

Unit 01: Faisons connaissance

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Faisons connaissance
Suggested Duration:	5 weeks

Interdisciplinary Connections

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

Geography: France is in Europe

Math: simple mathematical equations up to 20.

Sociology: cultural differences

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : 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.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: http://www.estudiodefrances.com/?page_id=9
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-français/>
7. Françaisfacile.com https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_
8. <https://www.françaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu
 - a. <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrançaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com

<https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>

20. <http://fleuh.fr/> (comprehension ecrite orale grammaire et vocab tous les niveaux)
21. https://www.youtube.com/watch?v=qTB_-J6DmlM Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises
<https://français.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)
https://www.youtube.com/results?search_query=idees+week+end
30. many dossier /topics that has combined various websites from different websites
<https://ticsenfle.blogspot.com/>
31. https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg Ccube academy (Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

Standard(s) Addressed

Standard 7 World language

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the

language and culture studied with their own, and participate in home and global communities.

Standard 7 Climate Change Education (world language)

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Standard 9 Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
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.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

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<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> • Introduce themselves to others • Say the alphabet and spell their name in French. • Mention their age and when their birthday is • Give their nationality and tell where they are from • Use appropriate leave-taking and greeting vocabulary with someone. • Use courtesy expressions. • Name the days of the week and months in French • Introduce themselves and someone else: name, spelling their name, language they speak, where they live ... • Use the correct titles of people. • Numbers and ordinals • Recognition of cognates • Compare and contrast cultural aspects such as: formal/informal speech, gestures when greeting/leaving someone, and origin and meanings of last names. • Compare and contrast linguistic aspects such as the accents and the gender of nouns. • Acknowledge where French is spoken throughout the different parts of the world 	
<i>Mastery</i>	
<u>Enduring Understanding</u>	<u>Essential Questions</u>

Students will understand that...

- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me
- Custom and tradition vary within a culture, as well as between cultures
- Global citizenship requires an ability to communicate in more than one language

- How important is formal and informal speaking in other countries?
- What are some linguistic and cultural similarities and differences between French and English?
- Why does learning French open my eyes to the world?

Acquisition

Students will know . . .

- Introductory vocabulary and simple phrases related to courtesy, leave-taking and greetings, such as: *Bonjour, salut, ça va, comment allez-vous, je m'appelle, tu t'appelles comment? 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, je parle, je ne parle pas, je suis américain, tu es français?, j'habite à.. dans le NJ. j'ai ___ ans. je connais...*
- 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

Students will be skilled at . . .

- Compare and contrast Francophone Countries (customs and gestures...) with their own culture.
- 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*,

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.
- 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: shopping, *faire du babysitting, le weekend, un hamburger, déjà vu, cul de sac, bon voyage, c'est la vie! Sacré bleu, ...* 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...*
- 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.

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.
- Sound out and recognize the accent aigu, circonflexe, tréma, cédille, and grave.
- Say the alphabet in order and out of order.
- Say the numbers in order and out of order.
- Listen for these higher numbers and circle the correct ones
- Use the definite/indefinite articles.
- Explain the meaning of their names (first or last) if possible.
- Interpret and reproduce short introductory skits (greeting each other, asking each other their names and how someone is...)
- Use the title of a person.
- Label a Francophone map
- Give your personal information

- 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. And explain What's in a family name, such as: *M. Dubois? Means from the woods*
- Titles to people and their acronyms, such as: *monsieur (M), Madame (Mme) and mademoiselle (Mlle)*.
- Numbers 1-100, in and out of order and recognition of numbers up to 1000.
- Question formation with *n'est-ce pas* and *est-ce que*
- Question words: *comment, où, quelle/quel*
- Conjunctions: *et, mais, ou*
- French is spoken in not only France but in Africa (continent), the province of Quebec, and other territories Martinique, Tahiti, etc.

- Understand the cultural greetings used by the French in France (*faire la bise*)

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Week 1: Getting to know each other/ ice breaker</p> <p>Me voici (Google slide)</p> <p>Monsieur Nobek teaches French : (video)</p> <p>Tu es comment? (Google slide)</p> <p>Se présenter : Tu vs Vous (Video 1) https://www.youtube.com/watch?v=zZRLbzRGK6o</p> <p>(Video 2) https://www.youtube.com/watch?v=Ma8glt1WMDw</p> <p>Week 2: Greetings and leave taking. French alphabet and accents</p> <p>French alphabet (Google Slide)</p> <p>French alphabet song Basho and friends (video 1)</p> <p>French alphabet song Florabelle (video 2)</p> <p>French alphabet and accents and blended sounds (google doc)</p> <p>French accents song (baby shark with body movements)</p>	<p>Assessment #1</p> <p>Assessment of alphabet and numbers mixed up (Flipgrid Recording)</p> <p>Rubric : Alphabet and numbers</p> <p>https://docs.google.com/document/d/1Ji_TeE8kKW2xe2a1tMIUACGWI/LtHsnc1dC6Z6jgVd4w/edit</p> <p>Assessment #2</p> <p>Presentational Assessment (Flipgrid Recording)</p> <p>Rubric: This is ME!</p> <p>https://docs.google.com/document/d/1x5DRgoSI1b9fLDylCUTvRWS9B-Mvvmgp1bnLdNZdF7o/edit</p>

