



HORSE PIKE
SCHOOL DISTRICT
RING EXCELLENCE IS OUR STANDARD
T ACHIEVEMENT IS THE RESULT

Department of World Languages
FRENCH 1

Course Content and Standards (NJSL 2014):

Unit 1: La rentrée (Back to school) (Unité 1, Images, 4)

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Introductions
- How you are feeling
- Weather and seasons
- Day, month and date
- Numbers 1-100
- School commands, supplies, subjects, and schedule
- Telling time

Grammar: (7.1.NM.A.4, A.5, C.1, C.3)

- the verb *être* (to be)
- the verb *avoir* (to have) and expressions of need (*avoir besoin de*) and age (*avoir... ans*)
- Subject pronouns *je, tu, il, elle*
- Adjectives

Culture: (7.1.NM. C.1, C.3)

- French greeting practices
- French calendar
- French school life

Unit 2: Qu'est-ce que tu aimes faire? (What do you like to do?) (Unité 3)

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Activities
- Sports, hobbies, interests
- Frequency words
- Preferences
- Asking, accepting, and declining an invitation

Grammar: (7.1.NM.A.4, A.5, B.4, C.1, C.3)

- Regular -ER verbs
- the verb *faire* (to do)
- Negatives
- Adverbs
- Question words

Culture: (7.1.NM.A.1, A.3, A.5, C.1)

- French extracurricular activities

Unit 3: En famille chez moi (With my family at home)

(Unité 1 Leçon 2C, Unité 4 Leçon 9D, Unité 5 Leçon 16, Leçon 13D)

Vocabulary: (7.1.NH.A.1, A.2, A.3, A.4, A.5, A.7, B.1, B.2, B.3, B.4, B.5)

- Family members, relationships, and pets
- Rooms in the house, furniture, and appliances
- Physical and personality descriptions

Grammar: (7.1.NH.A.4, A.5, A.8, C.1, C.3)

- the verb *être* (= to be)
- Adjectives and adjective agreement
- Prepositions
- Possessive Adjectives

Culture: (7.1.NH.A.1, A.3, B.3, C.5)

- French homes
- Family structures

Unit 4: En ville (In town)

(Unité 2 Leçon 3C, Unité 5)

Vocabulary: (7.1.NH.A.1, A.4, A.5, B.2, B.3, B.4, B.5)

- Places and events around town
- Things to purchase around town
- Direction words
- Modes of transportation
- Pricing and cost
- Offering, accepting, and declining invitations

Grammar: (7.1.NH.A.4, A.5, A.7, A.8, C.1, C.2)

- -IR regular verbs
- -RE regular verbs
- the verb *aller* (= to go)
- the verb *venir* (= to come from)
- the near future (*aller* + infinitive)

Culture: (7.1.NH.A.1, A.3, B.3)

- Structures of French towns and cities
- Pariscope magazine
- Paris metro
- Maps of French cities

Course Pacing:

- | | |
|----------------------------|-------------|
| ● Marking Period 1: Unit 1 | Novice-Mid |
| ● Marking Period 2: Unit 2 | Novice-Mid |
| ● Marking Period 3: Unit 3 | Novice-High |

- Marking Period 4: Unit 4

Novice-High

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present tense.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Novice High Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Discovering French, Today! Bleu*
 Supplemental Materials: *Discovering French, Today! Bleu* Workbook, *Activités pour tous*,
 Communicative Activities
my.hrw.com Online Resources
[Google Drive Folder of Resources](#)

Grading Scale:

| <i>Category</i> | <i>Category Weight</i> |
|-------------------------|------------------------|
| Classwork/Homework | 25% |
| Projects | 15% |
| Minor Assessments | 25% |
| Major Assessments | 35% |
| *Two per marking period | |

**Course Standards Key:
 New Jersey Student Learning Standards (NJSLS)
 World Languages**

Language Target Level: Novice-Mid (Units 1-2) and Novice-High (Units 3-4) Level Learner:

- *Novice Mid:* Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- *Novice High:* Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.NM/NH.A. = Interpretive Mode
- 7.1.NM/NH.B. = Interpersonal Mode
- 7.1.NM/NH.C. = Presentational Mode

Novice-Mid

Interpretive Mode

- 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

- 7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 - Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode

- 7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational Mode

- 7.1.NM.C.1 - Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice- High

Interpretive Mode

- 7.1.NH.A.1 - Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions.

