

French I

[Unite preliminaire/Introductory Unit and Unite 1/Unit 1:](#) Salut!

Stage 1: Desired Results

Standards & Indicators:

World Language Standards:

- 7.1.NM.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.NM.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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.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.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.
- 7.1.NM.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

<p>Central Idea/Enduring Understanding:</p> <p>Students are to gain an introduction to vocabulary related to simple conversations such as greeting one another, introducing themselves, talking about age and how people are doing. They will be introduced to the basic geography of France and other francophone countries and learn about the history of the French language. The students will learn how to identify classroom objects and understand, follow and give simple commands in the target language.</p>	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> • How do culture, history, and geography affect the food, fine arts, leisure activities, and architecture of a place? • How do cultural products, practices, and perspectives influence social interaction? • How does one greet different individuals in francophone cultures both verbally and with the proper gestures? • How do we say what the date and day of the week are? • How do we describe the weather and seasons? • How do we introduce ourselves and others and ask how people are in an informal and formal way? • What are the different subject pronouns including impersonal pronouns for non-binary individuals? • What are the gestures that accompany greetings and when we say goodbye? • How do we say goodbye in informal and formal ways?
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	<ul style="list-style-type: none"> • How are French and American telephone numbers different? • How do we make a phone call? • How do we ask someone's name and express our own name? • How do we ask and express age and ask when someone's birthday is? • How do we count from 0-31? • How do we identify things in a classroom and give and understand simple commands in the target language? • What is a typical day/week in the life of a French teenager? • How is school in France similar and different from school in the United States? • How do we give and understand simple classroom commands? • How do letters and sounds in French compare with the letters/sounds in English and how do we spell things out in the target language? • How do we spell words in French and incorporate accent marks? • How do we make nouns plural? • How do cultural differences affect the way in which we communicate? • How can learning a language enhance our experience with the world around us? • How has French culture influenced our culture and language? • How are greetings different in France, Senegal, and the United States? • Where is the Ile-de-France region located and what are important facts about its geography, history, art, leisure time activities, and gastronomy?
<p>Content: Unite preliminaire/Preliminary Unit/Unite 1/Unit 1</p> <ul style="list-style-type: none"> • Date/Days of the week • Months of the year • Describing weather • Greetings/Goodbyes • Asking someone's name • Asking how someone is • Introducing someone • Asking how old someone is • Expressing our nationality • Subject/Verb identification • Subject pronouns and the impersonal pronoun "on" which is gender neutral • French proverbs and expressions and their equivalents in English • Greetings/Gestures • Le Poisson d'avril • Le telephone en France 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Expressing the date • Identifying days of the week • Describing weather and seasons • Respond to simple commands in the target language • Identify & manipulate items required for school based on TPR requests. • Greet someone and say goodbye • Identify when to use the formal vs. informal address • Exchange names • Ask and say how someone is • Introduce someone • Ask and tell how old someone is • Talk about things in a classroom • Express how many things there are in a classroom • Compare and contrast the daily schedule of a French teenager and an American teenager • Compare and contrast school and the educational system in France and the United States

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<ul style="list-style-type: none"> • Video: A typical day in the life of a French student • Video: comment faire la bise • Greetings and goodbyes in France and Senegal • Salutations • Cultural reading and Venn Diagram comparing and contrast the French and American school systems • Simple commands • Classroom objects vocabulary • Cultural reading: School and the Educational System in France • Alphabet/Accents/Spelling • Numbers 0-31 • Indefinite articles (un, une and des) a/an/some • Plural of nouns • Geography of France/Francophone countries • Contributions of France/What France is known for • Géoculture: Ile-de-France • History of the French language • TPR story "L'histoire du mauvais étudiant" • World Food Markets: How do French people do their shopping and what are some regional specialties of France? 	<ul style="list-style-type: none"> • Ask and tell how words are spelled incorporating accent marks • Exchange e-mail addresses • Identify subjects, verbs and subject pronouns • Identify and use indefinite articles and plurals of nouns • Identify the major geographical and cultural characteristics of France and French-speaking places in the world using digital tools. • Express what we and others have and don't have using the irregular verb "avoir" • Identify different contributions of the French in the domains of cuisine, art, technology, science, etc. • Identify the geographic location, history, and cultural practices of the Ile-de-France region of France. • Understand and explain the history of the French language and its origins • How and where do French people do their grocery shopping • What are some regional specialties of France?
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Interdisciplinary Connections:

- Simple addition, subtraction, multiplication, and division equations
- History of Paris and the ancient Roman city of Lutece and the Catacombs
- History of the French language
- French proverbs and idiomatic expressions and their English counterparts
- Identification of nouns, verbs, and subject pronouns
- Study of the contributions of the French in history in different domains (art, music, technology, science, fashion, etc.)
- Cognates
- Gastronomy of regional dishes
- History of French-speaking places in the world
- Study of different places in Paris Ile-de-France region including historical sites
- Geography: locating France and other francophone places in the world on a map

Stage 2: Assessment Evidence

Performance Task(s):

- Create and present a brief skit/exchange with several classmates based on an introduction scenario
- Conduct a survey among 8-10 classmates to find out how they are doing today, write down their responses in a table and report the overall mood of the class.
- Identify and write a 10 digit French telephone number spoken by the teacher

Other Evidence:

- Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.
- Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French.
- Daily checking, correction and grading of student homework

