

**Course: French 1**  
**Unit 1 - Who am I? (Qui suis-je?)**

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**Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

Interpretive (A)

- 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.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal (B)

- 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.
  - 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.

Presentational (C)

- 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.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

<https://www.state.nj.us/education/cccs/2020/>

### **Unit Standards:**

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

**Transfer Goal:** Students will be able to effectively communicate with others about personal and school identity in order to establish cultural appreciation and make linguistic connections in the target language.

**As aligned with LRHSD Long-Term Learning Goal(s):** Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes.
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present.
- make connections with other disciplines by applying learning from language class to relevant situations in other classes.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Enduring Understandings

Students will understand that. . .

*EU 1*

communication is a form of expression.

*EU 2*

making connections and communicating with others is the first step in building empathy toward a target culture's beliefs, traditions, and ways of behaving.

*EU 3*

being successful in school requires familiarity with school surroundings and class routines.

Essential Questions

*EU 1*

- In what ways does communicating with limited or no language help me make meaning in French class?
- How can my knowledge of language and culture broaden my opportunities?
- How is my culture/language similar to or different from French?

*EU 2*

- How does connecting with others build tolerance?
- How do our perceptions of self and others build our class and school communities?
- How does the ability to know myself aid my understanding of others?
- How do differences between individuals contribute to a sense of community both locally and globally?
- How can my understanding of cultural differences help me demonstrate empathy?

*EU 3*

- How do school routines and surroundings inform my sense of identity?
- How do my academic choices define me?
- How are schools in francophone countries similar to/different from my school?

Knowledge

Students will know . . .

EU 1

- “word tools” pertaining to language and proficiency:
  - alphabet and accent marks.
  - cognates and false cognates.
  - question words.
  - high-frequency verbs and expressions. (A.1,2; B.1,2,4,5; C.2,4)

EU 2

- basic greetings and introductions. (A.1,2,4; B.1-5; C.1-4)
- colors and shapes. (A.1,2,3; B.1-5; C.1,2,4)
- numbers. (A.1,2,3; B.1-5; C.1,2,4)
- vocabulary, expressions, and structures (e.g.: register/formality, *aimer*, *préférer*, *ne..pas aimer*, etc.) pertaining to likes and dislikes (including activities, foods, school subjects, colors, etc.). (A.1-4; B.1-5; C.1-5)
- vocabulary and structures (e.g.: *être*, *avoir*, other high-frequency verbs, adjective agreement, etc.) pertaining to personality and physical descriptions. (A.1-4; B.1-5; C.1-5)
- nationalities. (A.1,3-5; B.1-5; C.1,2,4,5)
- where in the world French is spoken. (A.1,3-5; B.1-5; C.1,2,4)

EU 3

- classroom commands and phrases. (A.1-3,5; B.2,4; C.1,2,4)
- vocabulary, expressions, and structures (e.g.: *faire* and other high-frequency verbs, *Il y a / Il n’y a pas*, articles, etc.) pertaining to:
  - schedules (month, day, date, time).
  - simple weather.
  - classroom objects and supplies.
  - school subjects.
  - school lunches.
  - people found in schools.

Skills

Students will be able to . . .

EU 1

- describe language proficiency. (A.1,2; B.1,2,4,5; C.2,4)
- compare languages. (A.1,2; B.1,2,4,5; C.2,4)
- define words pertaining to language acquisition. (A.1,2; B.1,2,4,5; C.2,4)
- imitate the sounds of French. (B.5)

EU 2

- introduce themselves and others (name, age, birthday, nationality). (A.1,2,4; B.1-5; C.1-4)
- roleplay greetings and leave takings. (A.1,2,3; B.1-5; C.1,2,4)
- identify and describe flags of francophone countries. (A.1,2,3; B.1-5; C.1,2,4)
- count. (A.2; B.1,4,5)
- ask and answer simple questions. (A.1,2,4; B.1-5; C.1-4)
- discuss preferences. (A.1-4; B.1-5; C.1-5)
- describe themselves and others. (A.1-4; B.1-5; C.1-5)
- identify the geographical features of the francophone world. (A.1,3,4,5; B.1-5; C.1,2,4)
- discuss and dispel myths/stereotypes about francophone countries. (A.1,3, 4,5; B.1-5; C.1,2,3,4,5)

EU 3

- give and respond to classroom commands and phrases. (A.1,2,3,5; B.2,4; C.1,2,4)
- express quantity. (A.1,2,3; B.1-5; C.1,2,4)
- describe daily weather conditions. (A.1-5; B.1-5; C.1-5)
- identify the things they need for class. (A.1-5; B.1-5; C.1-5)
- tell time in French. (B.1,4,5)
- describe their school subjects and schedule. (A.1-5; B.1-5; C.1-5)
- compare school lunches locally and globally. (A.1-5; B.1-5; C.1-5)