- 7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 - Reserved - This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 - Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 - Identify some unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational Mode

- 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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.

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

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| <p>Grade levels: K-12 6-12 9-12</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>Proficiency Level of Tasks in This Unit:</p> | <p>Novice Mid</p> |
| <p><u>Performance Assessments:</u></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>* ACTFL Appendix D template is useful for creating Interpretive activities.</p> | <p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read and answer questions about a French school schedule • Answer questions based on a student’s description of their school schedule <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • 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. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • 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. |

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| <p>Language Structures, Vocabulary:</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"> • telling time • saying the date • the verb <i>avoir</i> = to have, age = <i>avoir</i> ___ <i>ans</i>, the expression to need = <i>avoir besoin d'</i> • the verb <i>être</i> = to be • subject pronouns (<i>je, tu, il, elle</i>) • adjectives • use of dictionary and wordreference.com • Likes & dislikes <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> • greetings • describing how you are feeling • numbers • nationalities • people (girl, boy, teacher) • telling names • classroom supplies • classroom commands • school schedule • days and the date • weather, seasons • time • simple adjectives |
| <p><u>Formative Practice and Assessments:</u></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>Resources Google Drive Folder</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Listen to a French speaker introduce themselves, say how they are feeling and answer questions about the content • Compare and contrast an authentic French class schedule • Read a letter where a student describes their schedule and fill out a blank schedule • Use flashcards to practice numbers and telling time • Quizlet Live game • Watch videos on EdPuzzle and answer questions • Watch authentic French movie and answer questions related to school • Play Loto game <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about personal information and school schedule • Find Someone Who Activity • Pioche! Go Fish Game • Finding Differences Locker Activity |

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

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

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

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| <p><u>Performance Assessments:</u></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>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p> | <p><u>Authentic Resource</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Read and answer questions about a series of French infographics discussing leisure activities ● Answer questions based on an interview of French teens discussing how they spend their free time <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● 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 <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● 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. |
| <p>Language Structures, Vocabulary:</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"> ● regular -ER verbs ● <i>faire</i> (= to do) ● negatives ● adverbs ● question words <p>Vocabulary: (Unité 3 Leçon 5)</p> <ul style="list-style-type: none"> ● activities ● sports, hobbies, interests ● frequency words ● preferences ● asking, accepting, and declining an invitation |
| <p><u>Formative Practice and Assessments:</u></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><u>Resources Google Drive Folder</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a French speaker describe their favorite activities, when they do them, and with whom ● Compare and contrast an infographic related to how French people spend their time ● Read a letter where a student describes their weekend activities and answer questions ● Use flashcards to practice new vocabulary ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Watch authentic French movie and answer questions ● Play Loto game ● Memory Game ● Answer questions based on a Maison des Jeunes et de la Culture website |

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

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

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

French 1

Unit 3

En famille chez moi

Updated: July 2018

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

Unit Summary:

Unit Overview:

In this unit, students will describe family members, a house, its contents and express their preferences (likes / dislikes) about the various rooms and objects. Students will compare and contrast living in an apartment and a house in French culture and the USA. Additionally, students will share information about their family members, describe them, and ask about other people's families.

Enduring Understandings:

- Housing is a reflection of culture.
- Family is an ever-changing component of a student's life.
- A home and a family are specific to the culture in which one is raised and in which one lives.
- The term "family" can encompass a variety of people and have different meanings for different people.

