

French I Unit 1: Getting Acquainted

Content Area: **World Languages**
Course(s): **FRENCH I**
Time Period: **Generic Time Period**
Length: **6 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to greet someone in French, introduce themselves, and identify their family members. Students will be familiar with the geography of the French-speaking population and the numerical system.

Concepts

Essential Questions

- How has history affected the geography of the French-speaking population?
- How do we discuss family members and their role in society?
- How does the study of another language connect with other disciplines and the world?
- What are the cultural differences in the numeric systems of France and the rest of the world?
- What information and skills do I need to understand and express myself in a language other than my own?
- What learning strategies and resources will help me acquire another language?
- What role does culture play in the way in which French vs. Americans greet one another and how does this affect the way in which we interact with others?
- Why study another language?

Understandings

Students will understand that...

- Friends and family play an important role in French culture.
- Some verbs are used in expressions to convey different meanings.
- There are culturally appropriate ways to greet one another.
- There are many other areas of the world where French is spoken other than France.

Critical Knowledge and Skills

Knowledge

Students will know:

- Alphabet/sounds
- French-speaking countries
- Numbers up to 100
- Age
- Origins
- Family members
- Feelings
- French salutations and greetings

Skills

Students will be able to:

- Count to 100 in French.
- Say the alphabet in French.
- Greet people and ask them how they feel.
- Identify French-speaking countries.
- Introduce one's family.
- Introduce oneself and ask someone's name.
- Say how old you are and ask how old others are.
- Say where one is from.

"Can do" statements for students:

I can count to 100 in French

I can pronounce the letters of the alphabet correctly

I can say hello and goodbye

I can greet people and ask them how they feel

I can identify French-speaking countries

I can introduce my family

I can introduce myself and respond to an introduction

I can ask and say how old someone is

I can ask where someone is from and say where I'm from

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation

- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Audio/Video Greeting Project: You and your partner will create an original dialogue in which you meet for the first time. You must: greet one another, introduce yourselves, give and ask for where you're from, give and ask for age, tell and ask about family members.
- Family Tree Project: Create an original display of your family tree. Be sure to include all members of your immediate family (mom, dad, step-parents, sisters, brothers).
- Unit 1 Test: Written Test

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Yabla, Kahoot, PearDeck, selected YouTube videos

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Addition, subtraction, multiplication and division equations in French. Counting and identifying odd and even numbers.

SCIENCE - Climate and geography of French-speaking countries

SOCIAL STUDIES - Current events, historical figures, and the French flag

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.)

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from French-speaking countries

APPLIED TECHNOLOGY - Foods from French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force


GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries


Learning Plan / Pacing Guide

Week 1:

- Why learn French?
- Icebreaker Activities/Interview Activity
- Textbook Distribution
- Set up: Google Classroom, Remind, Microsoft Word language setting, Google Drive folder
- Creating S.M.A.R.T. Goals
- Establishing Class Expectations
- Regions of France and French-speaking Countries
- Greetings and Introductions

Resources and activities from "Related Documents":

 French 1 Syllabus.docx

 SMART goal setting sheet.pdf

 Greetings Exit Slip.docx


 Interview Activity.docx

[A Case for Emphasizing Secondary Language in the United States Article](#)

Week 2:

- Nationalities and Ville d'Origine
- Pronunciation: la consonne finale and feminine/masculine
- Numbers 0-20
- Greetings: Bonjour et Salut

Resources and activities from "Related Documents":

 bingo (1).doc

Week 3:

- Greetings: Bonjour et Salut
- Asking how people feel
- Audio/Video Greeting Project

Resources and activities from "Related Documents":

 Audio or Video Greetings Project.docx

Week 4:

- Gender: un/une and le/la
- Pronunciation: Liaisons
- La culture: amis et copains
- Numbers up to 60

Week 5:

- Introductions/How to say your name
- Family Vocabulary
- Family Tree Project

Resources and activities from "Related Documents":




Arbre de famille - French 1.docx

Week 6:

- Family Project Presentations
- Numbers up to 1000
- Jeopardy Review Game
- Unit 1 Test

Resources and activities from "Related Documents":

 Unit 1 Test.docx

French I Unit 2: Daily Life

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Transfer Goals

Transfer Goals

Students will be able to independently use their learning to recall and apply a variety of vocabulary and expressions related to food and drink so that in the long run they will be able to order at a restaurant in a French-speaking country.

