Unit 1 (Un) Introduction to Language

Content Area: **World Language**
Course(s): **World Language: French 1**
Time Period: **SeptOct**
Length: **35 Days, Grades 9 - 12**
Status: **Published**

Enduring Understanding

Students will understand that:

- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Communicative modes are different based on the level of formality.
- When comparing languages, cultural values, and beliefs, all communities deserve equal respect and consideration.

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

FRENCH 1A, 9 - 12

INTRODUCTION TO THE LANGUAGE

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: FRENCH TEACHER, KAREN ANDROS

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved:September 23, 2019

Unit Overview

Unit 1 - Introduction to the Language

Alphabet / Phonetics of target language

- Identify vowel/consonant sounds in target language an compare & contrast with the English alphabet

Introductions / Greetings / Leave-takings

- Introduce, greet one another, and take leave of others with the appropriate level of address.

Numbers 0 to 100

- Count and recite numbers on sight

Time vocabulary

- Days & Months (dates)
- Seasons & Weather vocabulary, inclusive of climate change
- Telling time

Classroom phrases & polite expressions

- Bathroom
- Drinks
- Expressions showing good manners

Essential Questions

Students will keep considering:

- How do I develop communicative competence?
- What strategies do I need to communicate in linguistically & culturally appropriate ways?
- How does context determine usage?
- What can we learn about our own language & culture from studying another?
- Why do people from different cultures sometimes say, write, and do things differently from the way I do things?

- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What are the effects of climate change?

Exit Skills

Students will be able to:

- Extend and respond to greetings.
- Introduce themselves and others.
- Respond to and ask people their names, age and where are they from.
- Ask for and give the time and weather.
- Identify and recite vowel/consonant sounds & diphthongs
- Be able to appropriately use classroom expressions.

New Jersey Student Learning Standards (NJSLS-S)

7.1.NH.IPRET.1	Identify familiar words and phrases 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.5	Identify some unique linguistic elements in the target culture.
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.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
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.

Interdisciplinary Connections

LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives

After completing this unit, students will be able to:

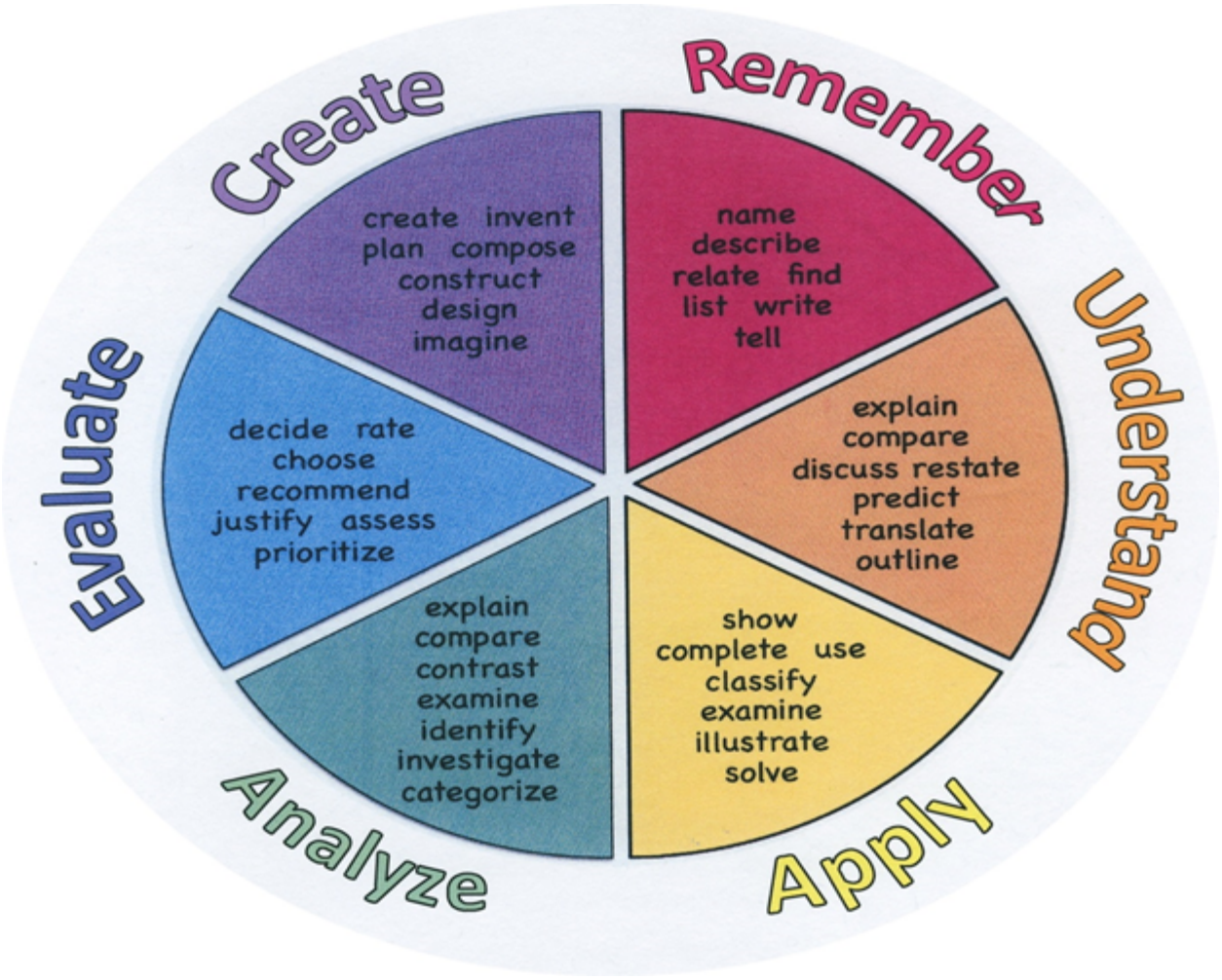
- Read, Comprehend, and Construct basic phrases in target Language
- Understand and Apply written and oral conventions to everyday interactions
- Compare and contrast target language counties with the US

