

Unit 02: A l'école

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	A l'école
Suggested Duration:	8 weeks

Interdisciplinary Connections

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

Math: reading charts and schedules with time tables

Sociology: comparing schools and educational systems

Art: Drawing sketches of classroom and labeling

Writing: journal entries

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

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.podcastfrancaisfacile.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-francais/>
7. Françaisfacile.com https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue
8. <https://www.francaisavecpierre.com/> Français avec Pierre
9. Frank Sprog <https://www.fransksprog.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.commeunefrancaise.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.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

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> • Label and list vocabulary pertaining to school: classroom object, subjects, and professions in the school. • Describe colors of classroom objects. • Ask and give information about their school schedule and day. • Telling exact time (official and unofficial). • Locate items around the classroom and the school. • Express like/dislike and preference about their schedule, school, and teachers. • Express need with “avoir besoin de”. • Compare and contrast cultural differences about schools. 	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 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. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does my school day compare to that of a teenager in France? • What is school like in a francophone country? • How does where we live influence our education? • What classes do kids take in Francophone countries?

- 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

Acquisition

Students will know . . .

1. Topics related to school and classes:

- Key vocabulary related to classroom and schools, such as: *le lycée, le collège, l'université, la/le prof, la salle de classe, les étudiants, le directeur, le conseiller...*
- The name of objects in the classroom, such as: *le crayon, le stylo, le cahier, le dico, le tableau, le pupitre, le bureau, la fenêtre, la porte, l'ordinateur...*
- The names of school subjects, such as: *le français, l'anglais, l'histoire, la géographie, la biologie, les sciences, les maths, la chimie, la physique, le dessin, le chant, la musique...*
- Days of the week.
- How to tell exact time and interpret the 24-hour clock.

Students will be skilled at . . .

- Express like and dislike in simple sentences using the correct forms of the verb: *aimer, préférer, and détester.*
- Talk and ask others about their classes, their schedule, their teachers; express like and dislike and appreciation of others' preferences.
- Ask questions and respond to questions about their personal information related to school.
- Talk about their schedule and compare it with classmates and with the schedule of students living in France.
- Describe their day in school and distinguish cultural practices in both their country and a francophone school, such as *schedules, courses, classroom setting, relationships, grading, and different pathways to graduate.*
- Conjugate correctly verbs of the IR

- Question words: À quelle heure and quelle heure
- Key location prepositions, such as: *sur, sous, devant, dans, derrière, à côté de, avec, pour*
- Il y a /Il n’y a pas de
- Key verbs for the actions in the classroom, such as *avoir, ouvrir, fermer, finir, commencer...*
- Expressions, such as: *en avance, en retard, à l’heure.*
- Cultural notes on french/francophone schools and courses.

- Apply and use correctly the different idioms used with verb *avoir* to express possession and need.
- Apply the contraction of de + le, etc.
- Apply colors to school supplies and use as adjectives

2. Grammar

- Conjugation of the present indicative of regular IR verbs: finir

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Week 1: days of the week and review of age and date of birth	Assessment #1: Seasons Assessment https://docs.google.com/document/d/13rbC4XcrI_DrHjVKHbRbVthLpldP

Listening dates and birthdays (video)

<https://french-resources.org/>

Toui Toui les jours de la semaine(video)

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

Worksheet on the video Toui Toui

https://drive.google.com/open?id=1gHAoQmmBfck8KWKE42-MuFE4AojtaE_yVQvSPHlaggY&authuser=0

Days of the week names in relation to the planets. (google doc)

<https://drive.google.com/open?id=0B83fUHNfeQf2Wlg4YIMydWRLRWc&authuser=0>

Review days of the week and specific vocab such as before, after and between, and first/last.(google doc)

<https://drive.google.com/open?id=1cFgzHq6M9gRtg-0H1ncyhU7nEQCx9W8W6Tj3csXRtXk&authuser=0>

Song: je t'aime toute l'année (video)

https://www.youtube.com/watch?v=8qk5kj_jq48 (Edouardo)

Lyrics and worksheet:

https://drive.google.com/open?id=1_9d5sDwb0RrVlIS3lxY7OnZ_-woPcb1KH5bZE1sfRUs&authuser=0

Liveworksheet hier , aujourd'hui et demain

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_\(FLE\)/Les_jours_de_la_semaine/F1_-_R-W_-_Hier,_aujourd'hui,_demain_-_Compl%C3%A8te_02_qz1383277hz](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_jours_de_la_semaine/F1_-_R-W_-_Hier,_aujourd'hui,_demain_-_Compl%C3%A8te_02_qz1383277hz)