[French accents](#) image (Picture Vincent l'accent)

[Spell the words matching game online](#)

[Jouez avec l'alphabet](#) (hear , write and recognize the word in English)

[Greetings and leave-taking](#) (video)

[Qui est-ce ?](#) (Google slide)

[Les salutations](#) (Liveworksheet)

Week 3- Qui est-ce ? ça va?

List of girls name:

https://docs.google.com/a/nburlington.com/document/d/1RRYArqU5Q4BWdSuKdDeYW7CWCP04M9McajO3078CbGQ/edit?usp=drive_web&authuser=0

List of boys name:

https://docs.google.com/a/nburlington.com/document/d/1GO61d_WgtlN3tJyvlhvJjKok-BAm5n_yDmm9eHK7uA/edit?usp=drive_web&authuser=0

I Love Lucy (Google document)

<https://docs.google.com/document/d/1uGbnAiwufmnRxgQW3i3oO84F85Ajjur4Go0SM3fA3K0/edit>

I Love Lucy (video)

<https://www.youtube.com/watch?v=Xle3I-5nfpI>

La bise (video)

<https://www.youtube.com/watch?v=iYeSUwY9XLY>

La bise : google doc

[C'est à toi: Vidéo unité 1](#)

Week 4: numbers and alphabet (les nombres et alphabets)

Le cuirassé (battleship) alphabets et nombres

<https://docs.google.com/document/d/1ln8-QocaoOVNEYVwCl3PxnoBrF3X2EnMSLvrZV-qvPo/edit>

Numbers : listen and list

<https://www.youtube.com/watch?v=juqHxdEF0dU>

Week of respect : Respire by Mickey D

Song of Mickey 3D : Respire

<https://www.youtube.com/watch?v=Iwb6u1Jo1Mc>

Worksheet 1

https://docs.google.com/document/d/1wP61soN7gNM-okvmTRHVOSbDxqzNaP_IcANtUp4sXaM/edit

Worksheet 2

https://docs.google.com/document/d/1FwXTI115ttO6kefzpMzzHQdDXqTCu6Y9ObJ70G_xeT4/edit

Les chiffres 0-20

<https://www.youtube.com/watch?v=UsEz58BbIMY>

Les nombres 0-69(google slide)

[les nombres](#)

Les nombres (quizlet)

<https://quizlet.com/49006655/les-nombres-0-69-flash-cards/>

Les nombres 60-100 (liveworksheet)

<https://www.liveworksheets.com/ej1347255cm>

Les numéros de téléphone (Google slide)

[Numeros de telephone](#)

Number practice game (google doc)

<https://docs.google.com/document/d/1cjUHt2L-cF3fS6mbxEqiFPxBkqk2ZkhEfiQLo24qrW0/edit>

Phone numbers (google doc)

<https://docs.google.com/document/d/1AL1N-FVEYHuqbiA8loQR9G1sx1ACT-9sbLZiUpMrDu4/edit>

Numbers :Listen and repeat (video)

[Les numéros de téléphone](#)

Les numéros de téléphone (liveworksheet)

<https://www.liveworksheets.com/cl1992758hn>

Games online to practice numbers

- http://www.education.vic.gov.au/languagesonline/french/sect25/no_02/no_02.htm
- https://www.education.vic.gov.au/languagesonline/french/sect25/no_01/no_01.htm
- https://www.education.vic.gov.au/languagesonline/french/sect25/no_03/no_03.htm
- Play battleship to practice alphabet and numbers
https://docs.google.com/document/d/1LM1IfjN9YTd2bpYOqboiyGIJcWonIWho7H0_oaAJXl4/edit
- Le cuirassé (battleship alphabet and numbers up to 100)
https://docs.google.com/document/d/1LM1IfjN9YTd2bpYOqboiyGIJcWonIWho7H0_oaAJXl4/edit

Week 5: telling age (quel âge as-tu?)