Unit Learning Targets/ Goals/ Outcomes

What will students be able to

I Can...

- point out members of my family
- describe how someone is related to me
- understand what people say in a short conversation about their family members
- understand basic descriptions of family members

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| <p><i>do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational Can-Do Statements</i></p> | <ul style="list-style-type: none"> ● understand personal emails, notes, and short text about family ● ask and answer questions about family members' appearance and personality ● ask and answer questions about what family members like to do and why ● describe my family members, including ages, personalities, likes, and physical descriptions ● talk about what my family and I do together ● tell where and with whom I live ● describe a family using photographs, and other visual cues ● understand when people describe where they live or their room ● use a French website to find culturally appropriate furnishings and appliances ● obtain basic information from French real estate ads ● talk about where people live, describe various types of dwellings (apartments, condos, dorms, houses, castles, huts, etc) ● describe rooms and furniture ● share information about where I live ● describe where things are in a room ● talk about things that belong to me and others |
| <p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K-12 6-12 9-12</i></p> | <p>NJSLS 2014</p> <p>Interpretive: 7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.7</p> <p>Interpersonal: 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5</p> <p>Presentational: 7.1.NH.C.1, 7.1.NHC.3, 7.1.NHC.5</p> |
| <p>Proficiency Level of Tasks in This Unit:</p> | <p>Novice High</p> |

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| <p><u>Performance Assessments:</u></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>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p> | <p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Read and answer questions regarding a French real estate website ● Answer questions based on people talking about their family <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about their house, where things are, what objects are in each room, and their family members. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a multi-media rich digital presentation to describe 3 important people in your life including name, age, birthday, physical description, personality, and what they like to do. |
| <p>Language Structures, Vocabulary:</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"> ● prepositions ● être (= to be) ● adjectives and adjective agreement ● possessive adjectives <p>Vocabulary: (Unité 1 Leçon 2C, Unité 4 Leçon 9D, Unité 5 Leçon 16, 13D)</p> <ul style="list-style-type: none"> ● family members and relationships ● pets ● physical and personality descriptions ● rooms in a house ● furniture |
| <p><u>Formative Practice and Assessments:</u></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</i></p> | <p><u>Resources Google Drive Folder</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a French speaker describe their family and home and answer questions about the content ● Compare and contrast different types of French homes ● Read a letter where a student describes their home and answer questions about the content ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Watch authentic French movie and answer questions related to family |

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| <p><i>unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p> | <ul style="list-style-type: none"> ● Study a French family tree and answer questions related to it. ● Visit French website https://www.avendrealouer.fr/ and explore current homes for rent in France <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about family and homes ● Info gap activity describing people ● Interview classmates about the furniture in their homes and complete a chart ● Interview classmates about their family and complete a chart ● Play "Guess Who?" game <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about your family and house ● Create a video showing what objects you have in your bedroom ● Design and describe your ideal house ● Write a short email to a penpal describing your family ● Complete Venn Diagram comparing French and American homes ● Create a "Wanted" poster using adjectives to describe the suspect |
| <p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p> | <ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions "chunked" ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring |
| <p>Interdisciplinary Connections:</p> | <ul style="list-style-type: none"> ● Social Studies and Geography – Students will examine maps of France, Europe, and the world. ● Math –Students will compare prices and work within a budget ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot! ● English – Students will learn parts of speech, irregular verbs, regular verbs, possessive adjectives. ● Industrial Design- discussing various styles and architecture of homes |

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

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

French 1 Unit 4

En ville

Updated: July 2018

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

Unit Summary:

Unit Overview:

This unit will enable the students to talk about the town where they live and to compare it to towns in French speaking countries. Students will be able to ask about and understand basic directions and types of transportation and find where to shop for specific items and discuss the cost of various items. Students will be able to talk about where they are going in the near future and what they are going to do there.

