



Kingsway Regional School District

Committed to Excellence

Course Name: French I A	Grade Level(s): 7
Department: World Language	Credits: High School credit will be awarded with the completion of 1A and 1B
BOE Adoption Date: October 2019	Revision Dates: September 2022

Course Description and Outcomes

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting.

In French I, the students work at the Novice-Mid proficiency level within three important modes: interpretive, interpersonal, and presentational while emphasizing the interrelationship between the language and its respective culture. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The French I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Proficiencies and Pacing Guide:

Course Title: French I A

Prerequisite(s): N/A

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Unit 1: Bienvenue! (Welcome)</p>	<p>2-3</p>	<p><u>Novice-Mid Proficiency Level</u></p> <p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p>1. Students will be able to identify reasons for world language study.</p> <p>2. Students will be able to identify various francophone countries and present culturally relevant material on a specific Francophone country.</p> <p>3. Students will be able discuss cognates and state various words that we use in the English language that are taken from the French language.</p> <p>4. Students will be able to state the French alphabet and correctly spell their names and other words.</p> <p>5. Students will be able to use the various accent marks found in the French language, and state the importance of said accents.</p>	<p>I can list reasons for language study. (DOK1)</p> <p>I can recite the French alphabet. (DOK1)</p> <p>I can classify French words as cognates or false cognates. (DOK1)</p> <p>I can identify accent marks. (DOK1)</p> <p>I can identify various Francophone countries and their respective continent. (DOK1)</p> <p>I can research and present relevant information about a Francophone country (DOK3 &4)</p>
<p>Unit 2: Bonjour, tout le monde!</p> <p>Greetings & Farewells</p>	<p>5</p>	<p><u>Novice-Mid Proficiency Level</u></p> <p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2</p>	<p>1. Students will be able to identify various francophone countries and present culturally relevant material on a specific Francophone country.</p> <p>2. Students will be able to introduce themselves and others, respond to an introduction, and their name.</p> <p>3. Students will be able to ask how things are going and tell how they are</p>	<p>I can respond to daily questions in the target language when prompted. (DOK1)</p> <p>I can imitate culturally appropriate gestures in greetings & goodbyes. (DOK2)</p> <p>I can compare how French and Americans greet each other (DOK3)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		<p>7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p>feeling.</p> <p>4. Students will be able to use expressions for saying goodbye.</p> <p>5. Students will be able to compare and contrast la rentrée (the first day of school) in France and the United States.</p> <p>6. Students will be able to invite someone to go to various places</p> <p>7. Students will be able to accept or decline an invitation</p> <p>8. Students will be able to write a partner dialogue in which the following is incorporated: and introduction to both partners , discussion of how they are feeling, and and invitation to do something that elicits a positive or negative response.</p> <p>9. Students will be able to compare how French and Americans greet each other.</p> <p>10. Students will be able to respond to various comprehension questions based on readings in the target language</p> <p>11. Students will be able to sing songs in the target language.</p> <p>12. Students will be able to respond questions regarding pertinent daily</p>	<p>I can extend, accept and refuse invitations. (DOK3)</p> <p>I can compare teens in France, as well as the first day of school in France and the USA(DOK3&2)</p> <p>I can construct an introductory dialogue which applies language norms and personal details both presented in writing and orally. (DOK 3&4)</p> <p>I can apply the knowledge that I have gained in this chapter to analyze dialogues and various other resources that are written in the target language (DOK4)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
			and personal information (day, date, weather season, name, current feelings, and where they are from)	
Unit 3: Ma Famille	5	<p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p>1. Students will be able to list family members and common family pets</p> <p>2. Students will be able to speak and write about their family members.</p> <p>3. Students will be able to talk about one’s name, nationality and age in the target language.</p> <p>4. Students will be able to create an imaginary family tree with at least 10 different family members and varying information</p> <p>5. Students will be able to count to infinity</p> <p>6. Students will be able to give their phone number in French</p> <p>7. Students will be able to compare and contrast French and American phone numbers</p>	<p>I can respond to daily questions in the target language when prompted. (DOK1)</p> <p>I can match French family member vocabulary to the English translations (DOK1)</p> <p>I can write a paragraph about my family in the target language (DOK3&4)</p> <p>I can say my phone number in French (DOK3)</p> <p>I can talk in the target language about someone’s family tree (DOK3)</p>
