

# Unit 2 : Age, numbers, and date

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **2 weeks**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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Students will utilize numbers 0-100 to express age, the date, birthdays and identify the differences in the set up of age and the complete date. Students will identify cultural holidays and festivities. Numbers are important for many topics and will be addressed in later units of study.

## Transfer

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By the end of this unit students will be able to:

1. Give the complete date including the year
2. Use all numbers 0-100
3. Describe birthdays and age
4. Cultural celebrations and festivities

## MEANING:

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## Understandings

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Students will understand:

1. The difference between setting up the date in European countries vs in America.
2. The concept of adding/multiplication for the higher numbers in French (70-100)
3. Expressing age and birthdays.

## Essential Questions

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1. How do I express when important events happen?

2. What are some important holidays/festivities celebrated in the target culture?

3. What information can I give about myself using numbers?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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

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Students will know:

1. Numbers 0-100
2. Months, days of the week and setting up the complete date.
3. Their age and birthday
4. Cultural holidays and celebrations

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

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Students will be skilled at:

1. Explaining their age and birthdate
2. Counting up through 100
3. Explaining the reason behind holidays and celebrations in the target culture.

## **Academic Vocabulary**

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Days of the week

Months of the year

What day is it, what year is it, What is today's date? It is....

Today, tomorrow, yesterday, week, month, year, etc.

When is your birthday?

When is..?

My birthday is the .....

Numbers 0-100

How old are you?

I have (The verb avoir)

He has/She has...

## Learning Goal

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Students will utilize numbers 0-100 to express age, the date, birthdays and identify the differences in the set up of age and the complete date. Students will identify cultural holidays and festivities and discover the reasons for celebrations.

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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to

pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

### **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Count and list numbers 0-100
  2. Identify vocabulary related to the date
  3. Identify age and birthday
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### **Target 2 - Level 2 Comprehension**

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SWBAT:

1. Diagram the similarities and differences between holidays/festivities between the target culture and America.
  2. Explaining the age and birthdays of others.
  3. Illustrate why celebrations take place.
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Explain the reasoning behind holidays and celebrations.
  2. Use dates and numbers to express personal information such as age, birthdate, etc.
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Create a presentation being able to teach about different holiday celebrations.
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## **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

## **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. Dictation exercises

9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **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. Tes Branche textbook Level 1
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 ( Teens in France)