[uEdy5Mqaeo4HU-E/edit](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_jours_de_la_semaine/F1_-_R-W_-_Hier,_aujourd'hui,_demain_-_Compl%C3%A8te_02_qz1383277hz)

Assessment #2: Time Assessment on Google Form

<https://docs.google.com/forms/d/1p7JcCPe9ZjCXYAVt-gytaYWF1tYPyAza4PyQigt3ZzA/edit>

Assessment: 3: Listening on School

<https://docs.google.com/document/d/1PazRKHkumdjDjYJbczsPbMg2eZq2v8ZrOwThuSQISsU/edit>

https://docs.google.com/document/d/1eZF_calQSJyBep8yHZt1jRO7sYAi3LdVU9fcwmWvFBs/edit

The four seasons (google doc)

https://drive.google.com/open?id=1eVhEo_nXF2YNNJplKH-BcG12WyRIu2UgJzObtd85YJk&authuser=0

<https://drive.google.com/open?id=1ApiS6JuICvfru085OxkhvXc6TQmaxeem11rN11GnnY&authuser=0>

The seasons in Quebec (google doc and video)

<https://www.franksprog.dk/fiches/les-saisons-au-quebec>

Post- watching ws about the video

https://drive.google.com/a/nburlington.com/file/d/118_tmrtYYEt91aK2X5C8GBmqTK8LMmdq/view?usp=drive_web&authuser=0

Week 2: fêtes et saisons (seasons)

Holidays and seasons (google doc)

[fêtes et saisons](#)

Weather expressions in a song (video) [10,15 Les quatre saisons: les Titounis exercices](#)

Song “Les saisons” <https://www.youtube.com/watch?v=TKpQVLU81DA>

Comptine les saisons (google doc)

[10,15 Comptine-sur-les-saisons- Titounis.dotx](#)

Week 3

Review of seasons and weather expressions.

Expressing likes

Listing school subjects.

Seasons review and game (google doc) [4 corner activity for seasons](#)

Weather expressions (video) with google slide [French weather phrases le temps](#)

La météo(google doc)

https://drive.google.com/a/nburlington.com/file/d/1Fzoh4Wc22dbUwazp5d04F-1MhUjP8LE5/view?usp=drive_web&authuser=0

Weather report listening activity (video)[Prévisions Météo-France 2 au 8 avril 2021](#)

Guess the school subjects (video)

<https://www.edu.xunta.gal/espazoAbalar/sites/espazoAbalar/files/datos/1431970482/contido/proxecto-web/enclasse/matieres.html>

Listen and repeat the school subjects (video)

https://french-resources.org/level/beginners/topic/at_school/publisher/schoolshape-68/channel/schoolshape_french_materials-1/worksheet/55L

Liveworksheets : school subjects

Match the picture with the subject

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&l=ar&i=ututnzn&r=tr&db=0>

liveworksheet

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=om&i=uocccfx&r=co&db=0>

Liveworksheet : les matières scrambled words

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=rf&i>

[=ucouxut&r=sg&db=0](#)

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&l=ys&i=utzxczo&r=ch&db=0>

Mon emploi du temps (google doc)

<https://docs.google.com/document/d/1LtuNkaGPBxILKYqYGY4w82w35JWNxew7Lq-38Dm3JAs/edit>

NBC courses (google doc)

<https://docs.google.com/document/d/1yQh1PUqyII-ZCeVIuNpVsQoAPpdVSqxcl7TfltF-Dss/edit>

Listen to a native speaker and recognize the subjects they hear/
recognize (video)

https://www.franksprog.dk/wp-content/uploads/2016/06/MatieresCollege_Olivia.mp3

Student's school schedule

<http://www.ismlausanne.org/college-lycee/horaires-et-emplois-du-temps/emplois-du-temps-du-lycee-annee-2018-19>

Week 4: conversation in school about subjects and expressing opinion

listen to the school subjects (video)

http://downloads.bbc.co.uk/schools/gcsebitesize/audio/french/mp3/listening_foundation_school_subjets.mp3

Reading : Paul et Claire

https://docs.google.com/a/nburlington.com/document/d/1DCG1MbW_gK3ASey6cD3-

[QNcTTEmfrFN6hFn9k4Dao54/edit?usp=drive_web&authuser=0](https://drive.google.com/document/d/1QnCTTEmfrFN6hFn9k4Dao54/edit?usp=drive_web&authuser=0)

