

# 01\_ Une Introduction

Content Area: **World Language**  
Course(s):  
Time Period: **Semester**  
Length: **10-15 days**  
Status: **Published**

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

---

### **French 5 Elementary**

This is an introductory, half year, French 5 elementary course. The units include colors, days of the week, the months of the year, dates, numbers, and culture. Students will learn different French vocabulary words. They will learn to read, recognize and recall basic vocabulary.

They will learn to answer practiced, memorized questions in French. This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

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

---

Students will understand that:

- French is spoken in France; France is a European country.
- there are different letters and accents in the French alphabet.
- French is not a phonetic language and has silent letters.
- there are varied ways to introduce yourself and participate in basic greetings.
- French and English are the official languages of the Olympics.

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?
- Why are French and English the official languages of the Olympics?

## CONTENT AREA STANDARDS

---

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.4	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)

---

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TECH.K-12.P.4 Demonstrate creativity and innovation.

## STUDENT LEARNING TARGETS

---

### Declarative Knowledge

---

Students will understand that:

- French is spoken in France; France is a European country.
- there are different letters and accents in the French alphabet.
- French is not a phonetic language and has silent letters.

- there are varied ways to introduce yourself and participate in basic greetings.
- French and English are the official languages of the Olympics.

## **Procedural Knowledge**

---

Students will be able to:

- copy and write words, phrases about greetings and salutations.
- request information by asking and answering simple questions related to basic greetings.
- imitate gestures and intonation of the native speakers of the French culture when greeting others and leave takings.
- copy and write words in the French alphabet.
- identify familiar spoken and written words, phrases and simple sentences related to basic greetings within the French culture.
- identify familiar people in the French culture and locations in France.
- 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**

---

### **Alternate Assessments**

---

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

- Interactive Game Creations

## **Benchmark Assessments**

---

Eduastic Assessments

## **Formative Assessments**

---

- teacher observations
- student vocabulary checklist

## **Summative Assessments**

---

- oral listening alphabet activity
- teacher observational checklist
- matching activity

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

---

- content based video clips/ feedback
- exit tickets
- Kahoot
- Epic
- Smartboard, dry erase boards

## **INTERDISCIPLINARY CONNECTIONS**

---

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

Social Studies: current events, social relationships among people

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.