

# 01\_UNE INTRODUCTION: Salutations, Presentations, Sounds, Cognates

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **30 days**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- there are many recognizable cognates and sounds in French.

Essential Questions:

- How does my understanding of English help my French learning, and vice versa?
- How can I best produce French vowel sounds?
- What are the best practices for memorizing words and phrases?
- What are my observations about the significance/methods of greetings within a culture?

## **CONTENT AREA STANDARDS**

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WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words,

WL.NM.7.1.NM.PRSNT.4

phrases, and a few simple sentences on targeted themes.

Copy/write words, phrases, or simple guided texts on familiar topics.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.RI.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

TECH.9.4.8.CI.3

Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

TECH.9.4.8.CT.3

Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

## **STUDENT LEARNING TARGETS**

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Students will know:

- that good listening skills, effort and participation are primordial to foreign language acquisition.
- how to recognize words, phrases, questions.
- question-making techniques.
- that both cognates and sentence structure are similar to English.

## **Declarative Knowledge**

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Students will understand that:

- pronunciation of French words is largely based on vowel sounds.
- accents may change the meaning/ pronunciation of words.
- working with cognates may help in understanding big ideas.

## **Procedural Knowledge**

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Students will be able to:

- respond to simple direct questions or requests for information.
- recite the alphabet.
- spell a variety of words in oral and written form.
- demonstrate listening skills via dictation activities.
- identify cognates.
- express meaning by relying on learned phrases or re-combinations of these.
- be understood in greetings and introductions by sympathetic interlocutors used to non-natives.
- utilize cognates, context, and situational cues to optimize comprehension.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Interactive Game Creations

### **Benchmark Assessments**

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EduLastic Assessments

## **Formative Assessments**

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- teacher observations
- finger checks
- think/pair/share work
- student back to back chats
- presentational communications
- use of recorders
- applicable games (info gap)
- content based video clips/ feedback
- exit tickets / index (color) cards

## **Summative Assessments**

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- Quizzes
- Role-Play situations
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Project: Introducing Myself

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials

Smartboard, dry erase boards

## **INTERDISCIPLINARY CONNECTIONS**

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English/ Language Arts Standards: language acquisition, information writing, speech

Social Studies: current events, ethics, civic literacy, social relationships among people

Visual Performing Arts: mock trials/ debates, dramatization

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.