Questions on reading of Paul et Claire

Google doc

<https://docs.google.com/document/d/1QP5herI2BgZQM29-hUI8Z7cahcFPAK1H1HzOyOH0cko/edit>

Read the comic strip Roxane and take notes

<https://drive.google.com/open?id=0B83fUHNfeQf2UIFyVnVfUi1HeXc&authuser=0>

Mes matières / j'aime /je n'aime pas (google doc)

https://docs.google.com/a/nburlington.com/document/d/1Mw-26b7G_wGVkwryVgTYuPYhrxYuGRJjAg9NwhXZv4/edit?usp=drive_web&authuser=0

Conversation between Gabriel et Anne about their classes(video)[Les matieres scolaires](#)

Questions about the video (google doc)

<https://docs.google.com/document/d/1nbVCJjXqX4cQhzbV8-APEX0qr4wp0i1r7ovtSBW5joI/edit>

Translate the sentences about the video of Anne et Gabriel:

<https://docs.google.com/document/d/1W98SQTdqmfmx0QOxv00Nb3pr0q6NaXhk19NA5iJJ4Ns/edit>

Review vocabulary about Anne et Gabriel

[Anne et Gabriel: Review vocab and sentences](#)

Questions about Anne et Gabriel

[Copy of \[Template\] 11,26 personal questions pre-view of Anne et Gabriel vidéo](#)

Week 5: Telling time (1'heure)

Table of characteristics (google doc)

https://docs.google.com/document/d/15Ommug7fZCCLVZ2ET1eQ-mqwDLJNjyfWnyXNN5c_qWQ/edit e...

Reading comprehension : Lucille Binoche [12,05 paragraphe Lucille Binoche](#)

Telling time (video) [Quelle heure est-il ?](#)

Time: song “ la danse des squelettes (video):
<https://www.youtube.com/watch?v=pj7V-Dw4Hk4>

Listen and repeat numbers (video)

https://www.podcastfrancaisfacile.com/podcast/chiffres_1_20.html

Listen to Hubert say the time

https://www.audio-lingua.eu/spip.php?page=recherche&recherche=l%27heure&id_rubrique=&id_mot=28&lang=fr

Practice worksheet on time (google doc)

https://docs.google.com/a/nburlington.com/document/d/1D52ZYIL8Tpwp1wZ-SAApl2CIXFUWt8ZLCUH_mhxrJwo/edit?usp=drive_web&authuser=0

Liveworksheet on the hour

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=yj&i=usxuosl&r=fx&db=0&f=dzduzfzs&cd=knliqpxmxjplem2ngnxge>

[gp](#)

Introduce the military on the hour and the half (et demie)

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=cr&i=onzcuo&r=vz&db=0&f=dzduzfs&cd=knliksjlgkxjyg2ngnxgegp>

Introduce the words :

Tous les jours

Après

l'Après-midi

Le matin

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=uy&i=unzncd&r=hl&db=0&f=dzduzfud&cd=knlixixlgglknwa2ngnxge>
[xn](#)

Telling exact time

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=zy&i=unzfnz&r=ve&db=0&f=dzduzfut&cd=knligixlgeglpyr2ngnxgexz>

Use the clock worksheet and fold in half. Introduce the exact time with the minutes by using only the half on the right side (from 12 to 6)

<https://drive.google.com/open?id=1k8dNBpeXMF2yimscM6yH4QIvfaHMhJAwimqQy5IOi4Q&authuser=0>

The minutes (google doc)

https://drive.google.com/open?id=1FlnJl_C3P-cuUd7UbrtCzDbZF8Bfodi1H01ZVVLiss&authuser=0

Read the clocks (google doc)

<https://drive.google.com/open?id=0B83fUHNfeQf2dkRXbGIWZVZTVGM&authuser=0>

Multiple choice on time.

<https://drive.google.com/open?id=1okt0XJR0GRHceQe9nL8jJLI0eI3IPR-OzEqjteZm3g&authuser=0>

Listening practice on time: Vanina describes her school day.

https://www.audio-lingua.eu/spip.php?page=recherche&recherche=1%27heure&id_rubrique=&id_mot=28&lang=fr

Questions on listening Vanina

https://docs.google.com/document/d/1Zf58d2RPU1STln5mZDa-iOqxFI0AlZOKJaZyE_VbzOY/edit

listen to Roseline describe her work day and answer questions of comp and the missing time.

https://www.audio-lingua.eu/spip.php?page=recherche&recherche=1%27heure&id_rubrique=&id_mot=28&lang=fr&debut_articles=5#pagination_articles