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<p>employing any numbers from 0-30.</p> <ul style="list-style-type: none"> • Create and act out your first meeting with someone incorporating correct gestures and expressions and introduce the person to someone else giving the person's name and age • Students will listen to responses to the question "Comment ca va?" and will give thumbs up, so so sign or thumbs down based on the expression • Identify the subject and verb in sentences • Listen to a French-speaking person and decide if she is talking about herself, a female friend or a male friend • Act out gestures to express opinions that are commonly used in the US and France • Describe your classroom accurately to others (what there is and isn't) by sharing with your partner and asking if there are specific items • Decide whether basic statements made in French using the newly acquired vocabulary are true or false; logical or illogical. • Draw pictures of individual vocabulary terms or statements based on an oral description. • Give simple classroom commands to other students and carry out commands (Jacques a dit-Simon says). Students will take turns playing the teacher. • Rewrite an email incorporating the correct accent marks • Spell out our own names aloud and listen to people spell out their names including accents and write them down • Describe a photo of a classroom and write down the correct indefinite articles using the correct gender and number and share • Complete an interview by responding to written questions about yourself and share in writing and orally • Read an email from the French Club and answer questions • Write an email about yourself to a new penpal and talk about yourself and ask them questions • Locate France on a map as well as the capital and cite the continents on which French is spoken and other French-speaking places in the world • Repeat terms or phrases aloud to gain an introduction to pronunciation. 	<ul style="list-style-type: none"> • Weekly quiz (listening, written or spoken) for concepts presented that week • Preliminary Unit and Unit 1 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)
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<ul style="list-style-type: none"> • Complete True/false/completion/open-ended questions about TPR story • Write a story employing vocabulary we learned to retell the TPR story and recount to classmates and teacher in target language • Identify Ile-de-France on a map and complete Geo-quiz activities regarding its gastronomy, geography, history, and leisure-time activities 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Students physically perform actions and manipulate items as prompted in French by the teacher. • Finger swat game for school related vocabulary • Students will complete memory game to recall different classroom objects in photo • Creation and presentation of skits • Listening activities based on expressions and pictures • Inner/Outer circle to greet and introduce themselves • Students conducting surveys to interview classmates • Students draw pictures/numbers on their individual white boards based on teacher prompts. • Students respond orally “Oui” or “Non” to statements made by the teacher. • Students respond orally to questions asked by teacher and by classmates • Students write an email introducing themselves to a French penpal • Students play games such as Dix, plus ou moins and LOTO to practice numbers • Students will use equation flashcards to practice expressing the solutions to mathematical problems in French • Students will sing the Alphabet song in French • Connect the dot alphabet partner activity • Students draw their own basic map of France and locate major cities, mountain ranges and rivers. • Students use their tablets or other electronic devices to participate in Kahoot, Quia, and Quizizz activities. • Students volunteer to act out brief stories that are narrated by the teacher in French • Students will attach vocabulary sticky 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Chemins Level I online and hardback textbook • Chemins Level 1 workbook: Cahier de vocabulaire et grammaire • Chemins Level 1 workbook: Cahier d'activités • Chemins Level I Grammar Tutor for Students of French • Chemins Level I Beginning Reader • Chemins Level I Assessment program • Chemins Level I Projectable transparencies • On rappe videos • Teacher Created Powerpoints. • Youtube videos • Cultural videos • Quia • Kahoot! • Quizizz • Edpuzzle • “Look What Came from France” book • Cultural reading about school • Cultural reading about the history of the French language • Flashcards for numbers and alphabet • TPR Storybook • Duolingo
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<p>notes on objects in classroom to identify them</p> <ul style="list-style-type: none"> Students will listen to a noun being pronounced and hold up a blue card if the noun is masculine singular and a pink card if the noun is feminine singular Students will listen to a rap song and cite the different ways that the person greets someone, says goodbye, etc. Cultural reading about school and the educational system in France Completion of Venn Diagram comparing and contrasting school and the educational system in France and the United States 	
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Adjusted questioning techniques and higher order questions Curriculum compacting (Pre-assessment and alternative assignments) E-learning <ul style="list-style-type: none"> Duolingo Quizizz Quia Kahoot Nearpod Independent Study RAFT Writing Prompts Open ended questions Varying sets of reading comprehension questions to answer Alternate homework options including Cahier de grammaire et vocabulaire Advanced Telling stories or describing situations in target using only visuals and not text Increased target language immersion 	<ul style="list-style-type: none"> Independent/ Small group work Adjusted questioning techniques and higher order questions Curriculum compacting (Pre-assessment and alternative assignments) E-learning <ul style="list-style-type: none"> Duolingo Quizizz Quia Kahoot Nearpod Independent Study Open ended questions Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading comprehension questions to answer Tic-Tac-Toe 	<ul style="list-style-type: none"> Use of flashcards (For example Quizlet) Mini lessons Individualized remediation and enrichment materials Tic-Tac-Toe Choice Board. Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling Give directions through several channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use various 	<p>Use of flashcards</p> <ul style="list-style-type: none"> Individualized remediation & enrichment materials Continually assess and adjust content to meet student needs Use adapted texts, worksheets, and curriculum <p>Process</p> <ul style="list-style-type: none"> Learning centers One on one coaching with students, designed around their specific challenges Tutoring during study halls and after school Mini lessons Jigsaw Choice activities that appeal to student interests Give directions through several channels: auditory, visual, kinesthetic, modeling Give immediate feedback Grammar/Vocabulary Games Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Learning/Behavior Contracts Frequently check for

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<ul style="list-style-type: none"> • Tic-Tac-Toe Choice Board. • Reflection and response at the end of the lesson (can either be written or drawn) 	<p>Choice Board.</p> <ul style="list-style-type: none"> • RAFT Writing Prompts • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. • Reflection and response at the end of the lesson (can either be written or drawn) 	<p>techniques and materials to teach a lesson, based on student understanding</p> <p>Frequently check for understanding</p> <ul style="list-style-type: none"> • Re-teach and review requisite skills before introducing a new skill or concept • Learning Contracts • E-learning <ul style="list-style-type: none"> ◦ Duolingo ◦ Quizizz ◦ Quia ◦ Kahoot ◦ Nearpod • Alternate homework options • RAFT Writing Prompts • Provide alternative assessment (for example writing a story using target language instead of a quiz. • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. <p>Reflection and response at the end of the lesson (can either be written or drawn)</p> <ul style="list-style-type: none"> • Student's functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition • Use of memory aids/mnemonic devices 	<p>understanding</p> <ul style="list-style-type: none"> • Provide correctly completed examples • Break assignments into smaller tasks <p>Learning Environment</p> <ul style="list-style-type: none"> • Small groups designed around student strengths and weaknesses to promote peer tutoring • Utilize peer buddy system in cooperative learning • Simulation activities, conversations, and interactions practicing language skills • Flexible grouping arrangements: small, large, individual • Define and utilize multiple intelligence strategies <p>Product & Assessment</p> <ul style="list-style-type: none"> • Extended time on activities/assessments • Grade for content, not spelling • Varied presentation options: skits, publications, videos, power points, posters, other project options • Use various techniques and materials to teach a lesson, based on student functioning levels • Provide frequent reviews of current concepts and information taught • Use of Rubrics • Use of Formative assessments • Compacting based on readiness and mastery • Use of memory aids/mnemonic devices <p>Re-teach and review requisite skills before introducing a new skill or concept</p> <p>Alternate homework options (modify and limit questions)</p> <p>Any student requiring further accommodations and/or</p>
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			<p>modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unité 2/Unit 2: Au lycée