Unit 4: Les Loisirs	7	<p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2</p>	<p>1. Students will be able to ask what someone likes to do and say what they like to do, what they want/don’t want to do, what they can/can’t do, and what they have to/don’t have to do.</p> <p>2. Students will be able to talk about various sports, including e-sport, hockey, the Tour de France, and the</p>	<p>I can classify pastimes, sports and food as likes or dislikes. (DOK2)</p> <p>I can write a paragraph about what I like and don’t like to do (DOK 3&4)</p> <p>I am able to communicate both in speaking and writing about when I like to do certain activities(DOK3)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	olympics 3. Students will be able to state the days of the week. 4. Students will be able to state the months of the year. 5. Students will be able to talk about weather and the seasons, and what they like to do in the various seasons. 6. Students will be able to talk about their birthdays and age, and ask this information of others.	I can talk about what I want and don't want to do, as well as invite others to do things (DOK3) I can decline an invitation to do something and give a reason why (DOK3)
Unit 5: Les Loisirs-	7	<u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 <u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	1. Students will be able to ask what someone likes to do and say what they like to do. 2. Students will be able to talk about various sports, including e-sport, hockey, the Tour de France, and the olympics 3. Students will be able to use subject pronouns. 4. Students will be able to differentiate between tu and vous, as well as state which subject pronoun would be used based upon the situation. 5. Students will be able to recognize an infinitive, as well as state the difference between an infinitive and a conjugated verb. 6. Students will be able to conjugate	I can identify popular sports in Francophone countries. (DOK1) I can recite the days of the week in French. (DOK1) I can classify pastimes, sports and food as likes or dislikes. (DOK2) I can classify French subject pronouns by person and singular/plural. (DOK2) I can use definite articles according to gender & number. (DOK2) I can make sentences negative. (DOK2) I can ask and tell how much I like or dislike to do something. (DOK3) I can agree and disagree about likes & dislikes. (DOK3)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
			<p>regular ER verbs in the present tense.</p> <p>7. Students will be able to say how much they like to do something.</p> <p>8. Students will be able to use adverbs, as well as know where to place them in a sentence.</p> <p>9. Students will be able to talk about and ask about personal preferences.</p> <p>10. Students will be able to talk about various francophone musicians.</p> <p>11. Students will be able to differentiate between feminine and masculine nouns.</p> <p>12. Students will be able to distinguish a definite article from an indefinite article, as well as state the various forms of both in the target language.</p> <p>13. Students will be able to make sentences negative.</p>	<p>I can form sentences by conjugating -ER verbs. (DOK4)</p> <p>I can create negative sentences using ER verbs. (DOK4)</p> <p>I can ask about and state preferences, and agree and disagree. (DOK4)</p> <p>I can respond to comprehension questions regarding various listening and reading activities in the target language. (DOK4)</p>
<p>Unit 6: Quelle heure est-il?</p>	<p>3 weeks</p>	<p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4</p>	<p>1. Students will be able to tell time on a digital and analog clock</p> <p>2. Students will be able to read a schedule and decipher the time using the 24 hours system</p> <p>3. Students will be able to talk about what time they do things.</p> <p>4. Students will be able to ask others</p>	<p>I can ask what time it is, as well as state the time in the target language. (DOK3)</p> <p>I can create a multimedia project that discusses the times that I do various things (DOK4)</p> <p>I can listen to various people talk about what time they do things, and correctly write the time on the clock. (DOK2)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	about what time they do things. 5. Students will be able to ask what time it is.	I can compare French and American schedules (DOK2)
Unit 7: Les Questions	6	<u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 <u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	1. Students will be able to ask questions using est-ce que 2. Students will be able to state the question words in French 3. Students will be able to ask questions using inversion 4. How do you conjugate the verb Faire in the present tense?	I can state the question words in French. (DOK1) I can form yes and no questions (DOK3) I can write a dialogue in the present tense in which I interview someone famous(DOK4) I can change a question into inversion (DOK4) I can state the various steps in forming a question with inversion. (DOK1) I can create various sentences with the verb faire in the present tense.

Unit Title: Bienvenue	Unit Length Months/Weeks: 2-3 weeks
<p>Unit Learning Goal(s):</p> <ol style="list-style-type: none"> 1. Students will be able to identify reasons for world language study. 2. Students will be able to identify various francophone countries. 3. Students will be able to state the French alphabet and correctly spell their names and other words. 4. Students will be able to use the various accent marks found in the French language, and state the importance of said accents. 5. Students will be able to discuss the difference between a false cognate and a cognate. 6. Students will be able to introduce themselves and others, respond to an introduction, and their name. 7. Students will be able to ask how things are going and tell how they are feeling. 8. Students will be able to use expressions for saying goodbye. 9. Students will be able to compare and contrast la rentrée (the first day of school) in France and the United States. 10. Students will be able to invite someone to go to various places 11. Students will be able to accept or decline an invitation 12. Students will be able to write a partner dialogue in which the following is incorporated: and introduction to both partners , discussion of how they are feeling, and and invitation to do something that elicits a positive or negative response. 13. Students will be able to compare how French and Americans greet each other. 14. Students will be able to respond to various comprehension questions based on readings in the target language 	
Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 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. • 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. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p>	<p>I can list reasons for language study. (DOK1)</p> <p>I can recite the French alphabet. (DOK1)</p> <p>I can classify French words as cognates or false cognates. (DOK1)</p> <p>I can identify accent marks. (DOK1)</p> <p>I can identify various Francophone countries and their respective continent. (DOK1)</p> <p>I can imitate culturally appropriate gestures in greetings & goodbyes. (DOK2)</p> <p>I can compare how French and Americans greet each other (DOK3)</p> <p>I can extend, accept and refuse invitations. (DOK3)</p> <p>I can compare teens in France, as well as the first day of school in France and the USA(DOK3&2)</p>

<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. <ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	<p>I can construct an introductory dialogue which applies language norms and personal details both presented in writing and orally. (DOK 3&4)</p> <p>I can apply the knowledge that I have gained in this chapter to analyze dialogues and various other resources that are written in the target language (DOK4)</p>
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Essential Questions:	Enduring Understandings:
In what ways is learning another language beneficial?	Learning French or any language leads students to understand the larger concept of language including one’s own language.
What are the many cultures of the francophone world like?	The recognition of the vastness of the Francophone world leads students to an awareness of cultural diversity and promotes an appreciation and respect for cultural differences.

How does one effectively communicate key personal information at the introductory level of language?	Greeting, naming and basic social interactions are similar in French and in English, but also differ in vocabulary register(formal/informal) and social cues that are an important part of effective communication.

Unit Learning Scale

Unit Learning Goal 1: Students will identify reasons for world language study and will compare & contrast the French alphabet and language structures such as cognates and false cognates.

4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	The student can demonstrate comprehension of the following from class discussions and interactions: <ul style="list-style-type: none"> ● identify reasons for world language study ● specific for themselves the reason for taking French. ● suggest ways in which French can be incorporated into their daily lives. ● reproduce the French alphabet paying attention to vowel sounds. ● classify some French words as cognates or false cognates.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances. <ul style="list-style-type: none"> ● repeat the French alphabet. ● Identify reasons for French language study. ● identify cognates & false cognates.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will create a poster/google doc. highlighting a Francophone country of their choosing.

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can: create a poster or Google Slide presentation that showcases a Francophone country and includes the following: <ul style="list-style-type: none"> ● population ● historical facts

	<ul style="list-style-type: none"> ● interesting/cultural facts ● percent of Francophone population ● flag and meaning
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances. <ul style="list-style-type: none"> ● bulleted information is incomplete or lacking.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 3: Students will introduce themselves and others and communicate personal information by using the formal and informal norms in French.

