

Unit 01: La rentrée

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	La rentrée
Suggested Duration:	7 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.

Sociology: Cultural differences

Math: telling time, use of ordinal numbers

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

<http://www.youtube.com/watch?v=R0Qk6dTdN4Y&feature=related> Bonne Journée

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-francais/>
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.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 <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 écrite 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://francais.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.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.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized

culturally authentic materials on global issues, including climate change.

- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.

- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
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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>	
<p>Demonstrate knowledge about topics learned in French I at the linguistic and cultural levels in the school setting.</p> <ul style="list-style-type: none"> • Identify learned vocabulary. • Give and ask information in simple sentences related to learned topics. • Express need in simple sentences. • Express like and dislike in simple sentences related to learned topics. • Compare and contrast cultures in the learned topics. 	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually independent. • Learning languages provides connections to additional bodies of knowledge. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What makes us different from each other? Likes and dislikes. • How does my school day compare to that of a teenager in France?

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

- Language students have the ability to participate in multilingual communities.

Acquisition

Students will know . . .

Topics for French 2:

- Basic key vocabulary and cultural awareness of the target language in the following topics: *school, sports, likes and dislikes, weather and seasons, colors, numbers, days, dates, months, education in France and the French speaking world.*
- Verb conjugation of most common regular verbs of *ER, IR, and RE* in the present of the indicative.
- Verb conjugation of irregular verbs in the present of the indicative of the following verbs: *aller, avoir, être, faire, venir, vouloir, devoir, prendre, mettre*
- The near future with *aller+ infinitive*
- Idioms with the verb “*avoir*” to express need.
- Adverbs of intensity: *beaucoup, un peu, bien.*
- Adjectives: quality and traits, possessive,

Students will be skilled at . . .

- Use short sentences, learned words, phrases in the affirmative and negative forms, simple questions and commands when reading, speaking and writing.
- Understand short text enhanced by visual clues, and simple speech when listening.
- Communicate effectively in simple and clear sentences.
- Imitate culturally acceptable behavior used in the content examples.

interrogative (quel) and demonstrative.

- Prepositions of position and direction.

- Conjunctions of coordination

- Contraction of prepositions *de+le/à*
+le...

- Definite and indefinite articles in declarative and negative sentences.

- Subject pronouns.

- *Tu vs Vous*

- Question words and formation of interrogative sentences: *Qu'est-ce que, qui, pourquoi, combien, (à) quelle heure, où, quand, comment...*

STAGE II Assessment Evidence

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Practice	Assessments
Week 1: Welcome, Review activities , School schedule Les nouveaux élèves Week 1: Welcome, Review	Assessment #1 Question words and back to school vocab form François Le Sève, les nouveaux élèves.

activities, School schedule

[Google slide to learn and review vocab from worksheet les nouveaux élèves](#)

[Google Doc](#)

[Liveworksheet:les nouveaux élèves](#)

Les nouveaux élèves: révision de vocabulaire

[Google Doc](#)

François Le Sève

[PDF](#)

[Liveworksheet : questions sur emploi du temps de François Le Sève](#)

[NBC: course list. Use to write own school schedule](#)

[Week 2: School subjects, schedules and question words review](#)

Old lesson plan

https://docs.google.com/document/d/1IIURLimeyr_u4H2iiy2XtDeNOreEI28g3vSEzbnU0rCXA/edit

1- L'emploi du temps de Sylvie

[Google Doc](#)

<https://docs.google.com/document/d/1mStSwtdjlhVHjX4kUmF80AONCqw6luCHT4rkye8zeNY/edit>

Assessment #2

Questions words and vocabulary from article Alex et Marie

<https://docs.google.com/document/d/1mStSwtdjlhVHjX4kUmF80AONCqw6luCHT4rkye8zeNY/edit>

Assessment #3 interpersonal

Interpersonal one on one with teacher questions/answers (la rentrée scolaire)

Rubric

[Liveworksheet: l'emploi du temps de Sylvie](#)

2-School shape : Mon emploi du temps -

[Youtube](#)

[Google Doc: school shape](#)

[Google slide : review of learned vocabulary based on pictures and teacher descriptions](#)

[Week 3: Reinforce question words , school schedules, written assessment on question words, article Alex et Marie](#)

1-Difference between: Quel and Qu'est-ce que

[liveworksheet 1](#)

[Liveworksheet 2](#)

Question words practice

[Google Doc: question words](#)

[Assessment#1 : question words and vocabulary](#)