Examples:

- **Recognize and repeat** vocabulary and expressions covered in the unit;
- Use computer to **compare** and **contrast** cultural habits and customs results;
- **Apply** knowledge of unit through **Role Play** and oral presentations.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Suggested Activities:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology (e.g. Quizzizz, Blooket, Wizer, Kahoot!, Escape Rooms, Seesaw, etc.)
- **Exemplar:** Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in Seesaw video project.

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & Oral presentations - alternative assessment
- Group activities - alternative assessment
- "Do Now" activities - formative assessment
- Peer assessment - formative assessment
- Writing Labs - formative assessment
- Unit test/ quizzes - summative assessment
- Proficiency Benchmark- summative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

D'Accord 1 (Vista Learning)

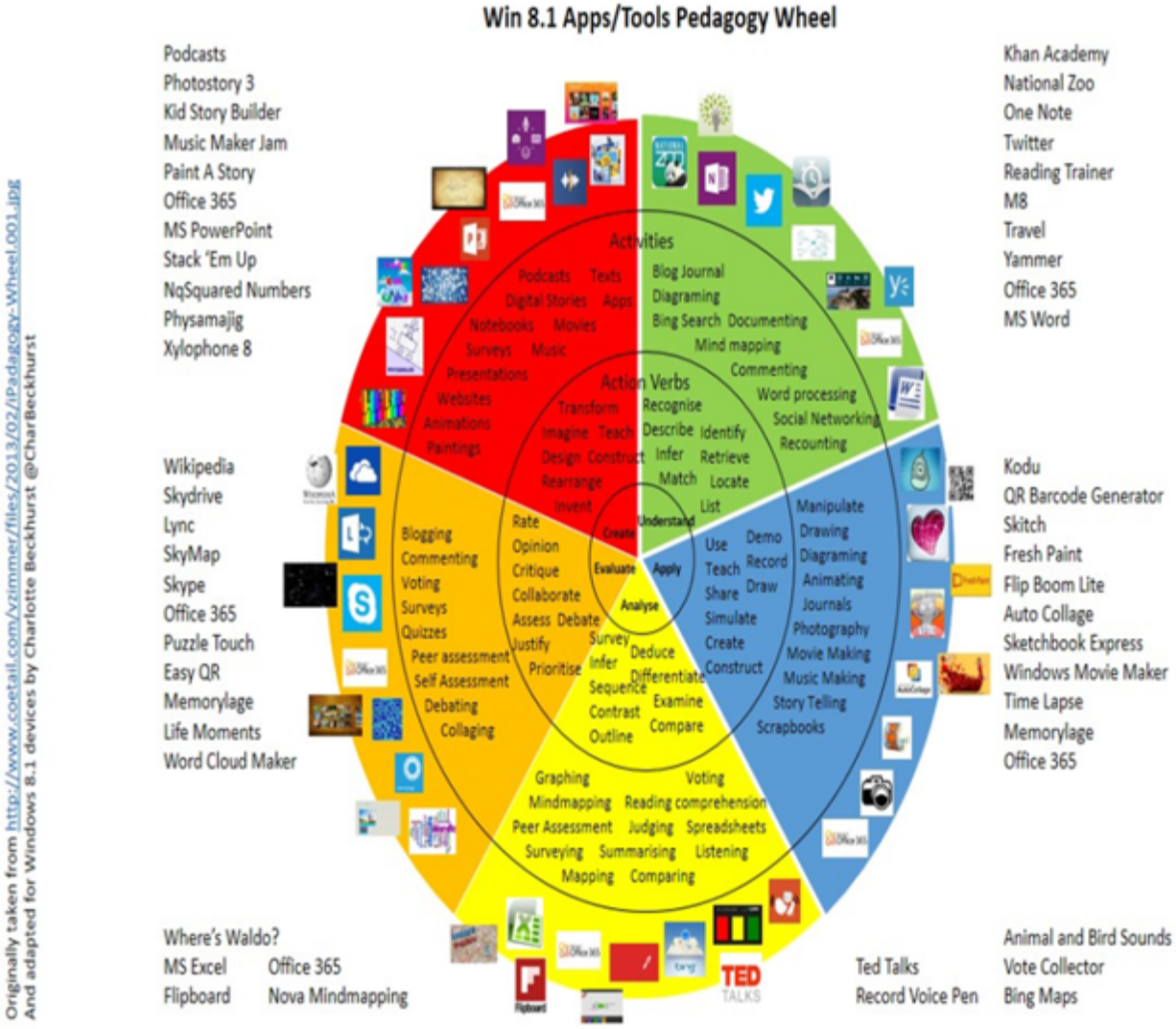
Ancillary Resources

- Current event articles
- Internet / Video clips / Virtual tours
- Teacher-generated materials

Technology Infusion

World language websites & resources are provided on Edlio class website and in class assignments like Google Classroom, Quizzizz, Blooket, Wizer, SeeSaw, Kahoot, etc.

Exemplar: Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;

- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit:

- Communication and Collaboration
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit:

- Global Awareness

- Civic Literacy
- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Group projects
- Additional time for work
- Allow students to create index cards as reference materials
- Assistive technology/ Google translate

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Multisensory approaches
- Additional time
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge.

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan
- additional time for skill mastery
- student working with an assigned partner
