--

| ***French I Unit 1: Greetings & Intro to French Speaking World***  ***September-October*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Targeted Standards**  7.1.N.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.N.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.N.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.N.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.N.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.N.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.N.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.N.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.N.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.N.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.N.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.N.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.N.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.N.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.N.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.N.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.N.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals** :  This unit introduces students to France and the French speaking world. Students will learn and appreciate Francophone culture and language. They will engage in short, basic conversations that they might have upon meeting someone for the first time. They will also learn the alphabet and count from 0‐ 20. Using these skills, students will be able to spell their names and tell their telephone numbers. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  - You can learn a secondlanguage.  ‐  People have different styles of learning a language.  - Learning a secondlanguage opens doors for you personally and professionally  ‐  French is a global language.  ‐  There are formal and informal registers in French.  ‐  Learning a different language & culture leads to a greater understanding  of our world and why people think and act in different ways. | | | | | |
| **Essential Questions**:    - Why learn another language?  ‐  What are my expectations for learning another language?  ‐  How do I develop my interest in the study of a foreign language?  ‐  Why study another culture?  ‐  How are language and culture related?  ‐  When should you speak in the formal *vous* v. informal *tu*?  ‐  How does learning a language open “doors of opportunity”? | | | | | |
| **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*** |
| * Identify the letters of the alphabet. * Spell words using the French alphabet. * Define cognates and give examples of cognates in French and English. * Greet one another and say good‐bye. * Ask someone their name and tell yours. * Ask and tell how you are feeling. * Give phone numbers. * Ask to go to various places from the classroom. * Distinguish between the *tu* and *vous* subjects.   10. Identify countries and capitals where French is spoken. 11. Describe the influence of the French language and culture on the U.S. 12. Identify cultural differences of French speaking countries and the U.S. 13. Be aware of French names. | * Cornell Notes on “Why take French?” * ‐  Short journal responses about the value of taking a foreign language.   ‐  Summaries of culture sections from textbook on different registers, school courtyards and phone  numbers. | | ‐ Listen to Conversation Culturelles from C’est à Toi Level 1 Chapter 1. Fill in blanks of dialogue on worksheet.  ‐ Read Aperçus Culturels sections from C’est à Toi Level 1 Chapter 1 and discuss as a class.  ‐ Repeat greetings and have short conversations with teacher and classmates.  ‐ Telephone activity: Call teacher and have a short conversation.  ‐ Complete exercises in Chapter 1 of textbook.  ‐ Watch Alphabet You Tube video.  ‐ Pick French names and design nametags.  ‐ Count 1‐20 and repeat.  ‐ Say your telephone number.  ‐ Create math flashcards and quiz partner/group members/classmates.  ‐ Repeat alphabet and spell words and names.  ‐ Take notes on French accents (Complete worksheet from PowerPoint presentation).  ‐ Scavenger hunt of resources in classrooms.  ‐ Complete listening Activities for chapter 1 (Spelling names and male v. feminine names).  ‐ Sing the alphabet.  ‐ Write dictations: topics may include short conversations saying hello, how are you, and goodbye.  ‐ Review of vocabulary with Quizlet flashcards on SMART Board.  ‐ Watch textbook DVD for Chapter 1. | | **Formative Assessments:**   * ‐  Oral alphabet quiz * ‐  Homework exercises in Grammar and Vocabulary workbook, Chapter 1 * ‐  Dictations: topics may include short conversations saying hello, how are you, and goodbye   ‐  Notebook Quizzes on various warm‐ups and notes in notebook  ‐  Unit Test on greetings and numbers 1‐20  ‐  Daily Warm‐up Exercises: ex; how would you respond to this greeting, math problems, etc.  **Performance Assessments:**  ‐  Make an alphabet video.  ‐  Sing the alphabet in French.  ‐  Write journal entries on the value of speaking a foreign language.  ‐  Create a name tag.  ‐  Create and perform a short dialogue to the class about meeting someone for the first time. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Capitals of French Speaking countries. * Spell words using French alphabet * Greet one another and say good‐bye | | * Cognates * Students will review grammar concepts and parts of speech * Learn the French alphabet * appreciating and Understanding world cultures | | -Introduce the concept of cognates, and their use  -Read sentences and identify the subject, verb and objects  -Sing the French alphabet song from Youtube  -Read about the Francophone countries  -The value of learning French | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).  9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  9.4.11.TL.3: Select appropriate tools to organize and present information digitally.  9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?  Le Monde Francophone – excerpts from Bien Dit  Grammar and Vocabulary Workbook  Quia.com  Bien Dit website | | | | | |
| **Interdisciplinary Connections:**  English Language Arts:   * NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. * NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. * NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |