



BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages FRENCH 1

Unit 1: La rentrée (Back to school) (*Entre Cultures 1 Unité Préliminaire + Unité 1 & 2*)

Vocabulary:

- Monde francophone
- Classroom commands
- Introductions: name, age, nationality, birthday, telephone number, characteristics (cognates)
- Day, month and date
- Numbers 1-31
- School supplies and subjects
- Telling time

Grammar:

- Alphabet and accents
- Irregular verb *être* (to be)
- Irregular verb *avoir* (to have) and expressions of need (*avoir besoin de*) and age (*avoir... ans*)
- Subject pronouns *je, tu, il, elle*
- Adjectives

Unit 2: Qu'est-ce que tu aimes faire? (What do you like to do?)

(*Entre Cultures 1 Unité 1 Découvrons 3, Unité 5*)

Vocabulary:

- Activities, sports, hobbies, & interests
- Musical instruments
- Frequency words
- Expressing preferences
- Weather and seasons

Grammar:

- Subject Pronouns
- Regular -ER verbs
- Irregular verb *faire* (to do)
- Irregular verb *aller* (to go)
- *futur proche* (*aller* + infinitive)
- Negatives
- Adverbs
- Question words and forming questions

Unit 3: En famille chez moi (With my family at home) (*Entre Cultures 1 Unité 3*)

Vocabulary:

- Family members, relationships, and pets
- Rooms in the house, furniture, and appliances
- Physical and personality descriptions

Grammar:

- Irregular verb *avoir* (= to have)
- Irregular verb *être* (= to be)
- Adjectives and adjective agreement
- Prepositions
- Possessive Adjectives

Unit 4: En ville (In town) (*Entre Cultures 1 Unité 6*)

Vocabulary:

- Places and stores around town
- Activities to do around town
- Direction words
- Modes of transportation
- Café foods and drinks
- Numbers over 100

Grammar:

- -IR regular verbs
- -RE regular verbs
- the verb *aller* (= to go)
- the verb *venir* (= to come from)
- the near future (*aller* + infinitive)
- the recent past (*venir* + *de* + infinitive)

Course Pacing:

- | | |
|--|-------------|
| ● Marking Period 1: Unit 1 La rentrée | Novice-Mid |
| ● Marking Period 2: Unit 2 Qu'est-ce que tu aimes faire? | Novice-Mid |
| ● Marking Period 3: Unit 3 En famille chez moi | Novice-High |
| ● Marking Period 4: Unit 4 En ville | Novice-High |

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present tense (both live and recorded).
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Novice High Proficiency Level according to the 2015 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Entre Cultures 1* Wayside Publishing

Supplemental Materials: Google Drive Folder of Resources
Notre Monde 1 Voces Digital & Teacher's Discovery

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework/ Participation	30%
Minor Assessments	35%
Major Assessments *Two per marking period	35%

**Course Standards Key:
 New Jersey Student Learning Standards (NJSL)
 World Languages**

Language Target Level: Novice-Mid (Units 1-2) and Novice-High (Units 3-4) Level Learner:

- *Novice Mid:* Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- *Novice High:* Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.NH/IL.IPRET = Interpretive Mode
- 7.1.NH/IL.IPERS = Interpersonal Mode
- 7.1.NH/IL.PRSNT = Presentational Mode

Novice-Mid**Interpretive Mode**

- 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 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.
- 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 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.
- 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.

Novice- High

Interpretive Mode:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode:

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational Mode:

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 1

Unit 1

La Rentrée

Updated: Summer 2024

[New Jersey Student Learning Standards \(2020\)](#)

[French 1 Syllabus](#)

Unit Summary:

[Unit Overview:](#)

The first unit of the year is centered on school and survival phrases in the target language. Students are introduced to proper greetings and goodbyes in the target language, as well as cultural practices for greetings. Students use the target language to exchange information with their peers and adults. They will compare and contrast a typical American school day with one in the target culture. By the end of the unit, students will be able to interpret authentic documents related to school, weather and calendar. They will be able to talk with their friends about their school day and present information about school. Assessment will engage students in considering how school courses and schedules reflect the educational values of a community and how the daily life of a student in the francophone world differs from their own .