- locations in schools.  
(A.1-5; B.1-5; C.1-5)
- various cultural practices of francophone people. (A.1,3-5;  
B1-5; C.1-5)

- identify notable dates in history. (A.1-5; B.1-5; C.1-5)
- describe who and what surrounds them in school. (A.1-5; B.1-5;  
C.1-5)

## Stage Two - Assessment

### Other Evidence:

- Formative and summative assessments
- Reading comprehension activities
- Listening comprehension activities
- Interpretive assessments
- Interpersonal assessments
- Presentational assessments
- Verbal and written responses to stimuli
- Role-plays
- Journal entries

## Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** *{place A, M and/or T along with the applicable EU number in parentheses after each statement}*

- provide [Essential classroom phrases in French](#) (credit to Zach Neumann) (A) (EU 1)
- point to pictures identifying the appropriate greetings and pleasantries spoken by the teacher (A) (EU 2)
- imitate greetings and farewells as spoken by natives/teachers (CDs, videos, YouTube segments, etc.) (A) (EU 2)
- point to flashcards of numbers as spoken by the teacher (A) (EU 2)

- provide names and ages of people portrayed in pictures (A) (EU 2)
- have individuals or pairs ask for phone numbers (A) (EU 2)
- dictate numbers to be written or translated (A) (EU 2)
- recall numbers 0-30 (A) (EU 2)
- play number BINGO (A) (EU 2)
- practice greetings and pleasantries with classmates (A) (EU 2)
- point to pictures identifying school subjects, people and places in school as spoken by the teacher (A) (EU 3)
- provide comprehensible input in order to teach new concepts (A) (EU 1-3)
  - Write & discuss
  - Personalized questions & answers (PQA)
  - Weekend talk
  - Card talk
  - Picture talk
  - Selfie talk
  - Calendar talk
  - Item talk
  - Simple surveys
  - One-word image
  - TPRS
  - Storyasking/Storyguessing
  - Videotalk/Movietalk
- provide worksheets (A) (EU 1-4)
- use the following for vocabulary: images, CI, flashcards, concentration, and crossword puzzles (A) (EU 1-3)
- listen to authentic speakers talk about themselves (EdPuzzle, This is Language, Yabla, Quant à Moi, Babbel) (A) (EU 1-3)
- read about francophone personal and school identity (A) (EU 2-3)
- respond "oui" or "non" to teacher pointing to various vocabulary pictures (A) (EU 2-3)
- reflect upon cultural readings and related activities (A, M) (EU 1-3)
- watch tourism videos from francophone Canada (A) (EU 2-3)
- play class games relating to French essential phrases (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, Kahoot!, Quizlet, Gimkit, Quizizz, etc.) (M) (EU 1)
- listen to heritage speakers greet each other and decide whether they are speaking formally or informally (M) (EU 2)
- provide pictures or cartoons of people for students to describe themselves and their traits to each other and/or teacher (M) (EU 2)
- play various online games that test numbers (Quia, Kahoot, Quizlet, Quizizz, Gimkit, etc.) (M) (EU 2)
- practice letters and numbers by playing games (i.e. Battleship, Loto) (M) (EU 2)
- compare and contrast francophone and US school systems in a class discussion in English (M) (EU 3)
- create a French calendar for the school year (M) (EU 3)
- compare/contrast/analyse using graphic organizers (M) (EU 1-3)
- participate in a gallery walk pertaining to target vocabulary and themes (M) (EU 1-3)

- play various online games that test school vocabulary, weather, time expressions, (Quia, Kahoot, Quizlet, Quizizz, Gimkit, etc.) (M) (EU 2-3)
- listen to authentic music and justify the use of structures (M) (EU 2-3)
- use number flashcards to solve basic math problems of addition and subtraction (T) (EU 2)
- provide self-assessment activities (M) (EU 1-3)
- complete writing, speaking, and listening exercises and activities (M) (EU 2-3)
- view appropriate videos (in French and English) and related activities (M) (EU 2-3)
- create questions about self and others using question words (T) (EU 2)
- practice targeted vocabulary in conversational mode (T) (EU 2)
- write a poem describing self (T) (EU 2)
- create a Biopoem about yourself or others (T) (EU 2)
- ask other students what activities they like and/or don't like to do (T) (EU 2)
- create and execute a *chasse au trésor* (treasure hunt) to find classmates who share common interests (T) (EU 2-3)
- create questions about school using question words (T) (EU 3)
- create a weekly school schedule in French style and interview a classmate telling what days and times who have each class and giving your opinions about each class (T) (EU 3)
- reinforce vocabulary and concepts through French songs and art (T) (EU 1-3)
- reinforce concepts through French songs and art (T) (EU 2-3)
- write letter(s) as part of a pen-pal exchange established by the teacher (T) (EU 2-3)
- communicate with native speakers via video call (T) (EU 2-3)