTRICT

Middle School French Curriculum

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Introduction to French	Basic Conversations	Numbers	School and Classroom	Avoir	Likes and Dislikes	Adjectives	Être	Days and Months	Weather and Seasons
3 weeks	4 Weeks	4 weeks	4 weeks	2 weeks	6 weeks	3 weeks	2 weeks	2 weeks	2 weeks

Course Description

This Middle School French course introduces students to the basics of the French language and culture. Focusing on listening, speaking, reading, and writing, students will build foundational vocabulary and learn about everyday topics like greetings, numbers, family, and school. Through interactive activities, they will explore basic grammar and sentence formation, enabling simple conversations. Alongside language skills, students will also discover cultural traditions, foods, music, and customs from France and French-speaking countries, deepening their appreciation for this diverse global community. By the end, students will have a practical foundation in French and a greater understanding of the French-speaking world.

[Bien dit! French 1A Textbook](#)

Unit #1: Introduction to French

This unit introduces students to the French language, emphasizing the importance of cognates and false cognates for comprehension. Students will explore and identify France and French-speaking countries. Additionally, they will learn the French alphabet, pronunciation rules, and spelling. By the end of the unit, students will be able to recognize cognates, pronounce words in French, spell words using the French alphabet, and name French-speaking countries.

Unit Assessment

- Students will complete a cognates assessment, an assessment of the French-speaking countries, and an oral assessment over pronunciation.

Vocabulary

French Alphabet

Cognates

French-Speaking Countries

Topic Assessments

Exit Ticket
Discuss and Write
Recording
Think-Pair-Share
Rally Robin
Peer Feedback/Editing

Priority Standard

Comparisons Standard 1: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intentions	We are learning how to pronounce letters, words, and sentences in French. We are learning to use cognates to help us in translation and in pronunciation. We are learning where in the world French is spoken.	Resources Alphabet Alphabet Song 1 Alphabet Song 2 Alphabet Games Cognates 1 Cognates 2 France and the French Language Reading France and the French Language Questions U.S. Cities with French Names
Success Criteria	• I can identify letters in the French alphabet. • I can pronounce words and sentences in French. • I can identify similarities and differences between French and English. • I can explain what a cognate is. • I can identify cognates between French and English. • I can use cognates to help me pronounce words in French. • I can name countries that speak French as an official language.	

Unit #2: Basic Conversations

In this unit, students will develop fundamental conversational skills. They will learn how to introduce themselves, greet others, ask and answer basic questions, and use subject pronouns appropriately. The focus is on both formal and informal interactions. Students will practice through interactive dialogues, role-playing, and listening activities, gaining confidence in speaking and understanding spoken French.

Unit Assessment	• Students will participate in a role-play assessment where they introduce themselves and engage in a basic conversation. They will also complete a listening comprehension quiz.
-----------------	---

Vocabulary

Greetings, Introductions, and Goodbyes Vocabulary

Topic Assessments	Exit Ticket Discuss and Write Recording Think-Pair-Share Rally Robin Peer Feedback/Editing	
Priority Standard Communication Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.		
Learning Intention	We are learning how to have basic conversations in French. We are learning how to ask questions and to respond appropriately. We are learning to use proper pronouns.	Resources Conversation for Recording Greetings Review Greetings Review Activities Subjects and Verbs Subjects and Verbs 2 Subject Pronouns Subject Pronouns 2
Success Criteria	- I can greet others and respond formally and informally. - I can introduce myself and others, and respond formally and informally. - I can say how I feel and ask others how they feel. - I can say goodbye to others formally and informally. - I can replace subjects and nouns with their corresponding pronouns.	

Unit #3: Numbers

This unit teaches students to recognize and use numbers in French to describe daily life. They will learn to count, ask for and give phone numbers and ages, state dates, and tell time. Students will practice through number games, oral drills, and interactive lessons that reinforce numerical fluency.