Enduring Understandings:

- Cultural greeting practices play an important role in meeting someone for the first time.
- It is important to use context clues when attempting to aurally and visually interpret the target language.
- Calendars reflect one's culture and a people's cultural perspective.
- School days in the USA are often very different from those in other countries, both in the number and types of courses studied, but also in the days and hours that school is open and how students go to and from school.
- Perspectives about going to school can be very different in other countries.

Essential Questions:

- How widely is French used in the world, on the internet, and in my community?
- How do I begin and maintain a simple conversation when meeting a French speaker?
- What strategies will help me communicate in French as I begin to learn the language?

	<ul style="list-style-type: none"> • How is student life at my school similar to and/or different from student life in a francophone country? • How do courses and schedules reflect the educational values of a community?
<p>Unit Learning Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations, informational and fictional texts • I can request and provide information by asking and answering a few simple questions, express basic needs related to familiar and everyday activities on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. • I can present information about myself, my interests and my activities, my likes and dislikes, very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • greet someone. • introduce myself. • ask "What is your name?" • ask others and say how I'm feeling • ask others where they are from and tell them where I am from • ask someone their age and give my age • give my telephone number and ask someone for their telephone number • ask for and give the time • ask for and give the date • ask "When is your birthday?" and tell when my birthday is. • count from 0-31 • say "Please", "Thank you", and "You're welcome" • say which classes I am taking. • ask what classes someone is taking. • say what school supplies I need or have. • ask who your favorite teacher is. • tell who my favorite teacher is and why. • ask "What is your favorite class?" • tell you about my favorite class and why. • tell you who my teachers are and what classes they teach. • describe my classes as difficult or easy. • tell what time school or a class starts and ends. • use simple sentences to tell about school in France.

<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>NJSLs 2020 - Novice Mid</p> <p>Interpretive: 7.1.NM.IPRET.1, 7.1.NM.IPRET.4, 7.1.NM.IPRET.6</p> <p>Interpersonal: 7.1.NM.IPERS.1, 7.1.NM.IPERS.3</p> <p>Presentational: 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p>ACTFL Proficiency Benchmarks</p>	<p>Performance Level: Novice Mid</p> <p>Proficiency Benchmarks (Ohio):</p> <ul style="list-style-type: none"> • I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. • I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. • I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases and simple sentences through spoken, written or signed language. • In my own and other cultures I can identify products and practices to help me understand perspectives. • I can interact at a survival level with others in and from another culture in some familiar everyday contexts.
<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template useful for creating Interpretive activities.</p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read and listen to French teenagers talking about summer camp and answer questions about the information presented (EC 1 Unité Préliminaire p 38-39) • Read and answer questions about a French school schedule • Answer questions based on a student's description of their school schedule <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions in order to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, and say their birthday • In conversations with their teachers and each other, students will ask and answer questions about what they need for school, what is in their backpack, and describe their school schedule, classes, and teachers. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a multi-media rich digital presentation to introduce themselves, say where they are from, say their age, say their phone number, say the date, say their birthday, and describe themselves with a cognate

<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2):</p> <ul style="list-style-type: none"> ● <i>Entre Cultures 1 Unité Préliminaire p36</i> <ul style="list-style-type: none"> ○ Greetings & responses ○ Classroom Expressions ○ Numbers 1-31 ○ Months of the year ○ Days of the Week ○ Dates ● <i>Entre Cultures 1 Unité 2 p135</i> <ul style="list-style-type: none"> ○ Time ○ School supplies ○ Numbers 31-69 ○ School subjects ○ Activities ○ People and places at school <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> ● saying the date ● the verb <i>avoir</i> = to have, age = <i>avoir</i> ___ <i>ans</i>, the expression to need = <i>avoir besoin d'</i> ● the verb <i>être</i> = to be ● subject pronouns (<i>je, tu, il, elle</i>) ● adjectives ● use of dictionary and wordreference.com ● Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational ● Grammar-based Tier 3 Vocabulary: conjugate, verb, subject pronoun,, adjective, noun, feminine/masculine, gender
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p>	<p>Resources Google Drive Folder The French Teacher's Handbook</p> <p>Master Pacing Guide / Unit Plan Teacher's Discovery Je me présent IPA</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a French speaker introduce themselves, say how they are feeling and answer questions about the content (EC Unité Préliminaire Resources) ● Compare and contrast an authentic French class schedule ● Read a letter where a student describes their schedule and fill out a blank schedule ● Use flashcards to practice numbers and telling time ● Quizlet Live/ Kahoot/Gimkit games ● Watch videos on EdPuzzle and answer questions - Quel Age As-tu?" EdPuzzle ; Voici Mon Ecole ● Watch authentic French movie and answer questions related to school ● Play Loto game ● Play "J'ai, Qui A?" ● Mme R À L'École Activities

<p>(activities, quizzes, bell ringers, games, exit tickets, etc.)</p>	<ul style="list-style-type: none"> ● TIL Se Presenter ● Numbers 1-20 Listening Practice ● Days/ Months/ Dates Listening Practice ● Classrooms around the world ● French Telling Time Packet Mme R.pdf ● Quelle matière préfères-tu? Pourquoi? ID 27 <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about personal information and school schedule ● Find Someone Who Activity ● Pioche! Go Fish Game ● Finding Differences Locker Activity ● French 1 Unit 1: Interpersonal Quiz 1 ● French 1 Unit 1 Interviews <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about your school schedule ● Use FlipGrid introducing yourself and saying where you are from and how old you are - French 1 Unité 1 - Rubric Flip Grid Mini Presentation ● French 1 Unit 1 - Flip Reflection Checkboxes ● Create a video showing what objects you have in your pencil case or backpack ● Write a short email to a penpal introducing yourself ● Complete Venn Diagram comparing French and American schools ● French 1 Unit 1: Presentational Single Point Rubric ● Sentence Builder French 1 Unit 1 <p>Structure:</p> <ul style="list-style-type: none"> ● Warm-ups and exit tickets conjugating verbs, translating sentences ● Dice game conjugating verbs ● <i>Avoir</i> expressions: <i>avoir besoin de, il y a, age</i> ● Verb practice games: Gimkit, Quizizz, Boom Cards
<p>Instructional Strategies and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented

**Interdisciplinary
Connections:**
[2020 NJSLS-CLKS](#)
[NJSLS-ELA](#)

Math:

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.NBT.A Work with numbers 11–19 to gain foundations for place value.

English Language Arts:

- RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text.
- RI.MF.9-10.6: Analyze, integrate, and evaluate multiple interpretations of a single text or texts presented in different formats as well as in words to address a question or solve a problem.
- W.AW.9-10.1.C: Use transitions to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- SL.UM.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest.

Social Studies:

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Career & Technical Education 21st Century Life and Careers:

- 9.3.12.AC-DES.5: Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
- 9.3.HU-FAM.2: Identify community resources to provide family and community services.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Comprehensive Health & Physical Education

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Visual & Performing Arts:

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Science:

- HS-ESS3-1: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

[Social Justice Standards:](#) Identity - 2, 3, 4, 5 Diversity - 6, 7 Justice - 11, 12

[Career Ready Practices](#)

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 1
Unit 2

Qu'est-ce que tu aimes faire?