Enduring Understandings:

- Analyzing what I already know about my town and country helps me better understand target culture towns and countries.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand the differences and similarities between my town and a target culture town.
- Where we live reflects our culture and practices.
- Navigation is crucial skill when visiting an unfamiliar place.
- Using appropriate cultural practices in another country will ensure positive interactions with people from that culture..

Unit Learning Targets/ Goals/ Outcomes

I Can...

- ask someone about their city
- describe my city

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| <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 Can-Do Statements</i></p> | <ul style="list-style-type: none"> ● ask someone for their address ● give my address ● identify at least 5 different places in or around my town ● ask for and understand directions around the city ● read a map ● give directions to specific places ● describe where things are in relation to each other ● tell where I am going ● ask someone where they are going ● say where I am coming from ● ask someone where they are coming from ● describe the activities I do at different places around town ● describe how I get places ● explain my weekend plans ● invite someone to go to an event with me ● accept and decline an invitation ● ask for and give the cost of items ● describe what is sold in various places around town ● explain what I am choosing to buy in various places and why |
| <p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K-12 6-12 9-12</i></p> | <p>NJSLS 2014</p> <p>Interpretive: 7.1.NH.A.1, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.7, 7.1.NH.A.8</p> <p>Interpersonal: 7.1.NH.B.2, 7.1.NHB.3, 7.1.NHB.4, 7.1.NHB.5</p> <p>Presentational: 7.1.NH.C.1, 7.1.NH.C.2</p> |
| <p>Proficiency Level of Tasks in This Unit:</p> | <p>Novice High</p> |

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| <p><u>Performance Assessments:</u></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>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p> | <p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Watch a video and answer questions about where people are going, how are they are getting there, and what directions they must follow <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about where they like, what places are in their town and where they are located, give and follow directions, and say where they are going this weekend and what they are going to do there <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Write a letter to a French-speaking pen pal describing yourself, your family and friends, your house, and your town. |
| <p>Language Structures, Vocabulary:</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"> ● -IR verbs (<i>choisir</i>) ● -RE verbs (<i>vendre</i>) ● <i>aller</i> (= to go) ● <i>venir</i> (= to come from) ● the near future (<i>aller</i> + infinitive) <p>Vocabulary: (Unité 2 Leçon 3C, Unité 5)</p> <ul style="list-style-type: none"> ● places around town ● things to purchase around town ● direction words ● modes of transportation ● pricing and cost ● events ● offering, accepting, and declining invitations |
| <p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing</i></p> | <p><u>Resources Google Drive Folder</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a French speaker introduce their town and the places in it ● Compare and contrast the layout of an American and French town ● Read and answer questions from excerpts of Pariscope describing events in Paris ● Use flashcards to practice vocabulary ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions |

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| <p><i>toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p> | <ul style="list-style-type: none"> ● Play Loto game ● Listen to podcasts of people asking for directions and answer questions ● Look at a map, read directions, and answer questions about where you are ● Listen to a French speaker describe where they go and what they do on the weekend and answer questions ● Read a description of someone’s town and match with appropriate pictures <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about where you live, what you like to do on the weekends ● Give directions to a blindfolded partner to help them around the room ● Design your ideal town then describe to a partner where different places are ● Interview classmates about their favorite weekend activities and why ● Role play working in various shops in town and coming in to buy an item <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about what you do on the weekend ● Use Padlet/FlipGrid to do a virtual tour of your town ● Create an advertisement for an event in town ● Write your friend a short note saying what you are going to do this weekend ● Write a short email to a friend inviting them out for the weekend ● Write directions for a friend who is exploring your town on their own ● Create a flyer for a store in town advertising what you can buy |
| <p><u>Instructional Strategies and</u></p> <p><u>Resources:</u></p> <p><i>Possible modifications and accommodations</i></p> | <ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring |
| <p>Interdisciplinary Connections:</p> | <ul style="list-style-type: none"> ● Social Studies and Geography – map reading ● Math – prices, currency exchange ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● English – outlining, organizing, and writing a letter |