Stage 1: Desired Results

Standards & Indicators:

World Language Standards:

- 7.1.NM.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.NM.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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions
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- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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- 7.1.NM.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.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.
- 7.1.NM.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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<ul style="list-style-type: none"> • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

Central Idea/Enduring Understanding:

Students are to gain an introduction to vocabulary related to sports, activities, and hobbies. They will learn how to express their own likes and dislikes and ask others about their preferences. Students will learn how to express how often and how well they do certain activities and where they do them. They will learn how to talk about their daily routine. Students will be introduced to definite articles and learn when to employ them. They will also learn which nouns have irregular plural forms and what they are. They will learn a number of regular -er verbs and how to conjugate them in the present tense as well as a few irregular verbs. Students will learn about music in France and other Francophone places in the world and how to identify different genres of music in French. Students are to gain an introduction to vocabulary related to different subjects they and others study at school and school supplies there are and that they might need. They will learn how to ask about classes and give opinions in addition to learning how to tell time and ask at what time things occur. They will continue to learn about adjective agreement and how to show correct agreement with regular and irregular adjectives regarding the

Essential/Guiding Question:

- How do culture, history, and geography affect the food, fine arts, leisure activities, and architecture of a place?
- How do culture and geography influence one's interests?
- What is a cognate and why are they so important?
- What is the history of the French language?
- How do we identify leisure time activities?
- How are French teenager's leisure time activities similar to or different from American teenager's leisure time activities and where and how often do they participate in these activities?
- How do we ask about and express preferences?
- How is Francophone music different from American music?
- Who are some famous French singers and what genre of music are they known for?
- What kind of music is popular among French teenagers and American teenagers?
- What does music sound like from different Francophone places in the world and how has American music such as rap, RNB and jazz influenced music from other cultures?

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<p>color of objects. They will learn about the calendar and schooling in France and Quebec while comparing and contrasting it to the American educational system. They will continue to explore the province of Quebec and learn about its geography, gastronomy, sports, festivals, places of interest and rich history.</p>	<ul style="list-style-type: none"> • What are some traditional dances from the United States and France, how are they performed, and what music accompanies the dance? • What is a typical day/week in the life of a French teenager? • What is our daily routine and the daily routine of other people? • How do culture, history, and geography affect the food, celebrations, sports, and other leisure time activities of a place? • How do culture, geography, and history affect life at home? • How do culture and geography influence one's interests? • Where is the province of Quebec located and what are some interesting facts about its geography, history, gastronomy, popular sports and leisure time activities, and celebrations? • What are different subjects we study at school? • How do we talk about classes we have at school? • How do we tell time and discuss what time we and others have class? • What is the 24 hour clock and when do the French use it to express time? • What are the days of the week and the times of day? • What is the first day of the week in France? • What is the origin of the French calendar? • How do we ask for and give opinions about classes? • What are some of the regular -re verbs and how do we employ them in the present tense? • Which verbs end in -ger and -cer and how do we correctly employ these verbs? • How do we express regularity with days of the week versus one occurrence? • What is the student government like in a French school? How is it different or similar to student government in an American school? • How do we identify school supplies? • How do we ask others what they need and express what we need? • How do we identify colors and describe the color of objects depending on the gender and number of the noun? • How do we identify and employ numbers from 0-1,000 • How do we inquire about items we are interested in buying and buy something? • How do we express how much something costs? • What is the current unit of currency in France and what is the conversion rate to dollars? • How do we conjugate and employ the verb <i>preferre</i> (to prefer) and "<i>acheter</i>" to buy incorporating the necessary accent mark changes
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	<ul style="list-style-type: none"> • .How do we incorporate adjectives as nouns and use correct agreement • .How do we show agreement with numbers depending of the gender of the noun we are describing.
<p>Content:</p> <p>Unite 2/Unit 2:</p> <ul style="list-style-type: none"> • Identifying academic subjects • Identifying places around school • Identifying an array of nouns and verbs • Asking about likes, dislikes and preferences • Study of cognates • Asking about and expressing what someone likes to do • Agreeing and disagreeing • Telling time and expressing at what time we do things or like to do things • Definite articles (le, la, l', and les) expressing "the" and preferences • Regular -er verbs in the present tense and how French present has three possible translations • Cognates <p>Culture:</p> <ul style="list-style-type: none"> • French proverbs and expressions and their equivalents in English • Traditional French dances and music • Music in France and francophone places in the world/Different genres of music • Soccer (le football) • The History of the French language • Why study French? • Popularity and examples of francophone comic strips • Popularity of French cinema • What is a Maison des Jeunes et de la Culture • Cultural reading: What French teenagers like to do in their free time • How often do we and others participate in an activity • How well do we and others do an activity? • Asking about preferences and what people like to do • Linking preferences and ideas with the conjunctions "mais" (but) and "et" (and) • Talk about where we and others participate in activities • Describing our daily routine • How to form contractions with "a" • How to say we do things in places using "a" to express "to", "at", or "in". 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Respond to simple commands in the target language • Cite cognates and building vocabulary • Ask about and discuss likes, dislikes and preferences about a variety of different subjects • Express preferences • Identify and employ an array of nouns and verbs • Agree or disagree with someone • Ask about and describe how often one does an activity • Ask about and describe how well one does an activity • Cite different genres of music • Compare and contrast American and French/francophone music • Correct usage of the definite article le, la, l', and les to express preference • Describe what I and others do or are doing using regular -er verbs • Describe what I and others do or are doing using irregular verbs such as dormir, lire, faire and sortir • Identify and describe traditional French dances and folk dances and the music that accompanies them • Talk about the importance of soccer in France and other francophone places in the world • Identify places in the town or city and tell where different activities take place • Link thoughts together using the conjunctions "et" and "mais" • Describe my daily routine and the daily routine of other people • Ask people if they prefer this OR that • Formulate questions using Est-ce que to elicit a yes or no response to a question • Compare and contrast leisure time activities in France/French-speaking places in the world and in the United States • Discuss where French teens participate in their leisure time activities • Compare and contrast the daily schedule of a French teenager and an American teenager • Identify the major geographical and cultural characteristics of France and French-speaking places in the world using digital tools. <ul style="list-style-type: none"> • Identify the geographic location, history, and cultural practices of the Ile-de-France region of France. • Respond to simple commands in the target language • Identifying classes • Expressing preferences about classes