4	In addition to score 3 performances, the student can use the information spontaneously and by using more complex sentences and dialogue.
3	The student can: <ul style="list-style-type: none"> ● introduce one's self and others & respond to introductions. ● Identify common French first names. ● reproduce the French alphabet. ● identify French accents. ● ask/tell how they are feeling. ● extend, accept and refuse invitations. ● take leave.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances. <ul style="list-style-type: none"> ● Identify common French names. ● Greet one another. ● Tell how they are feeling. ● Take leave.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.

0	Even with help, the student does not exhibit understanding of performance listed in score 3.
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*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Written Quiz (Lecon A, Greetings) ● Written Quiz (Lecon B, Feelings) ● Written Quiz (Lecon C, Places) ● Pronunciation Quiz (Alphabet) ● Homework ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Listening Comprehension Activities 	<ul style="list-style-type: none"> ● Unite I Test ● Common Summative Assessment ● Culminating Project (Francophone Poster/Google Slides Presentation) ● Performance-Based Assessment (Dialogue/Skit)

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: <i>Note applicable CRPs used within the unit.</i>
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Integration of Technology: <i>Note applicable NJ technology standards used within the unit.</i>
8.1 Educational Technology : All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Course Resources:
<i>T'es Branché I</i> , 2nd Edition 2019 EMC & Ancillary Materials

Unit 2: Bonjour	Unit Length Months/Weeks: 5 WEEKS
<ol style="list-style-type: none"> Students will be able to identify various francophone countries and present culturally relevant material on a specific Francophone country. Students will be able to introduce themselves and others, respond to an introduction, and their name. Students will be able to ask how things are going and tell how they are feeling. Students will be able to use expressions for saying goodbye. Students will be able to compare and contrast la rentrée (the first day of school) in France and the United States. Students will be able to invite someone to go to various places Students will be able to accept or decline an invitation Students will be able to write a partner dialogue in which the following is incorporated: and introduction to both partners , discussion of how they are feeling, and and invitation to do something that elicits a positive or negative response. Students will be able to compare how French and Americans greet each other. Students will be able to respond to various comprehension questions based on readings in the target language Students will be able to sing songs in the target language. Students will be able to respond questions regarding pertinent daily and personal information (day, date, weather season, name, current feelings, and where they are from) 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Novice-Mid Proficiency Level	I can respond to daily questions in the target language when prompted. (DOK1)
Interpretive Mode	I can imitate culturally appropriate gestures in greetings & goodbyes. (DOK2)

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read on predictable culturally authentic material

Interpersonal Mode

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.

Presentational Mode

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

I can compare how French and Americans greet each other **(DOK3)**

I can extend, accept and refuse invitations. **(DOK3)**

I can compare teens in France, as well as the first day of school in France and the USA**(DOK3&2)**

I can construct an introductory dialogue which applies language norms and personal details both presented in writing and orally. **(DOK 3&4)**

I can apply the knowledge that I have gained in this chapter to analyze dialogues and various other resources that are written in the target language **(DOK4)**

Essential Questions:	Enduring Understandings:
How do I communicate with someone at the basic level?	Learning how to communicate with others at the most basic level (name, nationality, where one lives, age, etc) is important in starting open communication between people and cultures.
What are some culturally authentic ways of greeting one another?	By improving how you understand and use nonverbal communication, you can express what you really mean, connect better with others, and build stronger, more rewarding relationships.

Unit Learning Scale

Unit Learning Goal 1: Students will be able to express their own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and simple sentences.