Unit Assessment

- Students will take a quiz on number recognition and usage, including telling time and stating dates. They will complete a listening activity where they identify spoken numbers, and an oral assessment that involves counting.

Vocabulary

[Numbers in French](#)

Topic Assessments

Exit Ticket
Discuss and Write
Recording
Think-Pair-Share
Rally Robin
Peer Feedback/Editing

Priority Standard

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention

We are learning to use numbers in French.

Resources

Success Criteria

- I can count.
- I can ask and give phone numbers.
- I can ask and give ages.

[Numbers 0-30](#)
[Numbers 0-30 Practice](#)
[Numbers 40-100](#)

	• I can ask and give dates. • I can ask and tell time. • I can tell time using the 24-hour system (military time).	Numbers Card Game Numbers + Days + Calendar Activity Telling Time Telling Time 2 24 Hour System (Military Time)
--	--	---

Unit #4: School and Classroom

Students will expand their vocabulary to include school-related terms such as classroom objects, classroom commands, and subjects. Activities will include creating their school schedule in French, and learn about the educational system in French-speaking countries.

Unit Assessment	• Students will create their daily school schedule in French and design their ideal classroom utilizing the vocabulary learned.
-----------------	---

Vocabulary

[Classroom Objects Vocabulary](#)
[Classroom Objects and Commands Vocabulary](#)

Topic Assessments	Exit Ticket Discuss and Write Recording Think-Pair-Share Rally Robin Peer Feedback/Editing
-------------------	---

Priority Standard

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention	We are learning to name classroom objects and school subjects.	Resources
Success Criteria	• I can name classroom objects. • I can name the classes that I am taking. • I can use definite and indefinite articles.	Classroom/Commands Vocab. + Activities Classroom Objects + Commands Practice Classroom Objects + Commands Practice 2 Definite Articles + Activities Definite Articles Practice Indefinite Articles Practice Indefinite Articles Practice 2 Indefinite Articles Practice 3

Unit #5: Avoir

Students will explore the verb "avoir" and its uses, including age and possession.

Unit Assessment	• Students will demonstrate their ability to use "avoir" in all its forms.
-----------------	--

Vocabulary

J'ai, tu as, il/elle/on a, nous avons, vous avez, ils/elles ont

Topic Assessments	Exit Ticket Discuss and Write Recording Think-Pair-Share Rally Robin Peer Feedback/Editing	
Priority Standard Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.		
Learning Intention	We are learning to use “avoir” (to have).	Resources Avoir Conjugation Practice Avoir + Negation Practice Avoir + Negation Practice 2 Avoir + Negation Practice 3
Success Criteria	- I can give my age and ask others their age. - I can say what I have and don’t have.	

	•

Unit #6: Likes and Dislikes

Students will explore the verb "aimer" and its usage to express preferences about activities, food, and hobbies. Through structured dialogues, interactive games, and listening exercises, students will develop confidence in discussing their likes and dislikes.

Unit Assessment

- Students will write a paragraph discussing their likes and dislikes and they will interview a classmate and report that person's likes and dislikes.

Vocabulary

[Likes and Dislikes Vocabulary](#)

Topic Assessments

Exit Ticket
Discuss and Write
Recording
Think-Pair-Share
Rally Robin
Peer Feedback/Editing

Priority Standard

Communication Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention

We are learning to describe our likes and dislikes.

Success Criteria

- I can conjugate the verb "aimer" and other "er" verbs.
- I can use "aimer" to write and talk about my preferences.
- I can show preference when discussing activities.
- I can use "aimer" to talk about my food preferences.

Resources

[What do you like Vocab. + Activites](#)
[What do you like Practice](#)
[What do you like Practice 2](#)
[Aimer Conjugation + Activities](#)
[Likes and Dislikes Vocab. + Activities](#)
[Likes and Dislikes](#)

		Food and Drink Activity Sports and Activities Practice Leisure and Recreation Vocab. + Activities -ER Verbs Practice -ER Verbs Practice 2
--	--	---

Unit #7: Adjectives

In this unit, students will learn to describe people, places, and things using adjectives. They will focus on noun-adjective agreement in gender and number, as well as possessive adjectives. Through descriptive writing, conversation practice, and interactive games, students will strengthen their ability to express themselves utilizing adjectives.

