

Unit 2: Le calendrier et les chiffres

Content Area: **World Language**
Course(s): **French I**
Time Period: **October**
Length: **4 weeks**
Status: **Published**

Unit Overview:

Students will learn how to ask and respond to questions in French using information such as age, days of the week, months of the year, seasons, and telling time.

Essential Questions:

- What strategies can I use to communicate more effectively?
- How can I better understand what I hear and read when I have just begun learning a new language?
- Why don't you use the same words, expressions, etc. with everyone and/or in every situation?

Enduring Understandings:

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.

Standards/Indicators/Student Learning Objectives (SLOs):

- Identify cultural products of France and la Francophonie.
- Use the correct formation for the date.
- State the date, days of the week, months of the year, and seasons.
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, dates, and times.
- Imitate and incorporate appropriate intonation for asking different types of questions.

WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Lesson Titles:

- Useful Classroom Phrases
- Numbers 0-60
- The Calendar (dates formation, days, months, seasons)
- Telling Time
- Numbers 61-100
- Unit Review and Assessment Preparation
- Unit Test
- Greetings and Introductions Skit (Speaking Performance)

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Communication and Collaboration
- Life and Career skills

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

Inter-Disciplinary Connections:

- ELA: Language and Reading
- Sociology
- Math

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
LA.RL.K.4	Ask and answer questions about unknown words in a text.
MA.K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MA.K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a

	number from 1–20, count out that many objects.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.

Equity Considerations

Amistad Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

N/A

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Unit test that includes listening, reading, writing and speaking sections

- Listening comprehension assessment
- Interpersonal speaking assessment
- Chapter Test (vocabulary and grammar)-Interpretative, Presentational
- Listening and Reading comprehension questions-Interpretative
- Project/Presentation on Vocabulary/Grammar topic-Presentational

Alternative Assessment

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- NJDOE Student Learning Standards for World Language
- Textbook: Bien Dit, Level 1 (Holt)
- Cahier de Vocabulaire et Grammaire (workbook)
- Cahier d'Activities (workbook)
- Grammaire Guide (workbook)
- Bien Dit, Level 1 Listening CDs and corresponding listening activities
- Bien Dit Assessment Program
- Quizlet Vocabulary and Grammar sets (flashcards, online activities and practice)
- Flash Cards
- White Boards
- Google Classroom - questions, posts, assignments, share documents, polls
- Google Docs - individual assignments, document sharing for collaborative assignments
- Google Forms - surveys, formative and summative assessments
- WordReference Extension- Submit up to 10 words a day in French/English to find it's definition in the opposite language, conjugation guide
- www.wordreference.com
- Easy Accent Marks Extension

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Solving Math Problems, Numbers 1-60 (written and oral)- Applying
- Calendar and Numbers Stations-Remembering, Understanding
- Birthdate/Saint's Day: Article and Comprehension Questions-Understanding
- Telling Time: Notes and Written Practice-Remembering
- Telling Time and 61-100 Stations-Remembering, Understanding
- Partner Clock Activity-Understanding, Applying
- Greetings and Introductions Group Skit-Creating
- Delsea One
- SWAG

Formative Assessment:

Warm-Up

- lundi litteraire - Interpretation of French proverb or quote; writing prompt on the current topic in class
- mardi musicale- French song on the current topic in class (search for cognates/vocabulary, interpret lyrics)
- mercred'ecouter- Listening activity on the current topic in class
- jeudi journal - News article on current events or topic linked to class discussions
- vendredi video- Cultural video related to current topic in class or class discussions

Anticipatory Set

- Songs
- Videos
- Writing Prompts
- Listening Activities (authentic conversations, authentic commercials/advertisements, etc.)
- News (articles and recordings)
- Fishbowl activity (Choose a question at random to answer.)
- Koosh Activity
- Exit Ticket
- KWL
- Graphic Organizers (Venn Diagram, T-Chart, Organized Notes sheet)
- Whiteboard review games
- Vocabulary Flash Card games (Memory, POP!, Heads Up)
- Speaking Practice (large group, with a partner)
- Kahoot
- Quizlet Practice and QuizletLive
- Quizalize