4	In addition to score 3 performances, the student can use the information spontaneously and by using more complex sentences and dialogue.
3	The student can: <ul style="list-style-type: none"> ● Greet each other ● Talk about how they are feeling ● Discuss their nationality and the nationalities of others
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will be able to write a dialogue in which they are meeting someone for the first time

4	In addition to score 3 performances, the student can use the information spontaneously and by using more complex sentences and dialogue.
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3	The student can: <ul style="list-style-type: none"> ● Work with a partner to write an original dialogue in which various greetings and salutations are used ● Memorize short pre-written text ● Ask how others are doing and speak about their own feelings
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances. The student can:
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Pre-tests ● Surveys ● Journals ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Quizzes ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning Strategies ● Conferencing ● Observations ● Homework ● Listening Comprehension Activities 	<ul style="list-style-type: none"> ● Unite 2 test ● Common Summative Assessment ● Culminating Projects ● Dialogue/skit (speaking & written)

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- **CORE AREA CONNECTIONS**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Career Ready Practices: *Note applicable CRPs used within the unit.*

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 3: Ma Famille	Unit Length Months/Weeks: 5 Weeks
<ol style="list-style-type: none"> 1. Students will be able to list family members and common family pets 2. Students will be able to speak and write about their family members. 3. Students will be able to talk about one's name, nationality and age in the target language. 4. Students will be able to create an imaginary family tree with at least 10 different family members and varying information 5. Students will be able to count to infinity 6. Students will be able to give their phone number in French 7. Students will be able to compare and contrast French and American phone numbers 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. <ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. <p>Presentational Mode</p>	<p>I can respond to daily questions in the target language when prompted. (DOK1)</p> <p>I can match French family member vocabulary to the English translations (DOK1)</p> <p>I can write a paragraph about my family in the target language (DOK3&4)</p> <p>I can say my phone number in French (DOK3)</p> <p>I can talk in the target language about someone’s family tree (DOK3)</p>

<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
How does family shape us as individuals?	Education makes us better citizens by teaching us how to conduct ourselves through life by following rules and regulations and giving us a sense of conscience.
How do I talk about my family in French?	Family is a concept that transcends cultures. Being able to discuss one's family allows for cultural comparison.
How do I count in French?	Being able to count opens doors to other topics (age, shopping, discussion of population, etc.

Unit Learning Scale	
Unit Learning Goal 1: Students will be able to talk about their family using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	
4	In addition to score 3 performances, the student can: <ul style="list-style-type: none"> • describe their family members appearance
3	The student can: <ul style="list-style-type: none"> • talk about the various people in their family • use the correct form of the adjective when talking about a specific family member's nationality • talk about their family member's age and where they are from
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.

0	Even with help, the student does not exhibit understanding of performance listed in score 3.
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Unit Learning Scale

Unit Learning Goal: Students will be able to count to infinity

4	In addition to score 3 performances, the student can: <ul style="list-style-type: none"> ● count to 100,000,000
3	The student can: <ul style="list-style-type: none"> ● count to 1000 ● state their phone number ● talk about people's age ● listen and record how much certain items cost
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Pre-tests ● Surveys ● Journals ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Quizzes (Lecons A, B, C) ● Numbers quiz ● Family vocabulary quiz ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Observations ● Homework ● Listening Comprehension Activities 	<ul style="list-style-type: none"> ● Unit 3 test ● Common Summative Assessments ● Culminating Projects ● Dialogue (Speaking & Written) ● Imaginary Family Tree Project

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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
 NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
 L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP6. Demonstrate creativity and innovation.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit Length Months/Weeks:	Unit Length Months/Weeks: 7 Weeks
<ol style="list-style-type: none"> 1. Students will be able to ask what someone likes to do and say what they like to do, what they want/don't want to do, what they can/can't do, and what they have to/don't have to do. 2. Students will be able to talk about various sports, including e-sport, hockey, the Tour de France, and the Olympics 3. Students will be able to state the days of the week. 4. Students will be able to state the months of the year. 5. Students will be able to talk about weather and the seasons, and what they like to do in the various seasons. 6. Students will be able to talk about their birthdays and age, and ask this information of others. 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 	<p>I can classify pastimes, sports and food as likes or dislikes. (DOK2)</p> <p>I can write a paragraph about what I like and don't like to do (DOK 3&4)</p> <p>I am able to communicate both in speaking and writing about when I like to do certain activities(DOK3)</p> <p>I can talk about what I want and don't want to do, as well as invite others to do things (DOK3)</p> <p>I can decline an invitation to do something and give a reason why (DOK3)</p>

- 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.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.