French I

<ul style="list-style-type: none"> • Conjunctions: “et” (and), “mais” (but), and “ou” (or) <p>Content</p> <ul style="list-style-type: none"> • Identify classes • Asking about classes you and others have and when • Identifying days of the week • Identifying times of day • Telling time • Asking for and giving opinions about classes • Regular -re verbs • -ger and -cer verbs • “Le” with days of the week to show regularity <p>Culture:</p> <ul style="list-style-type: none"> • Province of Quebec • French proverbs and expressions and their equivalents in English • Education/School system in Quebec • Student government in France • Days of the week in France/Origin of the French calendar • How to identify school supplies • Colors (masculine and feminine forms) • Numbers 0-1000 • Asking others what they need • Telling what you need • Inquiring about buying something • Buying something and asking how much things cost • Preferer and acheter accent changes • Adjectives as nouns • Agreement with numbers • Geoculture: Province de Quebec • TPR story “Le livre perdu” 	<ul style="list-style-type: none"> • Asking about classes and when people have classes • Identifying days of the week • Identifying times of day • Expressing time using the 24 hour clock • Telling time on the hour and with exact minutes • Asking for and giving opinions about classes • Conjugating regular -re verbs in the present tense • Correctly conjugating -ger and -cer verbs in the present tense • Expressing that activities are done on the same day every week versus a one time occurrence • Comparing and contrasting the educational system in Quebec, France and the United States • Compare and contrast student government in France and the United States • Detailing the origin of the French calendar • Identifying school supplies • Identifying colors and using the correct form (gender and number) • Identifying numbers 0-1000 • Asking others what they need • Telling what you need • Inquiring about buying something • Buying something and asking how much things cost • Expressing prices in Euros • Euro and its conversion to American dollars • Correctly employ and spell preferer and acheter in the present tense • Correctly employing adjectives as nouns • Showing correct agreement with numbers • Understand and retell the TPR story “Le Livre Perdu” • Know where the province of Quebec is located and interesting facts about its geography, history, gastronomy, popular sports and leisure time activities, and celebration
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Study of popular French music over the ages • Who are some famous French singers and the genre of music they are known for • Genres of music • Traditional French dances • How to conjugate verbs in the present tense and compare and contrast to English conjugation • Gastronomy of regional dishes • History of French-speaking places in the world • Study of different places in Paris Ile-de-France region including historical sites • History of French cinema • Why study French? • Learning how to play Petanque (lawn bowling) • Ability to Locate the Province of Quebec on a map • Study of places of interest in Quebec and important monuments • Study of the history of Quebec • Drawing pictures of vocabulary terms to create flashcards • Practicing telling time with digital and analog clocks 	

French I

- Telling time using the 24-hour system of time
- Compare and contrast student government in France and the United States
- Compare and contrast the educational system in France, Quebec, and the United States
- Learning about the origin of the French calendar and the origin of the holiday April Fool's Day
- Learning about the Euro, its history, and conversion to American dollars
- Written story in French based on storyboard
- Learning numbers 0-1000 and solving equations
- Learning French proverbs and their equivalent in English

Stage 2: Assessment Evidence

Performance Task(s):

- Create a cognate poster to build vocabulary depicting cognates and their associated word in French
- Create and present a brief skit/exchange with a partner asking them 3 things he/she likes and for each activity express how you feel about it as well by agreeing or disagreeing.
- Listening activity listening to a conversation and deciding if the statements demonstrate that the person agrees or disagrees with the expressed opinions
- Based on a brochure you received from a store in the mall, with a classmate take turns commenting on what items you like or dislike
- Listen to the rap song "Qu'est-ce que tu aimes faire?" and answer the question by adding an additional stanza of four lines to the song adding what you like to do in your free time
- Correctly fill in the blanks of a pen pal letter incorporating the correct form of the definite article
- Draw pictures on a personal whiteboard based on teacher descriptions.
- Act out a traditional French dance
- Students will watch selected music videos in the target culture and language and will complete a survey citing the musical genre and a sentence expressing their opinion
- Complete a survey of your classmate's activities. What do they like, love or dislike and record the answers in a chart and present the results of the survey in the form of a graph or pie chart to the class.
- Read a letter from a pen pal, answer questions about the letter, and write a response to the letter
- Write a cinquain poetry employing nouns, verbs, and the expression of preferences

Other Evidence:

- Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.
- Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French.
- Daily checking, correction and grading of student homework
- Weekly quiz (listening, written or spoken) for concepts presented that week
- Unit 2 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)

