

**BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT**  
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

**French 1**  
**Unit 1**

**La rentrée**

Updated: July 2018

[New Jersey Student Learning Standards \(2014\)](#)

**Unit Summary:**

**Unit Overview:**

The first unit of the year is centered on school and survival phrases in the target language. Students are introduced to proper greetings and goodbyes in the target language, as well as cultural practices for greetings. Students use the target language to exchange information with their peers and adults. They will compare and contrast a typical American school day with one in the target culture. By the end of the unit, students will be able to interpret authentic documents related to school, weather and calendar. They will be able to talk with their friends about their school day and present information about school.

**Enduring Understandings:**

- Cultural greeting practices play an important role in meeting someone for the first time.
- It is important to use context clues when attempting to aurally and visually interpret the target language.
- Calendars reflect one's culture and a people's cultural perspective.
- School days in the USA are often very different from those in other countries, both in the number and types of courses studied, but also in the days and hours that school is open and how students go to and from school.
- Perspectives about going to school can be very different in other countries.

<p><b><u>Unit Learning Targets/ Goals/ Outcomes</u></b></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational <a href="#">Can-Do Statements</a></i></p>	<p>I Can...</p> <ul style="list-style-type: none"> <li>...greet someone.</li> <li>...introduce myself.</li> <li>...ask "What is your name?"</li> <li>...ask "How are you?"</li> <li>...tell how I am feeling.</li> <li>...tell where I am from.</li> <li>...ask "Where are you from?"</li> <li>...ask someone about their age.</li> <li>...tell someone my age.</li> <li>...ask someone about their telephone number.</li> <li>...tell someone about my telephone number.</li> <li>...tell what time it is.</li> <li>...ask for the time.</li> <li>...tell the date.</li> <li>...ask "What is today's date?"</li> <li>...ask "When is your birthday?"</li> <li>...tell when my birthday is.</li> <li>...count from 0-10.</li> <li>...count from 10-20.</li> <li>...count from 20-30.</li> <li>...say "Please", "Thank you", and "You're welcome"</li> <li>...say which classes I am taking.</li> <li>...ask what classes someone is taking.</li> <li>...say what school supplies I need or have.</li> <li>...say what period I have a specific class.</li> <li>...ask who your favorite teacher is.</li> <li>...tell who my favorite teacher is and why.</li> <li>...ask "What is your favorite class?"</li> <li>...tell you about my favorite class and why.</li> <li>...tell you who my teachers are and what classes they teach.</li> <li>...describe my classes as difficult or easy.</li> <li>...tell what time school or a class starts and ends.</li> <li>...use simple sentences to tell about school in France.</li> <li>...describe the weather.</li> <li>...ask "What is the weather like?"</li> <li>...say what season it is.</li> <li>...say what the weather is like in a particular season.</li> </ul>
<p><b>Standards and Competencies:</b> <a href="#">New Jersey Student Learning Standards</a></p>	<p>NJSLS 2014</p>

<p>Grade levels: <a href="#">K-12</a> <a href="#">6-12</a> <a href="#">9-12</a></p>	<p>Interpretive: 7.1.NM.A.1, 7.1.NMA.2, 7.1.NMA.3, 7.1.NMA.4, 7.1.NMA.5</p> <p>Interpersonal: 7.1.NMB.2, 7.1.NMB.3, 7.1.NMB.4, 7.1.NMB.5</p> <p>Presentational: 7.1.NM.C.1, 7.1.NMC.3</p>
<p><b>Proficiency Level of Tasks in This Unit:</b></p>	<p>Novice Mid</p>
<p><b><u>Performance Assessments:</u></b></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <a href="#">ACTFL Appendix D</a> template is useful for creating Interpretive activities.</p>	<p><b><u>Authentic Resource</u></b> (general or specific):</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> <li>• Read and answer questions about a French school schedule</li> <li>• Answer questions based on a student’s description of their school schedule</li> </ul> <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> <li>• In a conversation with their teacher, students will answer questions in order to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, describe what they need for school, what is in their backpack, and describe their school schedule.</li> </ul> <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> <li>• Create a multi-media rich digital presentation to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, describe what they need for school, what is in their backpack, and describe their school schedule.</li> </ul>

<p><b>Language Structures, Vocabulary:</b></p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> <li>● telling time</li> <li>● saying the date</li> <li>● the verb <i>avoir</i> = to have, age = <i>avoir</i> ___ <i>ans</i>, the expression to need = <i>avoir besoin d'</i></li> <li>● the verb <i>être</i> = to be</li> <li>● subject pronouns (<i>je, tu, il, elle</i>)</li> <li>● adjectives</li> <li>● use of dictionary and wordreference.com</li> <li>● Likes &amp; dislikes</li> </ul> <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> <li>● greetings</li> <li>● describing how you are feeling</li> <li>● numbers</li> <li>● nationalities</li> <li>● people (girl, boy, teacher)</li> <li>● telling names</li> <li>● classroom supplies</li> <li>● classroom commands</li> <li>● school schedule</li> <li>● days and the date</li> <li>● weather, seasons</li> <li>● time</li> <li>● simple adjectives</li> </ul>
<p><b><u>Formative Practice and Assessments:</u></b></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p><a href="#">Resources Google Drive Folder</a></p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● Listen to a French speaker introduce themselves, say how they are feeling and answer questions about the content</li> <li>● Compare and contrast an authentic French class schedule</li> <li>● Read a letter where a student describes their schedule and fill out a blank schedule</li> <li>● Use flashcards to practice numbers and telling time</li> <li>● Quizlet Live game</li> <li>● Watch videos on EdPuzzle and answer questions</li> <li>● Watch authentic French movie and answer questions related to school</li> <li>● Play Loto game</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● Simulated conversations in pairs and groups about personal information and school schedule</li> <li>● Find Someone Who Activity</li> <li>● Pioche! Go Fish Game</li> <li>● Finding Differences Locker Activity</li> </ul>

	<p>Presentational:</p> <ul style="list-style-type: none"> <li>● Answer questions about your school schedule</li> <li>● Use Padlet/FlipGrid introducing yourself and saying where you are from and how old you are</li> <li>● Create a video showing what objects you have in your pencil case or backpack</li> <li>● Write your parents a letter saying what you need for the school year</li> <li>● Write a short email to a penpal introducing yourself</li> <li>● Complete Venn Diagram comparing French and American schools</li> </ul>
<p><b><u>Instructional Strategies and Resources:</u></b></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> <li>● Provide students with guided notes</li> <li>● Check frequently for understanding</li> <li>● Post assignments, schedules, directions and reminders</li> <li>● Keep instructions and directions “chunked”</li> <li>● Supply a word bank and vocabulary lists</li> <li>● Simplify project rubrics</li> <li>● Provide a checklist of expectations for self-monitoring</li> </ul>
<p><b>Interdisciplinary Connections:</b></p>	<ul style="list-style-type: none"> <li>● Social Studies and Geography – Maps of France, Europe, and the world</li> <li>● Math – Numbers 1-100, solving basic addition, subtraction, multiplication and division problems, telling time, 24 hour clock</li> <li>● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!</li> <li>● English – Parts of speech, irregular verbs, regular verbs, prepositions, context and text organization, use of dictionary</li> <li>● Science - weather and seasons</li> </ul>

# BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## French 1

### Unit 2

# Qu'est-ce que tu aimes faire?

Updated: July 2018

[New Jersey Student Learning Standards \(2014\)](#)

### Unit Summary:

#### Unit Overview:

This unit focuses on what the students do in their free or leisure time. Students will first talk about their own and their friends' preferences for spending their time; what they usually do, then move on to learning and talking about what people in French-speaking countries do in order to compare and contrast hobbies, sports, other interests. Students will also learn to talk about what they are going to do.

Enduring Understandings:

- People in target countries spend their free/leisure time in similar / different ways to Americans.
- People reflect their cultural perspective in their choice of leisure activities.
- People's personalities and physical abilities influence and are reflected in their choices of leisure activities.

#### Unit Learning Targets/ Goals/ Outcomes

*What will students be able to do/communicate by the end of this unit, and in what context?*

*Interpretive, Interpersonal and*

I Can...

- say things that I like to do
- say things that I don't like to do
- ask and answer the question "What do you like to do?"
- say that I do not like either of the choices
- ask and answer the question "With whom do you like to do something?"
- ask and answer the question "When do you like to do something?"
- say how often I like to do things
- say why I like do certain activities
- give opinions