Salut ! (video- c'est à toi)

[C'est à Toi! Level 1: Unit 1](#)

Quel âge as-tu ? (video)

[Quel âge as-tu ? / Quel âge avez-vous? - "How old are you?" - Coffee Break French To Go Episode 4](#)

Coffee Break worksheet

https://docs.google.com/document/d/1rToqSWUhOSJD4W4BYErbXVMNQI6mimuCqNpEQ_oghA/edit

Les mois de l'année (google doc)

https://docs.google.com/a/nburlington.com/presentation/d/1_zvMzDLacaKt6PzXjGn-rKnu0jrro1cWOg5gZuDMjCg/edit?usp=drive_web&authuser=0

Toute une année (Google doc -song lyrics)

https://drive.google.com/open?id=1Ao0Vx_13UNlkgEwzOy1QrRyYDf7iyOFho1SlkTbLgo&authuser=0

French Holidays calendar (google doc)

https://drive.google.com/open?id=1Ao0Vx_13UNlkgEwzOy1QrRyYDf7iyOFho1SlkTbLgo&authuser=0

French names days (document)

<https://www.behindthename.com/namedays/country/france>

Birthday song (video) and lyrics [Chanson Joyeux Anniversaire](#)  / [Happy Birthday song in French](#) 

https://docs.google.com/cument/d/1Kuje2jQeW5Ze_bFQw7O9DOIrIiuB9kdcHwJ352PxQbs/edit

Liveworksheet on birthdays

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_\(FLE\)/Les_mois_de_l'ann%C3%A9e/C'est_quand_ton_anniversaire\\$_nl1547310mm](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_mois_de_l'ann%C3%A9e/C'est_quand_ton_anniversaire$_nl1547310mm)

Dates, années et mois worksheet

(google doc)

<https://drive.google.com/open?id=1D-6wdTixKwTdR5Zu96Q9OE86Pyjsc6-VuJO0KvHdxZM&authuser=0>

Modifications

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

- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed
- Breaking up matching sections
- Allow extra time on assessments

- Special seating (away from distractions)
- Reduce the number of problems on a page
- Allow for presentational assessments to be given alone with teacher (not in front of class)
- Allow for spelling errors

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1

- Participate in ice breaker activities to get to know someone in class
- Introductions using passing of the ball while asking the question Comment tu t'appelles?
- Watch video with SNL where teacher is speaking French
- Board game asking questions to review getting to know someone in French
- To recall first names use drawing activity (Olivia comme un orange)

<https://docs.google.com/document/d/1EY96ZsdoPls6KDnhmfQkh7YfMR63xfvXIUm1tcOuCE/edit?usp=sharing>

Week 2

- Introduce greetings and leave-takings with mini dialogues
- The use of tu and vous
- Familiarize oneself with the French alphabet by repetition (song) and the accents with spelling
- Learn and Practice typing French accents on American keyboard
- Introduce popular French names
- Role play activity

<https://docs.google.com/document/d/1BbfTf-tftQ01r76heuWiLsDG6D9wsPX8g0olpNhkbg/edit?usp=sharing>

<https://docs.google.com/document/d/1jqjm9FXSmbNg7srauVWl07GEj9p91bYUNrd2eGIYDj8/edit?usp=sharing>

Week 3

- Introduce question Qui-est-ce? Using Il s'appelle/Elle s'appelle
- Compare cultural greetings-Faire la Bise
- Introduce Ca va with possible answers
- Mention ones nationality using the appropriate gender
- Verb être (je and tu form only)
- To speak different languages (German, French, English, Spanish)
- Mention where you live

<https://docs.google.com/document/d/10nM0Tql5tpBCIoI2xqX9DDzqCjCOAY>

Week 4

- Introduce numbers 0-20 and the question combien de...?
- Play Loto
- Review of numbers 0-69 with Plus haut ou plus bas?
- Learn computation using les nombres up to 69
- Introduce Numbers 70-100 and numbers roll activity
- Phone numbers in France (emergency phone numbers, how numbers are said, etc) and practice activity with listening and reading in pairs
- Play battleship against teacher to practice alphabet and numbers

<https://docs.google.com/document/d/1cavdw9KmsgzvHnIMMV5XEJr5Jy6Jsla3pirfJHkKfc/edit?usp=sharing>

<https://docs.google.com/document/d/10nM0Tql5tpBCIoI2xqX9DDzqCjCOAYnBDjL77W3gWfU/edit?usp=sharing>

Week 5

- Watch video to review greetings and cultural greetings
- Introduce age with tu and vous form
- Watch video to review numbers and questions for how old someone is using Coffee Break French
- Practice avoir forms for j'ai/il a/elle a /tu as/vous avez
- Introduce questions for birthdays
- Sing Happy Birthday in French

<https://docs.google.com/document/d/1volAJA4TrF0MdxBC06hk0VrJ2HI4YZHtjEDLLZf9qVk/edit>

https://docs.google.com/document/d/1LYleWqEcjsD4PdArU3UOS3TZnR4Lvn_1Wy0ZHMbyYw4/edit?usp=sharing

Modifications

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

- Repeat and rephrase directions
- Verbal cues as reminders to stay on task
- Reduce volume of the assignment
- Keep questions in the order for any reading comprehension activity
- Break material into small parts
- Allow students to work with responsible partner
- For crosswords, provide word banks

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

C'est à toi textbooks

Chemins textbook

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.

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

Use of technology throughout lessons on a daily basis

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 [Core Idea and Performance Expectation](#) from NJDOE link above.

Understand simple weather expressions on a daily basis.