French I

- Brainstorm 10 different things and then take turns with a classmate telling whether you like or dislike the items
- Complete listening activity to pair up the conversation with an image of the activity and preferences being expressed
- Create a brief dialogue/exchange greeting someone, asking how they are, their age, what they like to do in their free time, how often, how well they do it
- Create and present a GOOGLE slideshow highlighting likes, dislikes, and preferences
- Decide whether statements made in French using the new vocabulary are true/false or logical/illogical
- Complete true/false/completion/open-ended questions about TPR story
- Write a story employing vocabulary we learned to retell the TPR story and recount to classmates and teacher in target language
- Provide the correct ending for verbs in a sentence based on the subject.
- Create a storyboard depicting your daily routine with the accompanying description in French
- Draw pictures of individual vocabulary terms or statements based on an oral description.
- Respond to written questions about yourself and share in writing and orally
- Repeat terms or phrases aloud to gain an introduction to pronunciation.
Identify Ile-de-France on a map and complete Geo-quiz activities regarding its gastronomy, geography, history, and leisure-time activities
- Creation of a school schedule
- Decide whether basic statements made in French using the newly acquired vocabulary are true or false; logical or illogical.
- Draw pictures of individual vocabulary terms or statements based on an oral description.
- Repeat terms or phrases out loud to gain an introduction to pronunciation.
- Listening activity to determine at what time of day people have a particular class
- Based on a provided French school schedule, answer comprehension questions

French I

- Read an e-mail about having certain school supplies and answering comprehension questions about it and adding the correct accent marks
- Students will listen to a time and manipulate an analog clock to reflect accurate time
- Information gap interview activity asking at what time your partner has specific classes
- Based on pictures, students will give the reaction of the student to his or her class
- Students will write a note to their parents about what they need for school
- Students will write a skit and act out welcoming a new exchange student to their school
- Complete a listening activity to determine whether the person is talking about an activity that happens every week or only on a specific day
- White board listening activity writing the correct time using the 24 hour clock
- Write seven sentences to tell what you do each day of the week and present your sentences to the class or your partner
- Number relay race
- Whiteboard activity write the number you hear
- Play "I spy"
- Tell 5 school supplies you have and the color of each one
- Students will cut out a paper backpack and put pictures of school supplies in it identifying the supplies in French: Dans mon sac a dos, il y a...
- Conduct interview of classmates about their classes, schedule, class preferences and school supplies
- Create a skit where one person plays the role of the salesperson at a stationery store and the other person plays the role of the customer. Buy items, ask color and the price of each item.
- Complete a survey of classmates' school supplies
- Answer questions based on a brochure about how much certain school supplies cost
- Listen to the rap song "De quoi tu as besoin?" and re-write the song incorporating item you may need and sing to the class

French I

- Listening activity and decide whether the person speaking is the salesperson or the customer
- Complete true/false/completion/open-ended questions about TPR story
- Write a story employing vocabulary we learned to retell the TPR story and recount to classmates and teacher in target language
- Identify the province of Quebec on a map and complete Geo-quiz activities regarding its gastronomy, geography, history, and leisure-time activities

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Students physically perform actions and manipulate items as prompted in French by the teacher.
- TPR story retells
- Whiteboard spelling
- Partner Info Gap
- Pair/Share
- Pair/Share record
- Write and present dialogue based on rubric
- Bingo for activities and verb conjugations
- Class survey activity
- Class draw activity
- Creation of cognate poster
- Creation of GOOGLE slide show about preferences
- Partner Interview
- Finger swat game for activities
- Quizizz
- Kahoot
- Quia flashcards, memory game, and matching
- Edpuzzle
- Corners
- Inner/outer circle
- Group listening games and activities
- Students respond orally “Oui” or “Non” to statements made by the teacher.
- Photo flashcards.
- Students volunteer to act out brief stories that are narrated by the teacher in French
- Students will complete a “Je” web talking all about themselves and present to classmates
- Students will listen to a noun being pronounced and hold up a blue card if the noun is masculine singular and a pink card

Resources:

- Chemins Level I online and hardback textbook
- Chemins Level I workbook: Cahier de vocabulaire et grammaire
- Chemins Level I workbook: Cahier d'activite
- Chemins Level I Grammar Tutor for Students of French
- Chemins Level I Beginning Reader
- Chemins Level I Assessment program
- Chemins Level I Projectable transparencies
- On rappe videos
- Teacher Created Powerpoints
- Youtube videos
- Cultural videos
- Quia
- Kahoot!
- Quizizz
- Edpuzzle
- Cultural reading about Teenagers and their habits
- Cultural reading about school, school schedules, and student government in France and Quebec
- Cultural reading about the calendar and days of the week in France
- Flashcards
- TPR Storybook
- Duolingo

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<ul style="list-style-type: none"> if the noun is feminine singular Students will write a short poem in French. Cultural reading about music and traditional dances in France and leisure time activities and answer the corresponding comprehension questions Roll dice activity to conjugate verbs and create sentences Simon Says identifying school supplies I spy game to practice colors Writing a rap song about school supplies we need Battleship game to practice telling time Relay race to make numbers Class survey activity Creation of school schedule 	
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Adjusted questioning techniques and higher order questions Curriculum compacting (Pre-assessment and alternative assignments) E-learning <ul style="list-style-type: none"> Duolingo Quizizz Quia Kahoot Nearpod Independent Study RAFT Writing Prompts Open ended questions Varying sets of reading comprehension questions to answer Alternate homework options including Cahier de grammaire et vocabulaire Advanced Telling stories or describing situations in target using only 	<ul style="list-style-type: none"> Independent/ Small group work Adjusted questioning techniques and higher order questions Curriculum compacting (Pre-assessment and alternative assignments) E-learning <ul style="list-style-type: none"> Duolingo Quizizz Quia Kahoot Nearpod Independent Study Open ended questions Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading comprehension questions to 	<ul style="list-style-type: none"> Use of flashcards (For example Quizlet) Mini lessons Individualized remediation and enrichment materials Tic-Tac-Toe Choice Board. Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling Give directions through several channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, 	<ul style="list-style-type: none"> Use of flashcards <ul style="list-style-type: none"> Individualized remediation & enrichment materials Continually assess and adjust content to meet student needs Use adapted texts, worksheets, and curriculum Process <ul style="list-style-type: none"> Learning centers One on one coaching with students, designed around their specific challenges Tutoring during study halls and after school Mini lessons Jigsaw Choice activities that appeal to student interests Give directions through several channels: auditory, visual, kinesthetic, modeling Give immediate feedback Grammar/Vocabulary Games Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Learning/Behavior Contracts Frequently check for