Updated: Summer 2024

[New Jersey Student Learning Standards \(2020\)](#)

[French 1 Syllabus](#)

Unit Summary:

Unit Overview:

This unit focuses on what the students do in their free or leisure time. Students will first talk about their own and their friends' preferences for spending their time; what they usually do, then move on to learning and talking about what people in French-speaking countries do in order to compare and contrast hobbies, sports, and other interests. Students will also learn to talk about what they are going to do.

Enduring Understandings:

- People in target countries spend their free/leisure time in similar / different ways to Americans.
- People reflect their cultural perspective in their choice of leisure activities.
- People's personalities and physical abilities influence and are reflected in their choices of leisure activities.

Essential Questions:

- How do the leisure activities of people in French-speaking countries compare to those of people in the United States?
- How do cultural norms and traditions shape the way people spend their free time?
- What can leisure activities tell us about a culture's values and priorities?
- How do individual preferences and abilities shape the way we spend our free time?
- In what ways can leisure activities reflect a person's identity and self-expression?
- How do different age groups within a culture engage in leisure activities differently?

Unit Learning

Performance Indicators:

<p>Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<ul style="list-style-type: none"> ● I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations, informational and fictional texts ● I can request and provide information by asking and answering a few simple questions, express basic needs related to familiar and everyday activities on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. ● I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. ● I can present information about myself, my interests and my activities, my likes and dislikes, very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. <p>Bloom's and the World Language</p> <p>I Can...</p> <ul style="list-style-type: none"> ● Ask and answer questions about my own and my friends' leisure activities in French. ● Describe what I usually do in my free time and ask others about what they like to do. ● Express my preferences and opinions about different leisure activities. ● Say how often I do different activities ● I can describe the weather ● I can say what I like to do in different types of weather ● I can ask others what they like to do in different types of weather ● I can make decisions about plans based on the weather ● Compare and contrast my leisure activities with those of people in French-speaking countries. ● Understand descriptions of leisure activities and hobbies common in French-speaking countries from written and spoken sources. ● Identify key cultural elements related to leisure activities from authentic French-language materials (e.g., articles, videos, social media posts). ● Recognize and understand the use of the near future tense (<i>le futur proche</i>) when people talk about their plans and intentions for leisure activities. ● Give a short presentation or write about my favorite leisure activities and explain why I enjoy them. ● Describe how people in French-speaking countries spend their free time and highlight any cultural differences or similarities. ● Use the near future tense (<i>le futur proche</i>) to talk about my plans for the weekend or future leisure activities. ● Explain how cultural norms and traditions in French-speaking countries influence people's choices of leisure activities. ● Identify how people's personalities and physical abilities might influence their leisure activities and reflect on how this applies to different cultures. ● Appreciate the diversity of leisure activities across different age groups and regions within French-speaking countries.
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p>	<p>NJSL 2020 - Novice Mid</p> <p>Interpretive: 7.1.NM.IPRET.1, 7.1.NM.IPRET.4, 7.1.NM.IPRET.6</p> <p>Interpersonal: 7.1.NM.IPERS.1, 7.1.NM.IPERS.3</p>

<p>Grade levels: K-12 6-12 9-12</p>	<p>Presentational: 7.1.NM.PRSNT.1, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p>ACTFL Proficiency Benchmarks</p>	<p>Performance Level: NOVICE MID</p> <p>Proficiency Benchmarks (Ohio):</p> <ul style="list-style-type: none"> • I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. • I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. • I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases and simple sentences through spoken, written or signed language. • In my own and other cultures I can identify products and practices to help me understand perspectives. • I can interact at a survival level with others in and from another culture in some familiar everyday contexts.
<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template useful for creating Interpretive activities.</p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read and answer questions about a series of French infographics discussing leisure activities • Answer questions based on an interview of French teens discussing how they spend their free time (EC 1 Unit 5 J'y Arrive p288) <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In a conversation with their teacher or a classmate, students will answer questions to say what activities they like and dislike and why, as well as how often, where, and how well they do them <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a multi-media rich digital presentation to showcase their likes and dislikes, how they spend their free-time and what their peers like to do.

