

# Unit 4- A l'ecole

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

## Unit Overview

---

Students will express needs in the school environment, the similarities and differences in the education system, places around the school and times that certain classes take place. Students will use interrogatives to form and answer questions.

## Transfer

---

By the end of Unit 4, students will be able to:

1. Express what they need and don't need.
2. Describe a typical school day in both French speaking countries and the USA
3. Form and answer questions using interrogative expressions
4. Understand the differences between European currency and American currency
5. Explain where one can go around the school (cafeteria, nurse's office, main office)

## MEANING:

---

## Understandings

---

Students will understand:

1. The similarities and differences in the educational system of the target culture and America's educational system.
2. How to express needs and respond to questions of need.
3. How to explain where one can go during a typical school day.

## **Essential Questions**

---

1. How does education shape individuals and societies?
2. In what ways do students learn differently from country to country?
3. What do I need in order to be prepared in the school environment?

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

---

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

---

Students will know:

1. Names of objects
2. Expressions of need
3. Explaining what one normally has with them
4. The set up of a normal classroom
5. Description of classes and teachers.
6. Places around the school environment

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

---

Students will be skilled at:

1. Expressing what they need and don't need
2. Comparing/contrasting a typical school day between the target culture and the United States.
3. Explaining where he/she goes during a typical school day.
4. Explaining what is found in a typical classroom.
5. Telling time and describing classes and teachers.

## **Academic Vocabulary**

---

Refer to page 160 of T'es Branche textbook.

Classroom objects:

Paper

Pencil

Pen

Pencil sharpener

Desk (teacher and student)

table

chair(s)

Computer/laptop

Bookshelf

Book(s)

Binder

Folder

Stapler

Window(s)

White board

Markers

Colored pencils/crayons

Eraser(s)

Trash can

Tissues

Clock

Map

---

**Learning Goal**

Students will identify 25 or more classroom objects, discussing differences between the American educational system and the educational system in countries where the target language is spoken. Students will discuss the differences in the school experience between America and the target culture, express needs within the classroom setting using the irregular verb avoir. Students will ask for and give permission, quantify objects, use noun and adjective (colors) agreement, identify indefinite articles and understand how to make vocabulary plural including the amount of items being described. Students will describe class schedule, describe teachers and use the irregular verb etre to give time and the verb aller to say where students are going.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners w ho have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.L.1.a	Make lists.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

---

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

SWBAT:

1. Identify classroom objects/things needed to be prepared for school.
  2. Identify how to tell time
  3. Identify school courses and characteristics of an effective teacher
  4. List/identify places around town.
- 

---

### **Target 2 - Level 2 Comprehension**

SWBAT:

1. Students will describe a typical school day in France.
  2. Students will research and read about how Euros are used in daily interactions.
  3. Ask and answer questions about needs and preferences.
- 

---

### **Target 3 - Level 3 Analysis**

SWBAT:

1. Compare and contrast the educational system between the target culture and the United States.
2. Explain what is needed in order to be successful in a working environment.

3. Construct and answer complex questions using interrogatives.

---

#### **Target 4 - Level 4 Knowledge Utilization**

---

SWBAT:

1. Describe in speaking and writing how your daily school routine differs from that of a French student.
  2. Research and read in the target language about cultural differences having to do with the school environment.
  3. Tell time and combine with vocabulary to explain when and where you do certain activities.
- 

#### **Summative Assessment**

---

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**

---

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**

---

### **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**

---

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 (Teens in France)