- Quizizz

Closure

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice
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Other Formative Assessments

- Classwork
- Homework
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify vocabulary words in French.
- Answer questions in French in complete sentences orally.
- Answer questions in French in complete sentences in written form.
- Correct the sentences in French.
- Create 5 sentences in French about a given topic.
- Create 5 sentences in French about a picture prompt.
- DuoLingo website practice
- Conjuguemos website practice

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests

- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Google Suite with Apps

Calendar

Notes/Practice: https://docs.google.com/document/d/15lQ_3CHmx1_MH2Mf60WYwn9tC6HWwUEDPNQLPNS3Xgs/edit?usp=sharing

Quizlet Math

Problems: <https://docs.google.com/document/d/1R9iUrdtxo78RN6nRyqTSfW0S4G5GGygqyrIsyhQbCIA/edit>

[?usp=sharing](#)

Calendar and Numbers

Stations: https://docs.google.com/document/d/1C3VuXyh_WJz58ptPQxGT_ZwRelstzPBekdtjCwix9Ag/edit?usp=sharing

Telling Time and 61-100 Stations: https://docs.google.com/document/d/1QZo4j3wCjTHte9WJqNKGmt_Q6s-L7ccqKCnSwaARcM/edit?usp=sharing

Greetings and Introductions

Skit: <https://docs.google.com/document/d/1NBHijs1bjxKQZaapeYAmUaTWB9E2n90GrmVWWyEZ2ls/edit?usp=sharing>

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

Numbers 0-60: <https://quizlet.com/149748665/french-numbers-0-60-flash-cards/>

Numbers 61-100: <https://quizlet.com/159355224/french-numbers-60-100-flash-cards/>

Calendar: <https://quizlet.com/155308118/le-calendrier-1-flash-cards/>

Hours: <https://quizlet.com/169920907/lheure-1-flash-cards/>

Time Formation: <https://quizlet.com/247093127/lheure-formation-1-flash-cards/>

Greetings and Introductions Conversation: <https://quizlet.com/157307570/questions-importantes-greetings-and-introductions-1-flash-cards/>

Kahoot.it - Jumble and quiz games for vocab and grammar review

Numbers 0-30: <https://play.kahoot.it/#/k/8b5f9892-1711-489e-ac91-b59a478f2312>

Numbers, Months, and Days: <https://play.kahoot.it/#/k/9f592d28-6705-4f54-8eac-3402fa464f5a>

L'heure: <https://play.kahoot.it/#/k/6f776f98-8d93-4f4d-9234-40535ad70927>

Questions Importantes: Greetings and Introductions: <https://play.kahoot.it/#/k/05053dd1-62f9-4e2a-9398-d070dbbb8ffd>

Quizizz

Numbers 0-60: <https://quizizz.com/admin/quiz/59ca41d935458511008f1fda/les-chiffres-0-a-60>

Time: <https://quizizz.com/admin/quiz/5b4e482354f7a20019564986/lheure>

Duolingo - Reading, listening, speaking, and writing practice (Weekly Assignments for Enrichment)

<https://www.duolingo.com/>

Youtube.com - Cultural videos, tutorial videos

Numbers 1-100: <https://www.youtube.com/watch?v=DnrTrbJ6mYs>

Calendar

Song: <https://www.youtube.com/watch?v=rjejV75FLmY&list=PL5AlM20JYVYOhXRDuAs38vKKlOluEQ1nJ&index=12&t=0s>

Time Pronunciation: <https://www.youtube.com/watch?v=1zYIOBs6-TY>

Telling Time: <https://www.youtube.com/watch?v=qt40aGoB3iY>

Additional Websites

<https://www.education.vic.gov.au/languagesonline/french/sect01/index.htm>

Bingo Game: <https://mfbc.us/m/apvqa>

Numbers 0-100 Listening: <https://www.frenchtoday.com/blog/learn-french-numbers-above-100-with-audio-exercises>

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