Presentational Mode

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Essential Questions:	Enduring Understandings:
How do I talk about what I like to do and don't like to do?	Knowing how to talk about various activities that one likes and does not like to do, allows us to make comparisons with each other, and opens up a broader range of topics that can be discussed
What are the days/months/seasons in French?	Knowing this information in French allows us to talk about when we enjoy or don't enjoy doing these particular things. We are also able to now talk about our birthdays and when various other holidays take place during the year.
What are various weather phrases in French?	We are able to discuss weather patterns, compare and contrast weather in different parts of the world, as well as discuss the activities that we do during various weather scenarios.

Unit Learning Scale

Unit Learning Goal 1:

Students can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

4	In addition to score 3 performances, the student can present the information in sentences that are more complex and with more supporting details.
3	The student can: <ul style="list-style-type: none"> ● Tell what days they do certain activities ● Tell what the weather is ● Say when their birthday is and ask others when they celebrate their own birthday ● Talk about things that they like and don't like to do.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

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<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Pre-tests ● Surveys ● Journals ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Quizzes ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Observations ● Homework ● Listening Comprehension Activities 	<ul style="list-style-type: none"> ● Unit 4 test ● Common Summative Assessments ● Culminating Projects ● Dialogue (Speaking & Written)

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

● **CORE AREA CONNECTIONS**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 5: Les Loisirs: Subject Pronouns and ER Verbs	Unit Length Months/Weeks: 7 Weeks
<p>Unit Learning Goal(s):</p> <ol style="list-style-type: none"> 1. Students will be able to ask what someone likes to do and say what they like to do. 2. Students will be able to talk about various sports, including e-sport, hockey, the Tour de France, and the olympics 3. Students will be able to use subject pronouns. 4. Students will be able to differentiate between tu and vous, as well as state which subject pronoun would be used based upon the situation. 5. Students will be able to recognize an infinitive, as well as state the difference between an infinitive and a conjugated verb. 6. Students will be able to conjugate regular ER verbs in the present tense. 7. Students will be able to say how much they like to do something. 8. Students will be able to use adverbs, as well as know where to place them in a sentence. 9. Students will be able to talk about and ask about personal preferences. 10. Students will be able to talk about various francophone musicians. 11. Students will be able to differentiate between feminine and masculine nouns 12. Students will be able to distinguish a definite article from an indefinite article, as well as state the various forms of both in the target language. 13. Students will be able to make sentences negative. 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 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. • 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. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p>	<p>I can identify popular sports in Francophone countries. (DOK1)</p> <p>I can recite the days of the week in French. (DOK1)</p> <p>I can classify pastimes, sports and food as likes or dislikes. (DOK2)</p> <p>I can classify French subject pronouns by person and singular/plural. (DOK2)</p> <p>I can use definite articles according to gender & number. (DOK2)</p> <p>I can make sentences negative. (DOK2)</p> <p>I can ask and tell how much I like or dislike to do something. (DOK3)</p> <p>I can agree and disagree about likes & dislikes. (DOK3)</p> <p>I can form sentences by conjugating -ER verbs. (DOK4)</p> <p>I can create negative sentences using ER verbs. (DOK4)</p> <p>I can ask about and state preferences, and agree and disagree. (DOK4)</p> <p>I can respond to comprehension questions regarding various listening and reading activities in the target language. (DOK4)</p>

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
 - 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.

Presentational Mode

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. •
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Essential Questions:	Enduring Understandings:
What are the subject pronouns in French?	In order to communicate appropriately, one must have an understanding of the various subject pronouns in the target language.
How do I conjugate ER verbs in the present tense?	The ER verb group is the largest verb group in the French language. Conjugation is essential to communicating correctly.
How do I make sentences negative?	Having the ability to communicate both in the affirmative and the negative will provide opportunity for a deeper level of communication

Unit Learning Scale

Unit Learning Goal 1: Students will identify the subject pronouns in the target language.