- check work frequently for understanding
- extended time on tests/ quizzes
- preferential seating
- **Exemplar:** Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Pair with native speakers for assistance with new language concepts
- Allow additional time to complete assignments

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- **Exemplar:** Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
- Cluster grouping
- Allow students to work at a faster pace
- Above grade level placement option for qualified student
- **Exemplar:** Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Introduction to the Language

NJSLS: See Flag

Interdisciplinary Connection: See Flag

Statement of Objective: SWDAT recognize and repeat vocabulary to introduce, greet one another, take leave of others and polite requests & expressions within the classroom environment with the appropriate level of address.through choral repetition, writing in notebooks, and a group or class activity in order to initiate the

sentence-making process in French.

Anticipatory Set/Do Now: Culture Capsule / Quotation of the day – both TBD based on daily website

Learning Activity: 1) Introduce new vocabulary 2) Group Activity: Carré Magique

Student Assessment/CFU's: Teacher observation. Aural/Oral discrimination.; Choral repetition

Materials: notebooks; handout; Carré Magique packets

Differentiation:
Above: Higher tiered questioning, peer teach
On: On target questioning, peer chat
Below: Basic questioning, teacher assisted practice, misconception checks
21st Century Themes and Skills: Global Awareness, Civic Literacy

Differentiation: 1) Multisensory presentation format; 2) Lectures/drills coupled with graphic organizers and/or handouts

Integration of Technology: Explore sources on my Edlio class website.

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7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
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.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.