Questions on listening Roseline

https://docs.google.com/document/d/1Zf58d2RPU1STln5mZDa-iOqxFI0AlZOKJaZyE_VbzOY/edit

The day routine (google doc)

[routine of a work day listening practice](#)

The daily routine

<https://docs.google.com/document/d/13FUrZcTR5oqYIGKayvuv9So5Z4xs89uy3t5SMIcEp4o/edit>

Verbal practice in pairs :question/answer

https://drive.google.com/open?id=1p1MLE5FA-kWVeARh_UieTFv6CCLY2djdgHQT2BAU084&authuser=0

Week 6: School supplies and verbs (avoir, aimer)

liveworksheets

Qu'est-ce que tu aimes? Tu adores? Tu déteste (tu n'aimes pas)

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=dm&i=utocftz&r=oi&db=0>

Practice le verbe aimer with activities and sports as a review

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=mq&i=usossu&r=up&db=0>

Verb avoir

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ap&i=fczfuc&r=dd&db=0>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=lj&i=ucsoos&r=sz&db=0>

<https://www.liveworksheets.com/qo1317405ys>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ys&i=uttfucd&r=ia&db=0>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=pj&i=udoozxx&r=fa&db=0>

Verbe avoir with some school supplies

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=dc&i=nzotzt&r=fi&db=0>

School supplies. (video)

<https://www.youtube.com/watch?v=Rg7FPj29m0I>

Practice c'est un / c'est une /ce sont ...

<https://www.youtube.com/watch?v=5y4B2xbrdog>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=jo&i=usofdfc&r=dl&db=0>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&l=ma&i=usttuous&r=ox&db=0>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=yi&i=usofdou&r=rl&db=0>

Question qu'est-ce qu'il y a ...? Il y a...

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ix&i=udscxnc&r=us&db=0>

Week 7 and 8 : classroom objects and express need

Liveworksheets

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ty&i=undoutx&r=ot&db=0&f=dzduzfdz&cd=knlizixlnjxzmjz2ngnxgen>

g

<https://www.liveworksheets.com/c?a=c&m=d&e=n&sr=n&is=y&l=lu&i=uddsfdx&r=ae&db=0&f=dzduzfdz&cd=knlliaxxnpenmdr2ngnxgeng>

<https://www.liveworksheets.com/c?a=c&m=d&e=n&sr=n&is=y&l=xd&i=udznsfs&r=yk&db=0&f=dzduzfdz&cd=knllimnxnglpepic2ngnxgeng>

Les objets de la salle de classe PPT (second part)

https://docs.google.com/a/nburlington.com/presentation/d/1SIOFWRVIVEgRsIRczrMnFRxV5Scnbnkm_vFQ3rGimw/edit?usp=drive_web&authuser=0

Prepositions (google doc)

<https://drive.google.com/open?id=1GC1bNpBoLy7vqkKCGp3eRrFwBWlr61Fi&authuser=0>

https://drive.google.com/a/nburlington.com/file/d/1JOnCDfvbXiMAkK6u1Jtbo7OKFpA2Kq0/view?usp=drive_web&authuser=0

Translating sentences :I don't have Spanish but I have French, he has a calculator, she doesn't have the French binder, I don't have any pencil, what is wrong? What is wrong with you?

https://docs.google.com/presentation/d/1fGlt70FJ3kszkNcGa9uryaC_P541sbUfu01t6z2J55A/edit?folder=1ir2FTp95gp72YRlOld8aV5MoiULnyUQE#slide=id.g6d30c64205_0_122

Liveworksheet verbe avoir

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_\(FLE\)/Le_verbe_avoir/Le_verbe_avoir_dc908303fi](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Le_verbe_avoir/Le_verbe_avoir_dc908303fi)

Avoir besoin de: liveworksheet

<https://www.liveworksheets.com/em1969548he>

Varied ER verbs ending with “ent” and will review the verb” être” in “ je, il.elle. ils/elles forms only.

https://drive.google.com/a/nburlington.com/file/d/1zKerII-19oawTt5yUWrPS6bKqVRaUGlh/view?usp=drive_web&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:

- Introduce months of the year in french and discuss important festivals in France-produced by students
- giving dates through listening and writing activities
- Years in French with famous people (actors, writers, singers)

- Days of the week with Toui Toui

https://docs.google.com/document/d/1uxHyZWfDs59DH7dQBPM_FZm91V5YyIy_drNY-8WHUKw/edit?usp=sharing

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

Week 2:

- Seasons of the year with video of Quebec
- Learn basic common weather expressions
- Comptine for weather
- Group Project to describe weather and seasonal words

https://docs.google.com/document/d/1uxHyZWfDs59DH7dQBPM_FZm91V5YyIy_drNY-8WHUKw/edit?usp=sharing

<https://docs.google.com/document/d/1JOTDUVB03RrOX6HPzFhq7hENc854vuWTKffv4qjclXU/edit?usp=sharing>

Week 3:

- Introduce school subjects
- Ask students if they like or don't like certain subjects
- Use adverbs such as beaucoup, un peu and bien
- Read authentic school schedules from France
- Write their own school schedules
- Review numbers and learn ordinal numbers to incorporate into schedule
- Write about their school schedule

<https://docs.google.com/document/d/1q1JkjpffhWxFK17f4XYHQEfUJct34fhLdlHvrMSG0dc/edit?usp=sharing>

<https://docs.google.com/document/d/1PvuAytbFCNsKsswxEcRHNP2VSuLtfb9IFG9qTMiOh4U/edit?usp=>

[sharing](#)

<https://docs.google.com/document/d/1HAzm6L4dtjlhrgtkAhGa3f3brj1aOe5ZkejaJBCpcJ8/edit>

Week 4: Describing classes and giving opinions

- Reading activity (Paul et Claire) with key words-détester, préférer, nul, et ma matière préférée, j'étudie
- Reading a comic strip-Roxanne using adjectives to describe classes
- How do you feel about classes(positive and negative opinions)
- Listening activity with Gabriel et Anne video
- Describing your teacher and what you think of him/her

https://docs.google.com/document/d/1QowRhWtLQEC0K3_BcS9jXH_E_Mtb4C5tjtk4CamFMgA/edit?usp=sharing

<https://docs.google.com/document/d/1GGI3TUqNYIgTzbnl2JBcimzHYuhuabbQXZERYgWWdqE/edit?usp=sharing>

https://docs.google.com/document/d/1eMH6WNdT9WDWaYtsI_TUP4u9yQA8Ha-Rbm1t3oYVaIs/edit

Week 5: Time and daily routine

- Introduce basic time on the hour with the skeletons song
- Time after the hour and before the hour
- Official time vs regular 12 hour clock
- Do Edpuzzle as activity and live worksheet to review time
- A quelle heure vs Quelle heure est-il?
- Introduce daily routine activities with reading and fill in the blank listening activity
- Students will describe their daily routine activity
- Watch Monsieur Beans routine and say true or false

<https://docs.google.com/document/d/1GGI3TUqNYIgTzbnl2JBcimzHYuhuabbQXZERYgWWdqE/edit?usp=sharing>

[p=sharing](#)

https://docs.google.com/document/d/1ldNmfY32PaK1tHhkN7M5HkE_GLSQS1TGvftPYKyGTio/edit

<https://docs.google.com/document/d/1hXZ9qHmwUEXRIRsP8wTzmohkUT4pg9aQ1kq0Svu2JCE/edit?usp=sharing>

Week 6: School supply

- Introduce school supplies
- Mention the difference between definite and indefinite articles
- Answer the question Qu'est-ce que c'est? C'est un/une or Ce sont..
- Mention items you have or don't have using the verb avoir J'ai or je n'ai pas de
- Revisit Combien de with school supplies

https://docs.google.com/document/d/1sU6Z9ITB5Yrucm2n_jjfHq7g3gg-C6sOvVtRyr0SD78/edit?usp=sharing

<https://docs.google.com/document/d/1YAhF51v2pY6a4FJSLCz2EhGKp199cuSkJxkbnjx1xA/edit?usp=sharing>

Week 7 and 8: Classroom objects and have need of

- Review j'ai and tu as with other forms of avoir for avoir besoin de to express need when it comes to school supplies
- Introduce classroom objects
- Draw a classroom setup and label with articles
- Introduce prepositions of location and locate different items

https://docs.google.com/document/d/1qg0_iJdaSm7oNxuLDskfFMvXMVFvxft_IP_LgJ-Udx4/edit?usp=sharing

<https://docs.google.com/document/d/1eSr06I9qP0sd2tmt7G4H8nOu5P1Sqku07aw7JUjh9A/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
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Verbal games.

School schedule in France.

School calendar in France: [FrenchEntrée.com Home Page](#)

Clocks.

Tic Tac Toe boards.

Survey papers.

French magazines such as Scholastic and Paris match.

Notes.

Youtube games and activities on school supplies and school schedules

French/ English dictionaries.

Teacher created google slide.

C'est à toi by EMC Paradigm

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.