

# Unit 1: Bonjour tout le monde

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **3 weeks**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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In Unit 1, students will be introduced to the difference of formal and informal register and the appropriate scenarios in which to use them. Students will be introduced to phrases on introductions and use phrases necessary for common activities and daily interactions. Students will use the alphabet to phonetically sound out unknown French words.

## Transfer

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By the end of Unit 1 Students will be able to:

1. Distinguish the difference between the formal and informal register and use in appropriate scenarios.
  2. Identify and use the alphabet to sound out and understand the rules of French pronunciation.
  3. Introduce self with information on names, where one comes from, nationality, languages spoken and brief information on where one lives.
  4. Identify the differences between cultural identity between the U.S and European : i.e. coming from other French speaking countries, the European union, ease of traveling between country to country.
  5. Explain how you are feeling using vocabulary on emotions and feelings.
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## Meaning

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## Understandings

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Students will understand that...

1. It is important to know the difference of when to use "tu" and "vous" in social situations and daily interactions.
2. Similarities and differences between French speaking countries and America and understand the non verbal forms of communication as well as the spoken forms.
3. The alphabet and pronunciations of French words using the CRFUL rule and phonetics.

## **Essential Questions**

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Students will keep considering...

1. How do French people in other countries greet and take leave of each other?
2. In what ways can I portray how I'm feeling in a French speaking country?
3. Why is it important to learn another language?
4. What information can I give about myself in the target language to introduce myself?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

1. The pronunciation of the French alphabet.
2. Greetings and farewells.
3. How to introduce self and others using the idiomatic expressions for "What is your name?" "My name is..." "What is his/her name?" "His/her name is..." "Here is..."
4. Nationalities and language vocabulary.

#### 4. Feelings and emotions vocabulary.

### **Students will be skilled at...**

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Students will be skilled at...

1. Introducing self and others.
2. Pronouncing known French words using phonetics of the French alphabet.
3. Giving greetings, farewells and courtesy phrases.
4. Giving details about self including nationality, languages, where he/she is from and feelings.
5. Understanding the differences between cultures when it comes to norms, non-verbal communication and attitudes around meeting and introducing self.

### **Academic Vocabulary**

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Verbs: Greetings, farewells, courtesy phrases, subject pronouns, feelings and emotion vocabulary.  
Refer to page 48 of T'es Branche textbook Level 1 for comprehensive list.

To come (from)

To be

### **Target 2**

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1. Illustrate French speaking countries including maps and flags.
2. Diagram when to use "tu" vs "vous"
3. Explain how you feel and respond to prompts in the target language.

### **Target 3**

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1. Analyze the importance of learning another language in a global community.
2. Compare/contrast forms of verbal and non verbal communication during greetings, introductions and taking your leave.
3. Categorize scenarios for using the formal and informal register.

## **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **21st Century Life and Careers**

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Select all applicable standards from the applicable standards

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|-----------------|---|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.   |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.   |

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play
9. Question and answer
10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.

## **Differentiation/Enrichment**

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Differentiation / Enrichment



### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

**ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

**Unit Resources**

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1. Textbook - T'es Branche 1 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts