

# Unit 01: Welcome to French

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 1

<b>Unit Title:</b>	Welcome to French
<b>Suggested Duration:</b>	<b>8 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Geography: locating francophone countries

Sociology: cultural differences

Mathematics: solving equations (addition, subtraction, multiplication, and division)

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

<http://www.laits.utexas.edu/fi/html/voc/01.html>

[www.kahoot.com](http://www.kahoot.com)

[www.quizlet.com](http://www.quizlet.com)

[www.liveworksheets.com](http://www.liveworksheets.com)

[www.padlet.com](http://www.padlet.com)

[www.nearpod.com](http://www.nearpod.com)

[www.goformative.com](http://www.goformative.com)

[www.quizizz.com](http://www.quizizz.com)

[www.youtube.com](http://www.youtube.com)

[www.teachertube.com](http://www.teachertube.com)

[www.blooket.com](http://www.blooket.com)

[www.gimkit.com](http://www.gimkit.com)

[www.edpuzzle.com](http://www.edpuzzle.com)

[www.flipgrid.com](http://www.flipgrid.com)

## **Standard(s) Addressed**

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### **Source of Standards**

- [New Jersey Student Learning Standard for World Languages](#)
- [21st Century Skills/Career Ready Practices](#)
- [Technology Standards](#)
- [https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

WL.NH.7.1.NH.IPERS

Interpersonal Mode of Communication

WL.NH.7.1.NH.IPRET

Interpretive Mode of Communication

WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> <li>• understand why they are studying French</li> <li>• Identify the countries of French Speaking World</li> <li>• Introduce each other with basic dialogues</li> <li>• Respond to and recognize basic classroom French commands</li> <li>• Pronounce the French alphabet</li> <li>• Spell words including their names with the French alphabet</li> <li>• Recite &amp; recognize the French alphabet</li> <li>• Count to the current school year.</li> <li>• Identify number patterns</li> <li>• Identify cognates</li> <li>• Demonstrate the difference between tu and vous in conversation</li> <li>• Use definite and indefinite articles</li> <li>• Understand the difference between masculine and feminine nouns</li> <li>• Express their basic feelings</li> <li>• Give their age, nationality, and where they live</li> </ul>	
<b><i>Mastery</i></b>	
Big Ideas/ <u><a href="#">Enduring Understanding</a></u>  <i>Students will understand that...</i>  <ul style="list-style-type: none"> <li>• Communication is the ability to</li> </ul>	Essential Questions  <ul style="list-style-type: none"> <li>• How important is formal and informal speaking in other countries?</li> <li>• What can I learn about my language and culture from studying the languages and cultures of the</li> </ul>

understand and be understood in real world contexts.

- As the world moves towards a global community, it's imperative World Language study allows our students to engage in conversations, interpret authentic material, and present concepts in a language other than their own

- Learning a World Language opens doors to a greater variety of career options, increases lifelong learning opportunities, and enhanced leisure activities

- Language and culture are mutually independent.

- Learning languages provides connections to additional bodies of knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities

Francophone world?

- How can learning a new language be used for personal enjoyment and enrichment?
- How does a country's geography reflect and influence its people and culture?

**Acquisition**

*Students will know . . .*

- Fundamental and basic cultural notes on France and the francophone countries. French language is spoken in over 40 countries (including overseas departments and territories of France) around the

*Students will be skilled at . . .*

- Introducing each other with basic dialogues
- Responding to French classroom commands
- Spelling words including their name with the French alphabet

world.

- Common American patterns of interaction with those of francophone societies, such as the handshakes and the bisés (kisses) for greeting and leave-takings.

- Leave-takings greetings, and manners  
*Bonjour, salut, ça va, comment allez-vous, je m'appelle, tu t'appelles comment? Comment s'écrit ton nom? il/elle s'appelle, au revoir, à demain, à bientôt, merci, s'il vous plaît, de rien, je vous en prie, oui, non, pardon, excusez-moi,*

- Formal and informal forms of greetings, leave-taking and expressions of politeness in French: The difference between “*Tu*” (you informal) and “*Vous*” (you formal) in conversations with children or friends vs. conversations with adults and strangers.

- Unlike English, nouns in French have a gender: masculine or feminine? This is not related to the sex concept. The existence of grammatical gender in French, and their spoken and written language reflects that awareness, such as: ***IL est français. Elle est française, c'est un garçon, c'est une fille, c'est mon papa, c'est ma maman***

- Cognates are words that look and sound similar in English and French (*la musique, le téléphone, horrible...*) but sometimes they could be false (*assister à = to attend; attendre = to wait*). Many English words came from French (*boulevard, croissant, and garage...*) due to linguistic intermarriage caused by wars and invasions back in time. French and Americans borrow and use each other's language in everyday speaking: *le shopping, faire du babysitting, le weekend, un hamburger, déjà vu, cul de*

- Counting to the current school year.
- Identifying and implementing number patterns
- Writing a short introduction letter
- Identifying cognates
- Addressing people using Tu and Vous in conversation
- Identifying definite and indefinite articles
- Expressing their basic feelings (speaking and writing)
- Expressing their age (speaking and writing)
- Expressing where they are from (speaking and writing)
- Expressing where they live (speaking and writing)
- Demonstrate awareness and differentiation in the use of “*Tu*” and “*Vous*” in conversations with the teacher, a class guest, or friends and classmates.
- Choose/point at cognate words when reading and/or listening to a list of words.
- Discriminate between a feminine and masculine word by looking it up in a dictionary or looking at the nature of the word itself such as, papa, frère, soeur, madame...
- Pronounce words and sounds correctly in order to communicate the meaning, such as ship vs sheep in English rue (street) vs. roue (wheel) in French.
- Recognize all the accents: accent aigu, circonflexe, tréma and accent grave.
- Say the alphabet in and out of order
- Use the definite/indefinite articles correctly..
- Explain the meaning of their names (first of last) if possible.
- Interpret and reproduce short introductory skits

*sac, bon voyage, c'est la vie! sacré bleu,*  
...

- Differences and similarities between the sound and the writing systems of English and French, such as the pronunciation of orange vs. orange; train vs. *train*; petit vs. *petit*...

- French alphabet in order and out of order.

- Accents in French and their importance, such as *ou* means *or* and *où* means *where*, *la* means *the* and *là* means *there*... *ai* in *lait* is pronounced differently than *ai* in *naïve*... *fatigue* is the noun the fatigue and *fatigué* is the adjective being tired...

- Definite and indefinite articles: *le la l' les un une*

- Names of boys and girls in French.

- Explain what's in a family name, such as: *M. Dubois*? Means from the woods  
Their own name in French if possible.

- Titles to people and their acronyms, such as: *Monsieur (M.), Madame (Mme) and Mademoiselle (Mlle)*.

- Classroom Commands:

*Levez-vous, Asseyez-vous, Donnez-moi, Apportez-moi, Montrez-moi, Parlez, Répétez, Ouvrez,*

(greeting each other, asking each other their names and how someone is...)

- correctly use the title of a person.

*Fermez, Ecoutez, Ecrivez*

• Other Useful Phrases-

*Comment tu t'appelles? Je m'appelle..*

*Comment s'écrit ton nom? Quel âge as-tu? Quel est ton numéro de téléphone?*

• Personal subject pronouns: je (j'), tu, il (he, it), elle (she, it), nous, vous, ils (all masculine or feminine and masculine), elles (all féminine).

• Math equations l'addition (*et*), soustraction (*moins*), division (*divise par*), et la multiplication (*fois*)

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"><li>• Rehearsed/unrehearsed mini conversations on learned topics between students</li><li>• Math card game using equations</li></ul>	<p><b>Assessment #1:</b> Say the letters of the alphabet (Speaking)</p> <p><a href="https://docs.google.com/document/d/1DEOA5v_pdHW4-MX5ynsiOhMGLWks_Q_Sk6JVs665zik/edit">https://docs.google.com/document/d/1DEOA5v_pdHW4-MX5ynsiOhMGLWks_Q_Sk6JVs665zik/edit</a></p> <p><b>Assessment #2</b> Interpersonal with classmate</p> <p><a href="https://docs.google.com/document/d/1GKKRsnjEayx4nmKI9ObgQe5uPKVbpyL_v1WamsJs6pI/edit">https://docs.google.com/document/d/1GKKRsnjEayx4nmKI9ObgQe5uPKVbpyL_v1WamsJs6pI/edit</a></p>

- Telephone numbers

**Interpretive:**

- Listening comprehension with whiteboards using the alphabet for spelling
- Listening comprehension of telephone numbers
- Listening comprehension of video for introduction to where people come from in the Francophone world
- Listening comprehension for Bingo and/or Battleship
- Reading comprehension activity with questions on France and its geography
- Whiteboard activity with cognates

**Presentational:**

- Record alphabet forwards & backwards on flipgrid
- Write a short introduction letter
- Reading activities with comprehension questions
- Labeling countries

**Assessment #3** Pixton Comic

<https://docs.google.com/document/d/1rjyLcCK3-clG46e1E2ewh0Fp6zE-XEglaDKyWsu21BE/edit>

**Assessment #4** Quizizz.com website on numbers

on a map

- Webquest activity on francophone countries/territories

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Word Banks will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for spelling
- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete
- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)
- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
- Announce assessments with adequate prep time
- Preferential seating
- Nonverbal cues to redirect behavior
- Small group testing as needed
- Monitor Chromebook usage
- Study guides when possible
- Modified assessments for content and length as needed

### STAGE III Learning Plan

#### STAGE III Learning Plan

#### Organize plan by weeks

**Week 1:** Getting Started: French, France, and French class

- Teacher introduces herself to the class
- Assign seats alphabetically; go over the Classroom Expectations and talk about French Names (Start thinking about it).
- Go over the procedure to use the laptops/Chromebooks in the classroom.
- The students will use the Chromebooks to sign in to Google Classroom, Quizlet, GoFormative, and add on Class Chrome Add-Ons (cursors)
- Why Choose French as your language of study? Why is French important to learn?
- Intro Activity on French Speaking Countries/French Departments & territories
- Labeling activity of geography
- Webquest activity
- Communicative activity. Students will have impromptu dialogs based on introduction vocabulary
- Written activity about what they expect from the class and about their role as students of French

### **Week 2: Cognates & French Names**

- Use context clues to guess the meaning of unfamiliar words and cognates
- Written activity with French names on assigning of French names
- Make a name tag with design
- Discussion of the significance of French last names. Students will have a worksheet with explanation with activity
- Introduce greetings and leave-takings

### **Week 3: Alphabet & Accents**

- Introduce French alphabet & go over pronunciation differences
- Introduce any accents and their uses to the French language and the differences between words with accents
- Review alphabet with flyswatter Game
- Students will learn to spell their name and spell other words and then play games with whiteboards.

### **Week 4: Getting to Know someone**

- Asking someone how they are with Ca va? And appropriate responses
- Introducing the tu and vous pronouns for “you” in French and distinguishing between when to use which one
- Going over other pronouns in French and the plural vs the singular
- Asking someone's name for the spelling

- Impromptu dialogues

#### **Week 5: Numbers**

- Introduce numbers 0-100, then 100-1000.
- Play flyswatter, virtual Bingo, Battleship and high low games to reinforce learning of numbers.
- Introduce simple math equations and solving problems giving homework problems in French
- Sing number song to the tune of “Frère Jacques”
- Ask someone how old they are Using Quel age as-tu?
- Listening activity with numbers
- Giving your telephone number as well as asking for one’s telephone number

#### **Week 6: Continuing to get to know someone & Articles**

- Introduce several nationalities (masculine and feminine) with question
- Ask where someone lives
- Sing song to wrap up
- Fill out une carte d'identité
- Complete “I Can Statements” based on Unit 1.
- Introduce articles in French
- Identify the masculine and feminine nouns- preview.

#### **Week 7-8: Project / Flip Grid**

- Pass out facebook activity part 1- Students will create a “facebook” account about themselves to be referenced the entire year. They will have it online. Students will fill in sections and draw pictures. Their friends will be real or made up from a French speaking country.
- Oral activities
- Cultural activities and videos

### **Modifications**

#### **How are the activities modified/differentiated? (i.e.: abridged text)**

- Word Banks will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for spelling
- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete

- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)
- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
- Announce assessments with adequate prep time
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- Nonverbal cues to redirect behavior
- Small group testing as needed
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- Study guides when possible
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### **Specific Resources for Unit**

<b>Specific Resources for Unit</b>
<b>Attached Affirmative Action Compliance Checklist</b>

- Maps of France
- French-English Dictionary
- Quizlet sets for vocabulary review
- Teacher created PPT and/or Google Slides
- Internet websites for playing games to practice unit grammar and vocabulary
- Nursery rhymes, culturally authentic songs, fairy tales short videos, etc
- liveworksheets
- Oral activities (presentations, dialogs, skits)
- Whiteboards

- Children's books, comics, newspapers, Internet
- Scholastic French magazines

## **Diversity, Equity, & Inclusion**

### [Diversity, Equity & Inclusion](#)

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT , and the students with disabilities .

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	