Concepts

Essential Questions

- How do we ask for prices?
- How do we ask to borrow money?
- How do we discuss the time and where and when events take place?
- How do we discuss the weather and seasons?
- How do we order food and drink?
- What are the cultural differences in the social life of French and American teens?
- What learning strategies and resources will help me acquire another language?
- What role does culture play in the way in which French speakers order food and drink?
- Where do French teens go to socialize?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- There are cultural and geographic differences in the way in which we measure temperature, quantity, prices and tell time.
- There are culturally appropriate ways to order food and drink in a restaurant.
- There are similarities and differences between French and American teens.

Critical Knowledge and Skills

Knowledge

Students will know:

- Days, Dates, Months
- Food and Drink Vocabulary
- French Monetary Unit
- Social Life of French Teens
- The 24 Hour Clock/Military Time
- Time Expressions
- Food and Drink Vocabulary
- Weather Expressions

Skills

Students will be able to:

- Offer and ask for something to eat and drink.
- Ask a friend to lend you money.
- Ask for and indicate time.
- Discuss the weather and the seasons.
- Indicate where certain events are scheduled.
- Talk about dates, days, and birthdays.
- Tally a restaurant check.

"Can do" statements for students:

I can offer and ask for something to eat and drink

I ask for someone to lend me money

I ask for the time and tell the time

I can discuss the weather and the seasons

I can indicate where certain events are scheduled

I can talk about dates, days, and birthdays

I can tally a restaurant check

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading

- Speaking
- Writing

Summative Assessment Plan

- Daily Schedule Project: You will create your daily schedule. Your schedule must include at least eight activities with their times.
- Météo Project: In groups of three-four, students will create a weather forecast presentation for their assigned day of week for West Deptford. The presentation should include the following components - the day of the week, the dates, the weather, and the temperature.
- Restaurant Project: For this project, you will be responsible for designing a restaurant with a team of students. You will need to create a name for the restaurant, decide upon a theme, and create an original menu complete with a drink, appetizer, entree, and dessert category. Your menu should also include prices for each item.
- Unit 2 Test: Written Test

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
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Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Describe currency in foreign countries, tell time using the 24 hour clock, tally a restaurant check

SCIENCE - Discuss the weather in various French-speaking countries

SOCIAL STUDIES - Current events and historical figures

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.)

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from French-speaking countries, learning the song "Allouette"

APPLIED TECHNOLOGY - Foods from French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries

Learning Plan / Pacing Guide


Week 1:


- Food Vocabulary and Expressions
- Ordering at a Restaurant (Qu'est-ce que tu voudrais/J'aimerais...)
- French Menu Search
- Vocabulary: Les Boissons
- Culture: Le Café
- Expressing Hunger and Thirst

Week 2:

- Cost Expressions
- The Price is Right Game
- Creating a Menu
- Leçon 3 Quiz

Resources and activities from "Related Documents":


 The Price is Right.docx


 Leçon 3 Quiz.docx

Week 3:

- Restaurant Project
- Le Tour de Restaurants

Resources and activities from "Related Documents":

 The Restaurant Project.docx

 Restaurant Awards.pub

 Restaurant Score Card.docx

 Tour des Restaurants.docx

Week 4:

- Telling Time and Time Related Expressions

- Asking the Time of an Event
- Daily Schedule/L'horaire project

Resources and Activities from "Related Documents":


 Faites maintenant - L'heure.docx

 L'horaire (example and rubric).docx


Week 5:

- Ask for the Date
- Describe the Day and Month
- Birthdays
- Birthday Month Mini-Project
- Weather Vocabulary
- Météo Project

Resources and activities from "Related Documents":

 L'anniversaire projet.docx

 Weather Review Game Picture Walk.docx


 La météo project.docx

[Days of the Week in French Video](#)


Week 6:

- Météo Project Presentations
- Unit 2 Test Review
- Unit 2 Test

Resources and activities from "Related Documents":

 [Review Questions for Unit 2 Test.docx](#)

 [Unit 2 Test Modified.docx](#)

 [Unit 2 Test.docx](#)

French I Unit 3: What People Do

Content Area: **World Languages**
Course(s): **FRENCH I**
Time Period: **Generic Time Period**
Length: **14 weeks**
Status: **Published**

Standards

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Transfer Goals

Transfer Goals

Students will be able to independently recall and apply a variety of vocabulary and expressions related to likes, dislikes, and daily activities so that in the long run they will be able to discuss their likes and dislikes, accept and turn down invitations, and ask and answer questions.

Concepts

Essential Questions

- How do we discuss daily activities?
- How do we expand a conversation?
- How do we find out what's going on?
- How do we invite friends to do things?
- How do we recognize cognates as a connection to English?
- How do we talk about where people are?
- What are the cultural differences in the social life of French and American teens?
- What role does culture play in the way in which French speakers carry on a conversation?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- There is culturally acceptable behavior for engaging in conversations.
- There are similarities and differences between French and American teens.

Critical Knowledge and Skills

Knowledge

Students will know:

- 24 Hour Clock
- Negation
- Present tense of –er verbs, faire and être
- Question Words and Formation
- Social Life of French Teens
- Subject Pronouns
- Sénégal, African, and French Music
- Telephone Etiquette
- Verb + Infinitive

Skills

Students will be able to:

- Ask and respond to yes/no and information questions.
- Describe how French teens spend their leisure time.
- Describe what people do and don't do.
- Discuss likes and dislikes.
- Express approval, regret, doubt and surprise.
- Extend, accept, and turn down invitations.
- Recognize African and French music.

"Can do" statements for students:

I can ask and respond to yes/no and information questions

I can describe how French teens spend their leisure time and make cultural comparisons

I can describe what people do and don't do

I can discuss my likes and dislikes.

I can express approval, regret, doubt and surprise.

I can extend, accept, and turn down invitations.

I can recognize African and French music.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework

- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapter 5 Written Test
- Chapter 6 Written Test
- Chapter 7 Written Test
- Chapter 8 Written Test
- Interview Project: With a partner that I assign, you will create a short video or audio clip on your phone or laptop of an interview! It is your choice whether you do a voice recording or a video. However, every pair will need to additionally turn in a typed or handwritten script of the interview to go along with their video. Your interview recording should include the following: Say hello to your partner, ask them how they are, one partner asks the other the questions and they respond, switch roles, say thank you and goodbye.
- Invitation Presentation: In this project, you will work with two other students to create a script in which you are sitting in class or in the hallway and have a short conversation with some friends.
- Point de Vue Composition
- You're the Teacher Project: In this project, you will work in teams of four to create an engaging lesson on one of the topics that your peers voted most difficult from the beginning of the year. You and your partners will choose the topic that you will be teaching.

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla

- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

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All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Tell time using the 24 hour clock

SCIENCE - Discuss the geography of various French-speaking countries

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' leisure activities

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.)

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from French-speaking countries

APPLIED TECHNOLOGY - Foods from French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries

Learning Plan / Pacing Guide

Week 1:

- Preferences and Activities Vocabulary
- How to Express What You Wish to Do
- Invitations
- Invitation Project

Resources and activities from "Related Documents":

 Invitation Presentation Directions Rubric.docx

Week 2:

- Present Invitation Projects
- Francophone Countries/Flags
- Chapter 5 Stations Review
- Chapter 5 Test

Week 3:

- Skip to Chapter 7: Close Read of "Une Boum"
- Verb + Infinitive Structure
- Conjugation of Regular -er Verbs
- Er Verbs Practice

Resources and activities from "Related Documents":


 -er verb conjugation picture walk.docx

Week 4:

- Negative Form of -er Verbs
- Poem Word Scramble Activity
- Er Verb Song Activity
- Introduction to Adjectives
- Point de Vue Compositions

- Chapter 7 Test

Resources and Activities from "Related Documents":

 Create a Poem.docx


 “Je Veux” Paroles - Zaz.docx

 Leçon 5 and 7 Board Race Review Game.docx

Week 5:

- Stereotypes Lesson
- Composition Corrections
- Er Verb Review
- *Bien Venue Chez les Ch'tis* Movie and Stereotypes Lesson


Resources and Activities from "Related Documents":

 _Bienvenue chez les ch'tis_ Comprehension Questions.docx

Week 6:

- French Culture Day: Le Cinéma
- You're the Teacher Project: Midterm Review
- Jeopardy Midterm Review
- Midterm Exam

Resources and activities from "Related Documents":


 You're the Teacher Project Rubric and Directions.docx

Week 7:

- Er Verbs Review
- Family Activities/Hobbies Project
- Verb Conjugations Quiz

Resources and activities from "Related Documents":

 Family and Friends Activities Project.docx


 Conjugation of Regular -Er Verbs Quiz.docx


 Modified Conjugations of Regular -Er Verbs Quiz.docx

Week 8:

- Go Back to Chapter 6: "Une Invitation" Close Read
- Etre Song Activity
- Introduce Etre
- Language Families Presentation

Resources and activities from "Related Documents":


 Louane “Jeune” (Verbe Être).docx


 Where did French come from_.pptx

Week 9:

- Etre Review
- Question Picture Word Wall (Où)
- Question Scavenger Hunt

Resources and activities from "Related Documents":

 Questions Scavenger Hunt.docx

 Advanced Questions Scavenger Hunt.docx

Week 10:

- Negation
- Useful Words Vocabulary
- Midnight in Paris Cultural Film Activities

Resources and Activities from "Related Documents":

 Midnight in Paris_ Video Questions.docx


Week 11:

- Sentence Shuffler Review Game
- Leçon 6 Listening Comprehension
- Leçon 6 Stations Review
- Leçon 6 Test

Resources and activities from "Related Documents":

 Word Shuffler Game.docx

 Leçon 6 Board Race Review Questions.docx

 Lecon 6 Test.docx

 Modified Lecon 6 Test.docx

Week 12:

- Workshop: Responding to a Question in a Full Sentence
- Close Read: "Un Concert de Musique Africain"
- Question Words Picture Wall
- French Music Presentations

Week 13:

- Interview Activity
- Review les mots utiles

- Question Words Picture Wall (Qui and Qu'est-ce que)


Resources and activities from "Related Documents":


 Interview Project.docx

Week 14:

- Questions Gallery Walk
- Faire
- Inversion of Questions
- Leçon 8 Jeopardy Review
- Leçon 8 Test

Resources and activities from "Related Documents":

 Ways to Ask a Question.pptx

 Leçon 8 Test.docx

 Leçon 8 Test Modified.docx

French I Unit 4: People and Their Possessions

Content Area: **World Languages**
Course(s): **FRENCH I**
Time Period: **Generic Time Period**
Length: **8 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently recall, apply, and synthesize a variety of adjectives and expressions so that in the long run they will be able to describe themselves, their friends and their possessions.

Concepts

Essential Questions

- How can I relate the linguistic structures of another language to English?
- How do French teens spend their free time?
- How do we describe ourselves, others, and our possessions?
- How do we expand a conversation?
- How do we get a driver's license in France?
- How do we give an opinion?
- How do we recognize cognates as a connection to English?
- How does the study of another language connect with other disciplines and the world?
- What are the cultural differences in the social life of French and American teens?
- What learning strategies and resources will help me acquire another language?
- What role does culture play in the way in which French speakers carry on a conversation?
- What role does history play in the geography of the French-speaking world?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- There is culturally acceptable behavior for engaging in conversations.
- There are similarities and differences between French and American teens.
- Culture plays a role in one's preference for transportation.
- History plays a major role in the geography of the French-speaking world.
- There are cultural differences in attitudes toward friendship.

Critical Knowledge and Skills

Knowledge

Students will know:

- Adjectives of Physical Description, Personality, Nationality and Colors.
- Automobile Companies
- Computer/Technology Vocabulary
- Definite and Indefinite Articles
- Driving Preferences
- Gender and Number of Nouns and Adjectives
- Impersonal Expressions of Opinion
- People Vocabulary
- Position of Adjectives
- Prepositions of Place

- Present Tense of Avoir and Accompanying Expressions
- Room Furnishings

Skills

Students will be able to:

- Contradict negative statements or questions with si.
- Describe oneself and others.
- Describe room furnishings using il y a.
- Identify French automobile companies.
- Use c'est to express an opinion.
- Use the definite article in making generalizations and indicating repeated events.
- Use the negative article pas de.

"Can do" statements for students:

I can contradict negative statements or questions with si.

I can describe myself and others.

I can describe room furnishings using il y a.

I can identify French automobile companies.

I can use c'est to express an opinion.

I can use the definite article in making generalizations and indicating repeated events.

I can use the negative article pas de.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapter 10 Written Test
- Chapter 9 Written Test
- Composition: Mes affaires or Ma chambre

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Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Describe age using French numbers

SCIENCE - Discuss the geography of various French-speaking countries including Haiti

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' leisure activities

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from French-speaking countries

APPLIED TECHNOLOGY - Foods from French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries


Learning Plan / Pacing Guide

Week 1:

- Introduce Feminine and Masculine Nouns
- Close Read: "Les personnes et les objets"
- La Description des Personnes Vocabulary
- Descriptive Adjectives Vocabulary

Resources and activities from "Related Documents":


 La description des personnes!.pptx

 La description physique.pptx

Week 2:


- Secret Person Writing Assignment
- Celebrity Guessing Game
- School Objects Vocabulary
- School Objects Presentation
- People Vocabulary and Descriptive Adjectives Quiz
- "L'École secondaire en France" Reading


Resources and activities from "Related Documents":

 [Celebrity Guessing Game Handout.docx](#)

 [Celebrity List for Guessing Game.docx](#)

 [Celebrity Pictures for Guessing Game.docx](#)

 [Les objets à l'école.pptx](#)

 [Descriptive Adjectives Do Now Quiz.docx](#)

Week 3:

- School Objects Scavenger Hunt
- Personal Belongings/Technology Vocabulary
- Prepositions of Place
- Ma chambre Vocabulary


Resources and activities from "Related Documents":

 School Objects Scavenger Hunt.docx

Week 4:

- Technology Vocabulary
- Room Label Activity
- Leçon 9 Review (Flashcards, Quizlet, Crossword, etc.)
- Leçon 9 Test
- Leçon 9 Listening Comprehension
- Composition: Mes affaires or Ma chambre

Resources and Activities from "Related Documents":


 Leçon 9 Test.docx

 Leçon 9 Test Modified.docx

Week 5:

- Close Read: "Vive la difference"
- Haiti Reading
- Irregular Verb Avoir
- Definite and Indefinite Articles

Resources and Activities from "Related Documents":

 Avoir Do Now Quiz.docx

Week 6:

- Pas De Negative Indefinite Articles Exception
- The Definite Article in a General Sense
- Bio Poem


Resources and activities from "Related Documents":

 Bio Poem.docx

Week 7:

- Definite Articles with the Days of the Week
- Stations Review
- Leçon 10 Test

Resources and activities from "Related Documents":

 Leçon 10 Test.docx

Week 8:

- Final Exam Review