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<p>visuals and not text</p> <ul style="list-style-type: none"> • Increased target language immersion • Tic-Tac-Toe Choice Board. • Reflection and response at the end of the lesson (can either be written or drawn) 	<p>answer</p> <ul style="list-style-type: none"> • Tic-Tac-Toe Choice Board. • RAFT Writing Prompts • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. • Reflection and response at the end of the lesson (can either be written or drawn) 	<p>verbal, written, audio/visual learning aids</p> <p>Use various techniques and materials to teach a lesson, based on student ability</p> <ul style="list-style-type: none"> • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning Contracts • E-learning <ul style="list-style-type: none"> o Duolingo o Quizizz o Quia o Kahoot o Nearpod • Alternate homework options • RAFT Writing Prompts • Provide alternative assessment (for example writing a story using target language instead of a quiz. • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. <p>Reflection and response at the end of the lesson (can either be written or drawn</p> <ul style="list-style-type: none"> • nts functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition • Use of memory 	<p>understanding</p> <ul style="list-style-type: none"> • Provide correctly completed examples • Break assignments into smaller tasks <p>Learning Environment</p> <ul style="list-style-type: none"> • Small groups designed around student strengths and weaknesses to promote peer tutoring • Utilize peer buddy system in cooperative learning • Simulation activities, conversations, and interactions practicing language skills • Flexible grouping arrangements: small, large, individual • Define and utilize multiple intelligence strategies <p>Product & Assessment</p> <ul style="list-style-type: none"> • Extended time on activities/assessments • Grade for content, not spelling • Varied presentation options: skits, publications, videos, power points, posters, other project options • Use various techniques and materials to teach a lesson, based on student functioning levels • Provide frequent reviews of current concepts and information taught • Use of Rubrics • Use of Formative assessments • Compacting based on readiness and mastery • Use of memory aids/mnemonic devices <p>Re-teach and review requisite skills before introducing a new skill or concept</p> <p>Alternate homework options (modify and limit questions)</p> <p>Any student requiring further accommodations and/or</p>
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French I

		aids/mnemonic devices	<p>modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unite 3/Unit 3 La famille et les copains

Stage 1: Desired Results

Standards & Indicators:

World Language Standards:

- 7.1.NM.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.NM.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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.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.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.
- 7.1.NM.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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<ul style="list-style-type: none"> • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. 		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	
<u>Central Idea/Enduring Understanding:</u> Students are to gain an introduction to vocabulary related to describing themselves and others (both physical and personality traits), their family and pets as well as relationships between people. They will learn to discuss their family members and what they like to do in their free time and ask about someone else's family members. Students will learn how to ask someone's opinion as well as expressing their own opinion. They will learn about adjective agreement and how to show correct agreement with regular and irregular adjectives depending on who or what they are describing. Students will learn about the family in France and will compare and contrast marriage customs in the United States and France and other French-speaking places in the world. They will also explore the province of Quebec and learn about its geography, gastronomy, sports, festivals, places of interest and rich history. They will learn how to talk about occupations and discuss their dream occupation.		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • How do culture, history, and geography affect the food, celebrations, sports, and other leisure time activities of a place? • How do culture, geography, and history affect life at home? • How do culture and geography influence one's interests? • Where is the province of Quebec located and what are some interesting facts about its geography, history, gastronomy, popular sports and leisure time activities, and celebrations? • How do we identify parts of the body? • How do we ask about and describe others? • How do we ask for and give opinions about people and things? • How do we identify family members and pets? • How do we ask about someone else's family and pets? • Why and how do we show correct adjective agreement in French? • What are the different patterns of adjectives in French? • In French, we don't use contractions such as "Jennifer's book". What structure do we use instead? • What are popular last names in France/French-speaking Africa, and Quebec and what is the significance of last names? • What is the role of the family in France?

French I

	<ul style="list-style-type: none"> How are marriage customs and families in France and French-speaking countries similar or different from those in the United States?
<p>Content:</p> <p>Unite 3/Unit 3</p> <ul style="list-style-type: none"> Identifying parts of the body and face Asking about and describing people's physical traits and personality traits How to play "Guess Who" game in French Asking for and giving opinions about people The irregular verb "etre" (to be) in the present tense How to reflect correct adjective agreement with regular and adjectives with irregular forms Identifying adjective agreement patterns The negation ne...pas Identifying occupations Identifying numbers 31-100 Identifying places in the town and describing location <p>Culture:</p> <ul style="list-style-type: none"> Province of Quebec French proverbs and expressions and their equivalents in English Family coat of arms The significance and history of the motto "Je me souviens" Cultural reading about the family in France and marriage customs Common last names in French-speaking places in the world Cultural reading about family and leisure time activities Poem "Toute la Famille" by Pierre Lozère How to identify family members and pets C'est vs. Ce sont How to express relationships between people using "de" How to ask about someone's family and respond Possessive adjectives Contractions with "de" (de/de la/de l'/des) C'est/Ce sont vs. Il est/Ils sont How to say we do things in places using "a" to express "to", "at", or "in". Conjunctions: "et" (and), "mais" (but), and "ou" (or) Geoculture: Province de Quebec TPR story "L'histoire du Chat" 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> Respond to simple commands in the target language Identify parts of the body Identify accessories that one wears Ask about and describe people's physical traits and personality traits Ask for and give opinions Identify family members and pets Correctly play the game "Guess Who" in French Express relationships between people Express possession Ask about and describe our own and someone else's family Employ the irregular verb "etre" (to be) correctly Reflect correct adjective agreement with adjectives that regular forms and irregular forms Correctly form and employ contractions of "de" Correctly use the negation Know when to use C'est/Ce sont vs. Il est/Ils sont Know where the province of Quebec is located and interesting facts about its geography, history, gastronomy, popular sports and leisure time activities, and celebrations Know which last names are popular/common in France/French-speaking Africa, and Quebec and the significance of last names Be capable of explaining the role of the family in France Explain how marriage customs and families in France and French-speaking countries are similar or different from those in the United States