<p><i>Presentational</i> <a href="#"><u>Can-Do Statements</u></a></p>	<ul style="list-style-type: none"> <li>● ask and answer the question “What does he/she like to do?”</li> <li>● say 10 things that I like to do</li> <li>● show that I understand when someone says what they like and don’t like to do</li> <li>● say “me too” and “me neither”</li> <li>● invite people to do things with me</li> <li>● ask and answer the question “What do you prefer to do?”</li> <li>● invite someone to do an activity with me</li> <li>● accept or decline an invitation to do something</li> <li>● give an excuse as to why I cannot do an activity</li> <li>● identify 10 familiar words I hear in a video or podcast</li> <li>● draw a picture to summarize a reading that shows what someone likes to do</li> <li>● tell what someone likes to do based on what I read or hear about them</li> <li>● talk about what I do on my free time</li> <li>● present information about my leisure activities</li> <li>● compare and contrast how French and American teenagers spend their free time</li> </ul>
<p><b>Standards and Competencies:</b>  <a href="#"><u>New Jersey Student Learning Standards</u></a>  <i>Grade levels:</i> <a href="#"><u>K–12</u></a> <a href="#"><u>6–12</u></a> <a href="#"><u>9–12</u></a></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.NM.A.1, 7.1.NMA.2, 7.1.NMA.3, 7.1.NMA.4, 7.1.NMA.5</p> <p>Interpersonal: 7.1.NMB.1, 7.1.NMB.2, 7.1.NMB.3, 7.1.NMB.4, 7.1.NMB.5</p> <p>Presentational: 7.1.NM.C.1, 7.1.NMC.3</p>
<p><b>Proficiency Level of Tasks in This Unit:</b></p>	<p>Novice Mid</p>

<p><b><u>Performance Assessments:</u></b></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* <a href="#">ACTFL Appendix D</a> template is useful for creating Interpretive activities.</i></p>	<p><b><u>Authentic Resource</u></b></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> <li>● Read and answer questions about a series of French infographics discussing leisure activities</li> <li>● Answer questions based on an interview of French teens discussing how they spend their free time</li> </ul> <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> <li>● In a conversation with their teacher, students will answer questions to say what activities they like and dislike and why, as well as how often and how well they do them</li> </ul> <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> <li>● Create a multi-media rich digital presentation to showcase their likes and dislikes, how they spend their free-time and what their peers like to do.</li> </ul>
<p><b>Language Structures, Vocabulary:</b></p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> <li>● regular -ER verbs</li> <li>● <i>faire</i> (= to do)</li> <li>● negatives</li> <li>● adverbs</li> <li>● question words</li> </ul> <p>Vocabulary: (Unité 3 Leçon 5)</p> <ul style="list-style-type: none"> <li>● activities</li> <li>● sports, hobbies, interests</li> <li>● frequency words</li> <li>● preferences</li> <li>● asking, accepting, and declining an invitation</li> </ul>
<p><b><u>Formative Practice and Assessments:</u></b></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games,</i></p>	<p><b><u>Resources Google Drive Folder</u></b></p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● Listen to a French speaker describe their favorite activities, when they do them, and with whom</li> <li>● Compare and contrast an infographic related to how French people spend their time</li> <li>● Read a letter where a student describes their weekend activities and answer questions</li> <li>● Use flashcards to practice new vocabulary</li> <li>● Quizlet Live game</li> <li>● Watch videos on EdPuzzle and answer questions</li> <li>● Watch authentic French movie and answer questions</li> <li>● Play Loto game</li> <li>● Memory Game</li> <li>● Answer questions based on a Maison des Jeunes et de la Culture website</li> </ul>



<p><i>exit tickets, etc.)</i></p>	<p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● Simulated conversations in pairs and groups about what students like to do</li> <li>● Find Someone Who Activity</li> <li>● Poll the class about how often you do activities</li> <li>● Send a “text” to invite a friend to do something this weekend</li> <li>● Respond to Padlet/Flipgrid videos about what your classmates like to do</li> <li>● Decide with a friend what you are going to do over the weekend</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● Use Padlet/FlipGrid introducing yourself and saying what your favorite activities are</li> <li>● Create a video describing your weekend schedule</li> <li>● Write a short email to a penpal introducing yourself and discussing how you spend your free time</li> <li>● Complete Venn Diagram comparing French and American activities</li> <li>● Write a script and present to the class your discussion about your weekend plans</li> </ul>
<p><b><u>Instructional Strategies and Resources:</u></b></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> <li>● Provide students with guided notes</li> <li>● Check frequently for understanding</li> <li>● Post assignments, schedules, directions and reminders</li> <li>● Keep instructions and directions “chunked”</li> <li>● Supply a word bank and vocabulary lists</li> <li>● Simplify project rubrics</li> <li>● Provide a checklist of expectations for self-monitoring</li> </ul>
<p><b>Interdisciplinary Connections:</b></p>	<ul style="list-style-type: none"> <li>● <b>Technology</b> – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!</li> <li>● <b>English</b> – Students will learn about and discuss parts of speech, conjugation verbs, subject verb agreement, adverb placement and negation</li> <li>● <b>Visual and Performing Arts</b>- Students will read, discuss, listen to, and watch videos of French Speaking students talking about their likes, dislikes and preference. They will also perform partner skits discussing what they like to do etc.</li> <li>● <b>Math</b> - create bar graphs showing what sports/activities are the most popular</li> </ul>