4	In addition to score 3 performances, the student can present the information in sentences that are more complex and with more supporting details.
3	The student can demonstrate comprehension of the following from class discussions and interactions: <ul style="list-style-type: none">● Identify pronouns and which pronoun is used for various subjects
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will create a google slides presentation in which they talk about things that they do and do not do.

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can: create = Google Slide presentation that showcases what they do and don't do <ul style="list-style-type: none">● Conjugation of ER verbs in the present tense● Making sentences negative
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 6: Quelle heure est-il?	Unit Length Months/Weeks: 3 Weeks
<p>Unit Learning Goal(s):</p> <ol style="list-style-type: none"> 1. Students will be able to tell time on a digital and analog clock 2. Students will be able to read a schedule and decipher the time using the 24 hours system 3. Students will be able to talk about what time they do things. 4. Students will be able to to ask others about what time they do things. 5. Students will be able to ask what time it is. 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 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. • 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. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: 	<p>I can ask what time it as, as well as state the time in the target language. (DOK3)</p> <p>I can create a multimedia project that discusses the times that I do various things (DOK4)</p> <p>I can listen to various people talk about what time they do things, and correctly write the time on the clock. (DOK2)</p> <p>I can compare French and American schedules (DOK2)</p>

<p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. <ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
How do I tell time in the target language? How do I express various time phrases? How do I express what time I do things?	By knowing how to tell time, both in the 12 hour and 24 hour system, students can know talk about what time things occur. The ability to read a schedule is imperative to arriving on time and ready.

Unit Learning Scale

Unit Learning Goal 1: Students will be able to tell time in the target language.

4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	The student can demonstrate comprehension of the following from class discussions and interactions: <ul style="list-style-type: none">● Tell time using minutes after and various phrases such as midnight, noon, quarter after, half past and quarter to● Use the Official Time system when telling time (24 hour system)
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students create a flipgrid response talking about what time they do various activities

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can: create a FlipGrid vocal response regarding what they do and what time they do things.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

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Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities ● Clock activities 	<ul style="list-style-type: none"> ● Written Quizzes: Time ● Homework ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Listening Comprehension Activities 	<ul style="list-style-type: none"> ● Unite Test: Time ● Performance-Based Assessment: FlipGrid

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
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Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 7: Questions	Recommended Duration: {6 WEEKS}
<ol style="list-style-type: none"> 1. Students will be able to ask questions using est-ce que 2. Students will be able to state the question words in French 3. Students will be able to ask questions using inversion 4. How do you conjugate the verb Faire in the present tense? 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 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. • 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. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: 	<ul style="list-style-type: none"> I can state the question words in French. (DOK1) I can form yes and no questions (DOK3) I can write a dialogue in the present tense in which I interview someone famous(DOK4) I can change a question into inversion (DOK4) I can state the various steps in forming a question with inversion. (DOK1) I can create various sentences with the verb faire in the present tense. (DOK3)

<p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 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. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 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. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
How do I ask questions in French	Learning how to ask questions is important in starting open communication between people and cultures.
What is the verb faire and how is it conjugated in the present tense?	The verb faire is used often in the French language when talking about various activities. By knowing the conjugation, one can talk about what is being done by themselves and others.

Unit Learning Scale

Unit Learning Goal 1: Students will be able to use the verb faire in the present tense, both in writing and speaking.

4	In addition to score 3 performances, the student can use the information spontaneously and by using more complex sentences and dialogue.
3	The student can: <ul style="list-style-type: none">• Write the various forms of the verb faire in the present tense• Describe what someone is doing
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
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Unit Learning Scale

Unit Learning Goal 2: Students will be able to write a dialogue in which they are interviewing a famous person.

4	In addition to score 3 performances, the student can use the information spontaneously and by using more complex sentences and dialogue.
3	The student can: <ul style="list-style-type: none">• Work with a partner to write an original dialogue in which various greetings and salutations are used• Memorize short pre-written text• Ask various information seeking questions.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances. The student can:
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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

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