Unit Assessment	Students will write a descriptive paragraph about themselves and one about a friend or family member using a variety of adjectives.
-----------------	---

Vocabulary

[Adjectives + Family Vocabulary](#)

Topic Assessments	Exit Ticket Discuss and Write Recording Think-Pair-Share Rally Robin Peer Feedback/Editing
-------------------	---

Priority Standard

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention	We are learning how to describe people, places, and things.	Resources
Success Criteria	• I can describe nouns using the correct adjective (gender/number). • I can use adjectives to describe friends and members of the family. • I can use possessive adjectives to indicate to whom or to what something belongs. • I can describe the color of items.	<u>Adjectives Speaking + Writing Activity</u> <u>Adjectives Vocab. + Activities</u> <u>Adjective Agreement + Activities</u> <u>Adjective Agreement Practice</u> <u>Family Vocab. + Activities</u> <u>Family Vocabulary Practice</u> <u>Adjectives + Family Practice</u> <u>Possessive Adjectives + Activities</u> <u>Possessive Adjectives Practice</u> <u>Time and Colors Activities</u> <u>Colors Vocabulary + Activities</u>

Unit #8: Être

This unit focuses on the verb "être" and its uses in descriptions and occupations. Students will apply prior knowledge of subject pronouns and learn how to conjugate "être" correctly in different contexts. Through sentence-building exercises and interactive activities, they will practice using "être" to describe themselves, family members, and others.

Unit Assessment	• Students will complete a written quiz on conjugations and uses of "être," along with an oral activity where they describe themselves and a classmate or family member using the verb.
-----------------	---

Vocabulary

Je suis, Tu es, Il/Elle/On est, Nous sommes, Vous êtes, Ils/Elles sont

Topic Assessments	Exit Ticket Discuss and Write Recording Think-Pair-Share Rally Robin Peer Feedback/Editing
-------------------	---

Priority Standard

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention	We are learning how to use the verb être (to be).	Resources Être Conjugation + Activities Être + Adjectives Practice Être + Occupations Practice Occupations Vocabulary + Activities
Success Criteria	- I can use the verb “être” (to be) in all its conjugations. - I can use être to describe people and things (adjectives). - I can use être with occupations.	

Unit #9: Days and Months

Students will learn the names of the days of the week and the months of the year. They will practice using dates, discussing birthdays, and recognizing cultural holidays. Activities include calendar-based exercises and interactive dialogues that help students use the days and months vocabulary in context.

Unit Assessment

- Students will complete a calendar project where they label months and days in Spanish, write their birthdays, and mark important cultural holidays.

Vocabulary

[Days and Months](#)

Topic Assessments

Exit Ticket
Discuss and Write
Recording
Think-Pair-Share
Rally Robin
Peer Feedback/Editing

Priority Standard

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention

We are learning the days of the week and the months of the year.

Resources

Success Criteria

- I can name the days of the week.
- I can name the months of the year.
- I can give dates.

[Days and Months](#)
[Days and Months 2](#)
[Days + Calendar Activity](#)

Unit #10: Weather and Seasons

This unit focuses on describing weather conditions and seasons. Students will learn common weather expressions and how to use them in sentences. They will practice describing current and seasonal weather through real-world applications, including weather reports and role-playing activities.

Unit Assessment

- Students will create a French weather report for a given location and present it to the class.

Vocabulary

Topic Assessments

Exit Ticket
Discuss and Write
Recording
Think-Pair-Share
Rally Robin
Peer Feedback/Editing

Priority Standard

Communication Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Learning Intention

We are learning how to describe the weather.

Resources

Success Criteria

- I can name the seasons
- I can describe weather conditions

[Weather and Seasons](#)