<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 1 Unité 5 p. 286-287</i>)</p> <ul style="list-style-type: none"> ● Hobbies ● Sports ● Musical Instruments ● Weekend Activities ● Weather <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> ● irregular verbs: <i>aller / faire</i> ● Futur proche- <i>aller</i> + infinitive ● present tense -ER verbs ● negating present tense verbs ● adverbs ● question words ● Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational ● Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, present tense, future tense, preposition
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Madame R -ER Verbs / Madame R Questions / TpT Sports/Loisirs</p> <p>Teacher's Discovery Leisure Activities IPA / Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Vocabulary practice games: Quizlet Live, Blooket, Gimkit, Boom Cards. 3 Tries activity ● Listen to a French speaker describe their favorite activities, when they do them, and with whom ● Compare and contrast an infographic related to how French people spend their time ● Read a letter where a student describes their weekend activities and answer questions ● Watch videos on EdPuzzle and answer questions ● Watch authentic French movie and answer questions ● Answer questions based on a Maison des Jeunes et de la Culture website <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about what students like to do ● Find Someone Who Activity ● Poll the class about how often you do activities ● Send a "text" to invite a friend to do something this weekend ● Respond to Padlet/Flipgrid videos about what your classmates like to do ● Decide with a friend what you are going to do over the weekend <p>Presentational:</p> <ul style="list-style-type: none"> ● Record a video introducing yourself and saying what your favorite activities are ● Create a video describing your weekend schedule

	<ul style="list-style-type: none"> • Write a short email to a penpal introducing yourself and discussing how you spend your free time • Complete Venn Diagram comparing French/ Francophone (Togo) and American activities Write a script and present to the class your discussion about your weekend plans <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs, translating sentences • Dice game conjugating verbs • Verb practice games: Gimkit, Quizizz, Boom Cards • “Faire” expressions • Prepositions with places (cities/ countries p 256)
<p>Instructional Strategies and Resources: <i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
<p>Interdisciplinary Connections: 2020 NJSLs-CLKS NJSLs-ELA Career & Life Readiness Life Literacies & Key Skills</p>	<p>Math:</p> <ul style="list-style-type: none"> • K.CC.A. Know number names and the count sequence. • K.CC.B. Count to tell the number of objects. • K.NBT.A Work with numbers 11–19 to gain foundations for place value. • 1.M.B. Tell and write time. <p>English Language Arts:</p> <ul style="list-style-type: none"> • RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text. • RI.MF.9-10.6: Analyze, integrate, and evaluate multiple interpretations of a single text or texts presented in different formats as well as in words to address a question or solve a problem. • W.AW.9-10.1.C: Use transitions to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. • SL.UM.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. <p>Social Studies:</p> <ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. <p>Career & Technical Education 21st Century Life and Careers:</p> <ul style="list-style-type: none"> • 9.3.HU-FAM.2: Identify community resources to provide family and community services. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

	<ul style="list-style-type: none"> ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. ● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. ● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <p>Visual & Performing Arts:</p> <ul style="list-style-type: none"> ● 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. ● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. <p>Science:</p> <ul style="list-style-type: none"> ● K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. <p>Social Justice Standards: Identity - 2, 3, 4, 5 Diversity - 6, 7 Justice - 11, 12</p> <p>Career Ready Practices</p>
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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
 WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 1
Unit 3

En famille chez moi

Updated: Summer 2024
[New Jersey Student Learning Standards \(2020\)](#)
[French 1 Syllabus](#)

Unit Summary:	
<u>Unit Overview:</u>	This unit is designed to guide students' understanding of their roles around the house and in their family. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the attributes and interests of family members and what makes someone "family", as well as how the notion of home is tied to one's culture and vision. Students will analyze and

