| ***French I Unit 4: A l’ecole?******December-January*** |
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| **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** : Unit 4 of French 1 focuses on the school and students’ daily class schedules. Vocabulary in this unit includes classroom objects and prepositions of place, as well as school subjects, days of the week and months, and numbers from 100‐ 1000. Students will be introduced to the French calendar and learn to tell the date, which will be reviewed again in the following unit. Students will learn the irregular verb *avoir* as well as expressions of thirst, hunger, need and age. Another grammar concept included is the conjugation of regular –ir verbs. The class will also explore French schools and daily activities of French teenagers.  |
| **Enduring Understandings:****‐**Language reflects and is influenced by the culture in which it is found.  **‐**Education and schooling is an important aspect of every culture.  **‐**Cultural perspectives are gained by using the language and through  experience with its products and practices.  **‐**The goal is effective communication, not word‐for‐word translation.  **‐**People appreciate your effort to learn and use their language.  **‐**Different linguistic structures communicate different meanings.  **‐**The language we use changes with the situation.  **‐**Both American and francophone countries have important holidays and  ways of celebrating.  **‐**Both American and francophone countries have slang expressions and ways  of expressing their emotions.   |
| **Essential Questions**: **‐**Why are some verbs regular  and some are irregular?  **‐**How can I describe my daily  school activities?  **‐**Why is education  important?  **‐**How fluent do I need to be  in order to communicate  effectively?  **‐**How can I express the  physical location of things  and people?  **‐**How are education  structures similar and different in the United States and francophone countries?  **‐**Why can’t you use the same words or expressions with everyone in every situation?  **‐**How can I explore other cultures without stereotyping?  **‐**To what extent are French and English different when expressing time and date?  **‐**What is a preposition and what is its role in a sentence?   |
| **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*** |
| * Point out classroom objects and school subjects.
* Ask about and identify placement of classroom objects.
* Say what you need for school and particular classes.
* Conjugate the verb *avoir* correctly and utilize idiomatic expressions with *avoir.*
* Describe your school schedule.
* Count from 100 to 1000.
* Agree and disagree withsomeone.
* Tell time using the 24 hour clock.
* Compare school systems in the US and French speaking countries.

Conjugate regular –ir verbs. State the date in French.   | * ‐  Short journal responses describing their school and comparing their schools to French schools.
* ‐  Summaries of culture sections in textbooks on interjections, *élève v. étudiant*, *trousse* v*. sac à dos*,  French calendar, French schooling and classes, time and exact time.
* ‐  Short descriptions of their daily school schedule.
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 | ‐ Listen to Conversation Culturelles from Bien Dit Level 1 Chapter 4, fill in blanks of dialogue on worksheet. ‐ Read Aperçus Culturels sections from Bien Dit Level 1 Chapter 4, discuss as a class and write in journals. ‐ Take notes from PowerPoint on IR verbs. ‐ Complete worksheet practicing *avoir.* ‐ Loto with school vocabulary. ‐ Word search with vocabulary. ‐ Chorale response with vocabulary words. ‐ Play the Snake Game and the dice game with regular –ir verbs. *􏰁* Take notes from PowerPoint on *avoir* and expressions with *avoir.*‐ Read culture section about French schools and answer activity questions. ‐ Review of vocabulary with Quizlet flashcards on SMART Board. ‐ Watch textbook DVD clips for Chapter 4. ‐ Look at a picture of a classroom and answer true/false questions about where things are. ‐ Interview your classmate about their birthday and then share with the class. ‐ Discuss differences between French and American schedules. ‐ Create a dialogue with a partner comparing your school schedules. ‐ With a partner, look at a French train/bus/movie/TV schedule and figure out the times.  | **Formative Assessments:** * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 4
* ‐  Quizzes – vocabulary, *avoir* and *avoir expressions*, ‐ir verbs, school supplies
* ‐  Dictations: topics may include short descriptions of school schedules
* ‐  Notebook Quizzes on various warm‐ups and notes in notebook
* ‐  Unit Test: Fill in the blank, open ended test on school supplies, conjugating *avoir* and expressions  with *avoir*, conjugating *ir* verbs, telling the time and date, listening questions
* ‐  Daily Warm‐up Exercises: ex; identifying school subjects, conjugating *avoir* in a sentence, complete math  problems, translate sentences, describe where objects are in relationship to each other
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  **Performance Assessments:** * ‐  Create a calendar of your birthday month.
* ‐  Write and perform a conversation with your classmate discussing and comparing your schedules.
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| -classroom objects-furniture in a classroom-school subjects/schedules -Subject pronouns-Present tense verbs-Plurals of nouns & articles-Verbs | Likes and dislikes NumbersColorsAdjectives  | Additional oral and written practice on content for this unitWritten, auditory and role playing activities using text, personal white boards, and ancillariesUse practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years |
| **Career Readiness, Life Literacies, and Key Skills**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.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:** - Description of school schedule   ‐  Train/bus/TV schedules  ‐  Grammar and Vocabulary Workbook   ‐  Quia.com   |
| **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.
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