

Course: French 1
Unit 4 - Where Do I Live?
(Elle est comment, ma ville?)

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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%20NJSL-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 independently use their learning to communicate with others in the target language about various means of transportation, places in town, school, food and traditions in order to establish cultural connections in a diverse society.

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

where and how people live is determined by various factors, such as: history, geography, climate, languages, cultures, needs, interests, professions, preferences, and means.

EU 2

navigating places in a French-speaking city requires familiarity with expectations for etiquette and public behavior.

EU 3

dining establishments including cafés, bars, restaurants, and specialty food stores are a cornerstone of French culture.

Knowledge

Students will know . . .

EU 1

Essential Questions

EU 1

- What makes a city special?
- Why are towns and cities different in the USA and France?
- How does what we do determine where we live?
- How does where we live determine what we do?
- How is my identity shaped by where I live?
- How are language, culture, and location linked?
- In what ways are products, practices, and perspectives reflective of culture, language, and where we live?

EU 2

- How can I use my knowledge of French language and culture to navigate public spaces?
- What is etiquette and how does it shape our identities?
- Why are some behaviors considered acceptable in certain places and not others?
- In what ways does where I am influence my behavior?

EU 3

- What are the similarities and differences between francophone and US gastronomy?
- How do ordering and dining conventions differ between the US and France?

Skills

Students will be able to. . .

EU 1

- vocabulary, expressions, and structures (e.g.: *aller, venir*, other high-frequency verbs, contractions with *à/de*, interrogative expressions, comparisons/superlatives, prepositions, articles, etc.) pertaining to:
 - places around town.
 - people around town.
 - history.
 - geography.
 - climate/weather.
 - professions.
 - money.
 - means of transportation.
 - products made in France.
 - practices of francophone people.
 - perspectives of French-speakers around the world.
 - Parisian culture (A.1-3; B.1-3; C.1-6)

EU 2

- vocabulary, expressions, and structures (e.g.: *vouloir*, register/formality, imperative mode, etc.) pertaining to:
 - asking for directions.
 - cultural behaviors and public etiquette in France. (A.1-3; B.1-3; C.1-3)

EU 3

- vocabulary, expressions, and structures (e.g.: *vouloir, prendre, boire, acheter, préférer, trouver, penser, se plaire*, other high-frequency verbs, interrogative expressions,

- identify, recognize, and describe places and people around town. (A.1-3; B.1-3; C.1-3)
- recall events of historical importance in their own regions and abroad. (A.1-3; B.1-3; C.1-3)
- talk about the weather and geography where they live and in France. (A.1-3; B.1-6; C.1-6)
- compare and contrast where they live with Paris. (A.1-3; B.1-3; C.1-3)
- name and discuss products made in France. (A.1-3; B.1-3; C.1-3)
- compare and contrast practices and perspectives of people in France and the US. (A.1-3; B.1-3; C.1-3)
- analyze stereotypes about people in France and the US. (A.1-3; B.1-3; C.1-3)
- describe the Parisian identity and how it is unique from the greater French identity.(A.1-3; B.1-3; C.1-3)
- identify people based on their professions. (A.1-3; B.1-3; C.1-3)

EU 2

- roleplay simple interactions around town. (A.1-3; B.1-3; C.1-3)
- ask for and follow directions for getting around town. (A.1-3; B.1-3; C.1-3)
- engage with others using proper French etiquette. (A.1-3; B.1-3; C.1-3)
- identify and recognize denominations of the euro in order to ask and answer questions about goods and services in simulated exchanges. (A.1-3; B.1-3; C.1-3)
- name various modes of transportation and share basic needs related to transportation. (A.1-3; B.1-3; C.1-3)
- roleplay simple interactions on public transportation. (A.1-3; B.1-3; C.1-3)

EU 3

- identify foods, meals, and table setting.(A.1-3; B.1-3; C.1-3)
- differentiate between the specialty food stores in Paris. (A.1-3; B.1-3; C.1-3)

partitive articles, comparisons/superlatives, etc.) pertaining to:

- ordering and eating in a café.
- shopping.
(A.1-3; B.1-3; C.1-3)

- express basic needs and opinions with regard to eating/drinking and clothes/shopping. (A.1-3; B.1-3; C.1-3)
- roleplay simple interactions in commercial settings, including stores and cafés/restaurants.(A.1-3; B.1-3; C.1-3)

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.

- point to pictures identifying places and people in town (A) (EU 1)
- point to pictures identifying specialty shops (A) (EU 2)
- point to pictures identifying various places and geographical features of a town (A) (EU 1, 2)
- provide descriptions of products portrayed in pictures (A) (EU 1-3)
- 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 1-3)
- use the following for vocabulary: images, CI, flashcards, concentration, and crossword puzzles (A) (EU 1-3)
- read about Parisian identity (A) (EU 1-3)
- watch tourism videos from Paris (A) (EU 1-3)
- listen to authentic speakers talk about their towns / cities (*EdPuzzle, This is Language, Yabla, Quant à Moi, Babbel*) (A) (EU 1-3)
- respond "oui" or "non" to teacher pointing to various vocabulary pictures (A) (EU 1-3)
- reflect upon cultural readings and related activities (A, M) (EU 1-3)
- compare and contrast francophone and US traditions in a class discussion in English (M) (EU 1)
- role play in simple money exchanges using denominations of the Euro (M) (EU 2)
- ask for and give directions around town (M) (EU 2)
- role play various interactions around town using proper etiquette (M) (EU 2)
- make a grocery list divided by specialty stores (M) (EU 2, 3)
- list the jobs that businesses create (M) (EU 1, 2)
- class polls about preferences for what businesses can be found in the ideal city (M) (EU 1, 2)
- ask other students where they like to go and/or where they don't like to go in town (M) (EU 1, 2)
- play class games relating to target vocabulary (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, *Kahoot!*, Quizlet, Gimkit, Quizizz, etc.) (M) (EU 1-3)
- provide self-assessment activities (M) (EU 1-3)
- compare/contrast/analyse using graphic organizers (M) (EU 1-3)
- have individuals or pairs ask for information pertaining to towns/businesses/products (M) (EU 1-3)
- provide pictures or cartoons for students to describe their towns (M) (EU 1-3)
- participate in a gallery walk pertaining to target vocabulary and themes (M) (EU 1-3)
- listen to authentic music, including musicians from Paris, and justify the use of structures (M) (EU 1-3)
- complete writing, speaking, and listening exercises and activities (M) (EU 1-3)
- view appropriate videos (in French and English) and related activities including voices from Paris (M) (EU 1-3)
- practice target vocabulary in conversational mode (T) (EU 1-3)

- write a poem describing your ideal town/city (T) (*EU 1-3*)
- create questions about towns/cities using question words (T) (*EU 1-3*)
- reinforce vocabulary and concepts through art including artists from Paris (T) (*EU 1-3*)
- write letter(s) as part of a pen-pal exchange established by the teacher (T) (*EU 1-3*)
- communicate with native speakers via video call (T) (*EU 1-3*)