	<p>evaluate informational texts such as infographics, videos and personal stories as they consider real-world connections to negotiate with others to discuss what makes someone family. Students will have the agency to create their dream home. Assessment will engage students in considering which attributes and interests family members share and be used to compare features of homes in their own culture and that of the French-speaking world.</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The term “family” can encompass a variety of people and have different meanings for different people. • Family is an ever-changing component of a student’s life. • The notion of home is tied to one’s culture and personal vision. <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does family play a role in shaping our values and beliefs? • Who are the members of a family? • Which attributes and interests do family members share? • Which places and activities bring families together in our culture and in Francophone cultures?*** • What is a home? • How does where I live compare to that of families in Francophone cultures?
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators</u> / (ACTFL): NOVICE HIGH</p> <ul style="list-style-type: none"> • I can identify the topic and some isolated facts from simple sentences in informational texts. • I can understand familiar questions and simple sentences in conversations. • I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. • I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. • I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation going. • I can present personal information about my life and activities, using simple sentences most of the time. • I can express my preferences on familiar and everyday topics of interest using simple sentences most of the time. • I can present on everyday topics using simple sentences most of the time. <p><u>Bloom’s and the World Language</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • point out members of my family • describe how someone is related to me • describe my family members, including ages, personalities, likes, and physical description • ask others about who is in their family • interview others about the characteristics of people in their family • tell where and with whom I live

	<ul style="list-style-type: none"> ● summarize basic information from a French housing advertisement ● identify the rooms and floors of my house ● list the furniture and appliances in my house ● explain where things are in a room ● compare and contrast where American and French-speaking people live ● design my dream home
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels:</i> K-12 6-12 9-12</p>	<p>NJSL 2020 - Novice High</p> <p>Interpretive: 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.5, 7.1.NH.IPRET.7</p> <p>Interpersonal: 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.5</p> <p>Presentational: 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit: ACTFL Proficiency Benchmarks</p>	<p>Performance Level: NOVICE HIGH</p> <p>Proficiency Benchmarks:(Ohio)</p> <ul style="list-style-type: none"> ● I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. ● I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases and simple sentences through spoken, written or signed language. ● In my own and other cultures I can identify products and practices to help me understand perspectives. ● I can interact at a survival level with others in and from another culture in some familiar everyday contexts.

<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>* ACTFL Appendix D</u> <i>template useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview: (Major)</p> <ul style="list-style-type: none"> • Listen to someone describing their family and where they live and answer questions • Read and answer questions from French real estate listings <p>Interpersonal Task Overview: (Minor)</p> <ul style="list-style-type: none"> • In conversations with teacher and classmates, ask and answer questions about the people in your family and where you live <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a presentation describing the house of your dreams (oral - major) • Write detailed descriptions of important people in your live (written - minor)
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 1 Unité 3</i> p. 186-187)</p> <ul style="list-style-type: none"> • family members • physical and personality descriptions • floors and rooms of a house • furniture and appliances • adjectives to describe objects <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • irregular verbs: <i>avoir, être</i> • prepositions of place • possessive adjectives • adjective agreement <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, adjective agreement, possessive adjective, preposition
<p><u>Formative Practice and Assessments:</u></p>	<p>Resources Google Drive Folder / Madame R Packet Family / TpT Purchases / The French Teacher's Handbook</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Vocabulary practice games: Quizlet Live, Blooket, Gimkit, Boom Cards. 3 Tries activity

