| ***French Grade 5 Unit 1: Greetings, Salutations, Classroom Expressions***  ***Weeks 1-3*** | | | | | |
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| **Targeted Standards**  **Interpretive Mode**  7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using  electronic information and other sources related to targeted themes.  7.1 NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate  physical response  7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1 NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate,  culturally authentic materials on familiar topics.  **Interpersonal Mode**  7.1 NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1 NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in  age-appropriate classroom and cultural activities.  7.1 NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings,  and daily interactions.  7.1 NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1 NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics  studied in other content areas.  **Presentational Mode**  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted  themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | | | | | |
| **Rationale and Transfer Goals** :  All students will be able to use French in addition to English to engage in simple communicative exchange of greetings and basic personal information (name, state of being), to understand and interpret spoken and written language while 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. | | | | | |
| **Enduring Understandings:**  -The purpose of language study is to communicate so I can understand others, and they can understand me. Effective communication requires knowing how, when, and why to say what to whom.  -Global citizenship requires an ability to communicate in more than one language. An ability to communicate in another language is essential for knowing other people and cultures.  -Learning other languages enables an individual to participate in multilingual communities.  -An ability to communicate in another language fosters a better understanding of my own language and culture.  -Custom and tradition vary within a culture, as well as between cultures. | | | | | |
| **Essential Questions**:  How does learning an additional language help you become a global citizen and enhance your own life?  What are the skills you need in order to understand or communicate in French?  How do the cultures of the world compare to those of the United States?  How does the French language compare to American English?  What does the study of an additional language and its cultures teach me about myself? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Greetings, salutations and courtesy expressions appropriate for different times of the day  Differentiation for use of formal and informal greetings  Interpreting meaning through intonation and visual cues  Recognition of cognates  Simple classroom “survival” expressions | Use correct pronunciation  Greet others correctly and use farewell expressions  Introduce themselves  State how they are doing and ask others  Use gestures to convey meaning  Use context and cognates to facilitate understanding | | The activities in the French class should include pair-share, Total Physical Response (TPR), oral/aural, and reading/writing activities. There should be sufficient time for individual work as well as group work and practice with peers. The French class should be conducted in the target language as much as possible. Activities should focus on excellent language acquisition methods and literacy. Below are some other activities and strategies that can be used for this unit.   * Graphic organizers * White board activities * Dialogs * Projects * Technology practice through Google Classroom or other web-based “classrooms” * Games * Information Gap activities * Role-play activities | | |  | Quiz  Formative: Instructional/Assessment Focus  Students will participate in teacher-led conversation providing accurate pronunciation in the target language. | | --- | --- | |  | Summative: Instructional/Assessment Focus  A mixture of oral, aural, reading and writing skills.  Paired Dialogue writing and presentation. | |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
|  | | **NA** | |  | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. | | | | | |
| **Key resources:**  • Teacher-created resources  • Laptops  • Online resources  • Videos and Internet short videos  • Web-based classrooms  • Realia  • Interactive Smart Board  . Authentic reading materials | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | |

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