Scholastic magazine : l'humeur du mois ALEX et Marie-

[Google Doc: pre-reading vocabulary list](#)

[Pdf ALEX et Marie](#)

[Liveworksheet : matching expressions from article Alex et Marie](#)

[Google slides for students to practice vocabulary and expressions from article Alex et Marie](#)

[Week 4: school supplies, verb avoir /avoir besoin de, useful classroom expressions](#)

[Youtube: au collège Hugo et stephi décrivent une journée au collège \(Bonjour de France\)](#)

[Liveworksheet on video Hugo et Stephi](#)

School supplies :

[Google doc : word search on school supplies](#)

[Liveworksheet word search on school supplies](#)

[Pdf: List of supplies online](#)

**Cultural notes on school supplies in France .
Compare and contrast with one's own school supplies.**

[Youtube video :French connection with Flo](#)

(show just the first few minutes about school supply aid = allocation familiale)

[Google Doc: APprenons page 47.](#)

Week 5: practice school supplies with various useful verbs/ avoir besoin de/ review classroom objects and prepositions

[Youtube school supplies](#) : Back to school

[Google Slide to practice new vocabulary and verbs : acheter, emprunter, trouver, chercher, demander](#)

Practice the verb “avoir” and the idiom “ avoir besoin de “ (FR 1 review activity)

[Google Doc](#)

Des élèves mal organisés

[Live Worksheet 1](#) des élèves mal organisés

[Live Worksheet 2](#) : des élèves mal organisés

C'est à toi conversation unit 4 (Alexandre et Louis)

[liveworksheet](#)

Week 6: review time and verbal and written practices to finish unit

Week 7: review and complete worksheet on unit/ oral assessment and individual work to review sports

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 when needed

- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

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Organize plan by weeks

Week 1: Welcome, Review activities , School schedule

- Les nouveaux élèves cherchent leurs salles de classe
- Read and understand the text. Look up new words .
- Compare the school subjects to their own.
- François Le Sève : Read and understand the text. Look up new vocabulary and compare it to self .
- Rewrite the paragraph of François Le Seve by adapting it to oneself / modifying or adding .
- NBC: course list. Use to write own school schedule

Week 2: school subjects , schedules and review of question words

- L'emploi du temps de Sylvie: read and interpret a French student school subject .
- Compare cultural differences . Discuss schools in France .
- Explain the difference between Quel and QU'est-ce que and apply .
- School shape : Mon emploi du temps - listening comprehension and review of question words
- Scholastic magazine : l'humeur du mois ALex et Marie- Reading comprehension and learning new vocabulary.

Week 3: Reinforce question words , school schedules, written assessment on question words, article Alex et Marie

Assessment #1 on question words (written)

- Practice and reinforce the question words
- Assessment #1 on question words
- Read and understand new vocab from the article of Alex et Marie (scholastic magazine)

Week 4: school supplies, verb avoir /avoir besoin de, useful classroom expressions

- Presentation of students slides
- Watch vidéo au collège Hugo et stephi décrivent une journée au collège (Bonjour de France)

Week 5: practice school supplies with various useful verbs/ avoir besoin de/ review classroom objects and prepositions

- Practice the verb “avoir” and the idiom “ avoir besoin de “
- Reading and role playing text: des élèves mal organisés
- Practice worksheets on school supplies
- Cultural notes on school supplies in France .
- Compare and contrast with one's own school supplies.
- Youtube video :French connection with Flo
- Reading comprehension of a short article and learning new verbs : acheter, chercher, trouver, ranger.
- APprenons page 47: la fourniture scolaire
- Google Slide to practice new vocabulary and verbs : acheter, emprunter, trouver, chercher, demander: Tell /guess what could each picture represent ? (the verb)

Week 6: review time and verbal and written practices to finish unit

- C'est à toi conversation unit 4 (Alexandre et Louis) : read dialogue and answer questions of comprehension
- Telling time : review and practices
- Review the different times by drawing and completing the minutes on a clock .
- Review key ideas and military versus am/pm: de l'après-midi, du matin, du soir, pile, et quart, et demie, moins le quart.

- Listen to exercises online from **c'est a toi unit 4 lesson 3** all activities. Use the white boards.
- Read and write an email to tell about my school
- Review vocab and write own email similarly
- **Record conversation in Flip Grid/ oral assessment /start sports unit**

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

French magazines such as Scholastic and Paris match.

Notes.

Liveworksheets online

French/ English dictionaries.

Teacher created Google documents and Google slides

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Francophone countries