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Look at family trees and describe the relationships between the people pictured ● Listen to someone talk about their family and answer questions ● Read infographics about blended families in French speaking countries and answer questions ● Watch video of someone presenting their new house and answer questions ● Examine real estate advertisements for homes in French speaking cities and answer questions ● Listen to houses being described and match to pictures <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Survey/interview classmates about who is in their family and what they are like ● Simulated conversations in pairs and groups about who is in your family and where you live <p>Presentational:</p> <ul style="list-style-type: none"> ● Write short descriptions about people in your life ● Look at a pictures of rooms in house and write about where items are ● Create a short video introducing yourself <p>Structure:</p> <ul style="list-style-type: none"> ● Warm-ups and exit tickets conjugating verbs, translating sentences ● Dice game conjugating verbs ● Verb practice games: Gimkit, Quizizz, Boom Cards
<p>Instructional Strategies and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented
<p>Interdisciplinary Connections:</p> <p>2020 NJSLs-CLKS NJSLs-ELA Career & Life Readiness Life Literacies & Key Skills</p>	<p>Math:</p> <ul style="list-style-type: none"> ● S-IC.C.9: Distinguish between correlation and causation. ● S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population. <p>English Language Arts:</p> <ul style="list-style-type: none"> ● RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text. ● RI.MF.9-10.6: Analyze, integrate, and evaluate multiple interpretations of a single text or texts presented in different formats as well as in words to address a question or solve a problem. ● W.AW.9-10.1.C: Use transitions to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. ● SL.UM.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. <p>Social Studies:</p>

	<ul style="list-style-type: none"> 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries. <p>Career & Technical Education 21st Century Life and Careers:</p> <ul style="list-style-type: none"> 9.3.12.AC-DES.2: Use effective communication skills and strategies to work with clients and colleagues. 9.3.12.AC-DES.5: Identify the diversity of needs, values and social patterns in project design, including accessibility standards. 9.3.HU-FAM.2: Identify community resources to provide family and community services. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. <p>Visual & Performing Arts:</p> <ul style="list-style-type: none"> 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. <p>Science:</p> <ul style="list-style-type: none"> HS-ESS3-1: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. <p>Social Justice Standards: Identity - 2, 3, 4, 5 Diversity - 6, 7 Justice - 11, 12</p> <p>Career Ready Practices</p>
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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
 WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 1
 Unit 4

En ville

[French 1 Syllabus](#)

Unit Summary:

Unit Overview:

This unit is designed to continue the discussion of what aspects of culture and where you live create a “home” and how we are shaped by the communities in which we live. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the features of towns and cities and the activities we do in these places. Students will analyze and evaluate informational texts such as infographics, videos and personal stories as they consider real-world connections to the town where they live and cities of French speakers around the world. Students will learn vocabulary to help them navigate new places and discuss their future plans. Assessment will engage students in considering how to navigate new places and be used to compare attributes of towns and cities in their own culture and that of the French-speaking world.

Enduring Understandings:

- The notion of home is tied to one’s culture and personal vision.
- Understanding where things are in a city makes you feel more sure of yourself when you’re in new places.
- Cities are places where different kinds of people meet and connect, which helps cultures mix and grow.
- Using appropriate cultural practices in another country will ensure positive interactions with people from that culture..

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the end of this unit, and in what context?

Interpretive, Interpersonal and Presentational
Can-Do Statements

Performance Indicators / (ACTFL): NOVICE HIGH

- I can identify the topic and some isolated facts from simple sentences in informational texts.
- I can understand familiar questions and simple sentences in conversations.
- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
- I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation going.
- I can present personal information about my life and activities, using simple sentences most of the time.
- I can express my preferences on familiar and everyday topics of interest using simple sentences most of the time.
- I can present on everyday topics using simple sentences most of the time.

Bloom’s and the World Language

I Can...

- describe where I live
- talk about places in my town
- ask someone questions about where they live and what is in their town
- say where I am going
- explain what I am going to do

	<ul style="list-style-type: none"> ● ask for and give directions ● follow directions to different places ● describe where places are in relation to each other ● explain what I do at different places around my town ● say where I am coming from ● describe what I just did ● identify food and drinks in a café ● order food and drinks in a café ● ask how much something costs ● determine and give the price of an item
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels:</i> K-12 6-12 9-12</p>	<p>NJSLA 2020 - Novice High</p> <p>Interpretive: 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.5, 7.1.NH.IPRET.7</p> <p>Interpersonal: 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5</p> <p>Presentational: 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit: ACTFL Proficiency Benchmarks</p>	<p>Performance Level: NOVICE HIGH</p> <p>Proficiency Benchmarks:(Ohio)</p> <ul style="list-style-type: none"> ● I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. ● I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. ● I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases and simple sentences through spoken, written or signed language. ● In my own and other cultures I can identify products and practices to help me understand perspectives. ● I can interact at a survival level with others in and from another culture in some familiar everyday contexts.

<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>*ACTFL Appendix D</u> <i>template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview: (Major)</p> <ul style="list-style-type: none"> ● Watch a video and answer questions about where people are going, how are they are getting there, and what directions they must follow <p>Interpersonal Task Overview: (Minor)</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about what places are in their town and where they are located, give and follow directions, and say where they are going this weekend and what they are going to do there <p>Presentational Task Overview: (Minor)</p> <ul style="list-style-type: none"> ● Write a short description of a place in your town, where it is, what it is like and what you like to do there
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 1 Unité 6 p. 328-329</i>)</p> <ul style="list-style-type: none"> ● places and stores in town ● activities to do in town ● direction words ● modes of transportation ● café food and drink ● numbers over 100 <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> ● regular -IR and -RE verbs ● irregular verbs: <i>aller, venir</i> ● near future (<i>aller + infinitive</i>) ● recent past (<i>venir + de + infinitive</i>) <ul style="list-style-type: none"> ● Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational ● Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, preposition, verb tense, subject-verb agreement, verb stem
<p><u>Formative Practice and Assessments:</u></p>	<p>Resources Google Drive Folder / The French Teacher's Handbook</p> <p>TpT Folder / Madame R City1 / Madame R City 2</p> <p>Master Pacing Guide / Unit Plan</p>

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> • Vocabulary practice games: Quizlet Live, Blooket, Gimkit, Boom Cards, Quizizz • Read short blurbs on cultural themes (shopping, sales, public transportation) and compare and contrast with students' experiences • Listen to a French speaker introduce their town and the places in it and answer questions • Read and answer questions from excerpts of Pariscope (or other city tourist office materials) describing events in Paris • Listen to someone giving directions and identify their destination • Look at a map, read directions, and answer questions about where you are • Read a description of someone's town and answer questions <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about where you live, what you like to do on the weekends • Give directions to a blindfolded partner to help them around the room • Design your ideal town then describe to a partner where different places are • Interview classmates about their favorite weekend activities and why • Role play working at a café and ordering food and drinks <p>Presentational:</p> <ul style="list-style-type: none"> • Write your friend a short note saying what you are going to do this weekend • Write directions for a friend who is exploring your town on their own • Write a short description of your town, what places are in it and what you do there • Create a short video describing your favorite place in town and what you do there • Give directions to a new student describing how to get to their classes <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs, translating sentences, match place to activity • Dice game conjugating verbs • <i>aller + venir</i> picture walk: look at picture and write a sentence about where person is going, what they are going to do there • Verb practice games: Gimkit, Quizizz, Boom Cards
<p>Instructional Strategies and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
<p>Interdisciplinary Connections:</p>	<p>Math:</p> <ul style="list-style-type: none"> • S-IC.C.9: Distinguish between correlation and causation. • S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

English Language Arts:

- RI.CR.9-10.7: Describe and evaluate the argument and specific claims in a n informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CR.9-10.1: Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9-10.2: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text.
- SL.UM.9-10.5: Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest.

Social Studies:

- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Career & Technical Education 21st Century Life and Careers:

- 9.3.HT.3: Demonstrate hospitality and tourism customer service skills that meet customers' needs.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Visual & Performing Arts:

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Science:

- HS-ESS3-3: Create a computational model to simulate the effects of environmental changes on a local or global scale..

[Social Justice Standards](#): Identity -1, 2, 3, 5 Diversity - 8, 10 Justice - 11, 12, 14

[Career Ready Practices](#)