French I

Interdisciplinary Connections:

- Ability to Locate the Province of Quebec on a map
- Study of places of interest in Quebec and important monuments
- Study of the history of Quebec
- Comparison and contrast between marriage customs and family in France and the United States
- Study of French poem about family
- Identification of parts of the body
- Creation of unique stanza of poem
- Writing a story in French based on prompts

Stage 2: Assessment Evidence

Performance Task(s):

- Decide whether basic statements made in French using the newly acquired vocabulary are true or false; logical or illogical.
- Draw pictures of individual vocabulary terms or statements based on an oral description.
- Repeat terms or phrases out loud to gain an introduction to pronunciation.
- Create a family tree and describe relationships between family members
- Play Jacques a dit (Simon says) to identify body parts
- Play post-it game to identify parts of the body and face
- Play the game "Guess Who" in French
- Read a description of a cartoon character on a website and answer the corresponding comprehension questions
- Conduct interview of classmates about their families
- Create a poster describing your family
- Create a word cloud describing yourself
- Complete a Venn Diagram comparing and contrasting the family and marriage customs in France/French-speaking places in the world and the United States
- Pair/Share describing your best friend or ideal friend
- Listening activity to match adjective to the correct image
- Play Headbanz game describing people and guessing the identity of the person being described
- Create a family coat of arms
- Read the poem "Toute la Famille" de Pierre Lozere, answer the corresponding comprehension questions, recite the poem and add lines about your or your family's daily routine

Other Evidence:

- Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.
- Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French.
- Daily checking, correction and grading of student homework
- Weekly quiz (listening, written or spoken) for concepts presented that week
- Unit 3 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)

French I

- Write an email to a penpal describing yourself
- Create and present a brief skit/exchange with a partner asking them about their cousin who is coming to visit and what he/she is like
- Listen to the rap song “Comment est-il?” and write one description you heard for each of the family members you picked
- Complete true/false/completion/open-ended questions about TPR story
- Write a story employing vocabulary we learned to retell the TPR story and recount to classmates and teacher in target language
- Respond to written questions about yourself and share in writing and orally
- Identify the province of Quebec on a map and complete Geo-quiz activities regarding its gastronomy, geography, history, and leisure-time activities
- Creation of family photo album and description as presentation

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Students physically perform actions and manipulate items as prompted in French by the teacher.
- White board drawings based on descriptions
- Simon Says game parts of the body
- Post it game identifying parts of the body
- Quia flashcards/Photo Flashcards
- Play Guess Who?
- Play Headbanz
- TPR story retells
- Partner Info Gap
- Pair/Share
- Pair/Share record
- Write and present dialogue based on rubric
- Finger swat game for adjectives
- LOTO (Bingo)
- Class survey activity
- Creation of family tree
- Creation of family crest
- Word Cloud
- Partner Interview
- Quizizz
- Kahoot review and competition
- Edpuzzle
- Inner/outer circle

Resources:

- Chemins Level I online and hardback textbook
- Chemins Level I workbook: Cahier de vocabulaire et grammaire
- Chemins Level I workbook: Cahier d’activite
- Chemins Level I Grammar Tutor for Students of French
- Chemins Level I Beginning Reader
- Chemins Level I Assessment program
- Chemins Level I Projectable transparencies
- On rappe videos
- Teacher Created Powerpoints
- Youtube videos
- Cultural videos
- Quia
- Kahoot!
- Quizizz
- Edpuzzle
- Cultural reading about Family and Marriage Customs
- Poem “Toute la Famille” de Pierre Lozere
- Guess Who? Game
- Headbanz game
- Flashcards
- TPR Storybook
- Duolingo

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<ul style="list-style-type: none"> • Group listening games and activities • Students respond orally “Oui” or “Non” to statements made by the teacher. • Students volunteer to act out brief stories that are narrated by the teacher or other students in French • Venn Diagram • Recitation of poem and creation of additional stanza • Family photo album presentation 	
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Adjusted questioning techniques and higher order questions • Curriculum compacting (Pre-assessment and alternative assignments) • E-learning <ul style="list-style-type: none"> ◦ Duolingo ◦ Quizizz ◦ Quia ◦ Kahoot ◦ Nearpod • Independent Study • RAFT Writing Prompts • Open ended questions • Varying sets of reading comprehension questions to answer • Alternate homework options including Cahier de grammaire et vocabulaire Advanced • Telling stories or describing situations in target using only visuals and not text • Increased target language immersion • Tic-Tac-Toe Choice Board. • Reflection and response at the end 	<ul style="list-style-type: none"> • Independent/ Small group work • Adjusted questioning techniques and higher order questions • Curriculum compacting (Pre-assessment and alternative assignments) • E-learning <ul style="list-style-type: none"> ◦ Duolingo ◦ Quizizz ◦ Quia ◦ Kahoot ◦ Nearpod • Independent Study • Open ended questions • Adaptive assignments that get easier/harder depending on how a student is performing • Varying sets of reading comprehension questions to answer • Tic-Tac-Toe Choice Board. • RAFT Writing Prompts • Reading text out 	<ul style="list-style-type: none"> • Use of flashcards (For example Quizlet) • Mini lessons • Individualized remediation and enrichment materials • Tic-Tac-Toe Choice Board. • Continually assess and adjust content to meet student’s needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on student ability 	<p>Use of flashcards</p> <ul style="list-style-type: none"> • Individualized remediation & enrichment materials • Continually assess and adjust content to meet student needs • Use adapted texts, worksheets, and curriculum <p>Process</p> <ul style="list-style-type: none"> • Learning centers • One on one coaching with students, designed around their specific challenges • Tutoring during study halls and after school • Mini lessons • Jigsaw • Choice activities that appeal to student interests • Give directions through several channels: auditory, visual, kinesthetic, modeling • Give immediate feedback <p>Grammar/Vocabulary Games</p> <ul style="list-style-type: none"> • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids <p>Learning/Behavior Contracts</p> <ul style="list-style-type: none"> • Frequently check for understanding • Provide correctly completed examples • Break assignments into

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<p>of the lesson (can either be written or drawn)</p>	<p>loud in the target language to practice pronunciation</p> <ul style="list-style-type: none"> • Using a whiteboard to assess individual comprehension, and provide immediate feedback. • Reflection and response at the end of the lesson (can either be written or drawn) 	<ul style="list-style-type: none"> • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning Contracts • E-learning <ul style="list-style-type: none"> ◦ Duolingo ◦ Quizizz ◦ Quia ◦ Kahoot ◦ Nearpod • Alternate homework options • RAFT Writing Prompts • Provide alternative assessment (for example writing a story using target language instead of a quiz. • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. <p>Reflection and response at the end of the lesson (can either be written or drawn</p> <ul style="list-style-type: none"> • nts functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition • Use of memory aids/mnemonic devices 	<p>smaller tasks</p> <p>Learning Environment</p> <ul style="list-style-type: none"> • Small groups designed around student strengths and weaknesses to promote peer tutoring • Utilize peer buddy system in cooperative learning • Simulation activities, conversations, and interactions practicing language skills • Flexible grouping arrangements: small, large, individual • Define and utilize multiple intelligence strategies <p>Product & Assessment</p> <ul style="list-style-type: none"> • Extended time on activities/assessments • Grade for content, not spelling • Varied presentation options: skits, publications, videos, power points, posters, other project options • Use various techniques and materials to teach a lesson, based on student functioning levels • Provide frequent reviews of current concepts and information taught • Use of Rubrics • Use of Formative assessments • Compacting based on readiness and mastery • Use of memory aids/mnemonic devices <p>Re-teach and review requisite skills before introducing a new skill or concept</p> <p>Alternate homework options (modify and limit questions)</p> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p>
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			<p>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none">Extended timeProvide visual aidsRepeated directionsDifferentiate based on proficiencyProvide word banksAllow for translators, dictionaries
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Pacing Guide

Content	Resource	Standards
Unite preliminaire/Introductory Unit and Unite 1/Unit 1: Salut! (30 days)		
Unite preliminaire/Preliminary (10 days) <ul style="list-style-type: none"> • Simple greetings • L'alphabet • Identifying flags, countries, and nationalities • Identifying numbers 0-31, months, and days of the week • The verb "etre" • French in the world • Useful classroom expressions Unit/Unite 1/Unit 1 Lecon 1A (10 days) <ul style="list-style-type: none"> • Vocabulary pertaining to basic greetings and farewells • Introductions • Courtesy expressions • Shaking hands vs. faire la bise • Gestures and greetings • Good manners in different francophone countries • Reading about Paris • Gender and number of nouns • Definite and indefinite articles • Il y a... • Numbers 0-60 Lecon 1B (10 days) <ul style="list-style-type: none"> • Recognizing cognates • Identify objects in the classroom • Identifying people • France's multicultural society • Reading about official languages in some francophone countries • Forms, agreement, and position of adjectives • Description adjectives • Geography of France/Francophone countries • Contributions of France/What France is known for • History of the French language • TPR story "L'histoire du mauvais étudiant" • World Food Markets: How do French people do their shopping and what are some regional specialties of France? 	<ul style="list-style-type: none"> • Chemins Level I online and hardback textbook • Chemins Level 1 workbook: Cahier de vocabulaire et grammaire • Chemins Level 1 workbook: Cahier d'activités • Chemins Level I Grammar Tutor for Students of French • Chemins Level I Beginning Reader • Chemins Level I Assessment program • Chemins Level I Projectable transparencies • On rappe videos • Teacher Created Powerpoints. • Youtube videos • Cultural videos • Quia • Kahoot! • Quizizz • Edpuzzle • "Look What Came from France" book • Cultural reading about school • Cultural reading about the history of the French language • Flashcards for numbers and alphabet • TPR Storybook • Duolingo 	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6

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Chapitre 2: Au lycée (30 days)		
Unite 2/Unit 2: Leçon 2A (15 days): <ul style="list-style-type: none"> • Academic subjects • Places around school • Expressing likes and dislikes • Talking about courses • Learning about le lycée in France • Learning about high school in the francophone world • Learning about French immersion in Canadian schools • Present tense of regular -er verbs • Spelling changes in -cer and -ger verbs • Forming questions • Expressing negation • Agreeing and disagreeing • TPR story "Le livre perdu" Leçon 2B (15 days): <ul style="list-style-type: none"> • Talking about schedules and classes • Times of the day and duration • Sequencing of activities • Learning about the BAC • Reading about higher education in France • Present tense of the verb "avoir" • Common expressions with "avoir" • Telling time/Telling time with the 24 hour system • Time expressions • Le Québec historical and cultural information about Québec 	Chemins Level I online and hardback textbook <ul style="list-style-type: none"> • Chemins Level I workbook: Cahier de vocabulaire et grammaire • Chemins Level I workbook: Cahier d'activités • Chemins Level I Grammar Tutor for Students of French • Chemins Level I Beginning Reader • Chemins Level I Assessment program • Chemins Level I Projectable transparencies • On rappe videos • Teacher Created Powerpoints • Youtube videos • Cultural videos • Quia • Kahoot! • Quizizz • Edpuzzle • Cultural reading about Teenagers and their habits • Cultural reading about school, school schedules, and student government in France and Québec • Cultural reading about the calendar and days of the week in France • Flashcards • TPR Storybook • Duolingo 	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6
Chapitre 3: La famille et les copains (30 days)		
Unite 3/Unit 3: Leçon 3A (15 days): <ul style="list-style-type: none"> • Numbers 0-60 • Describing people • The verb "être" • The verb "avoir" • Expressions with "avoir" • Identifying family members • Identifying some pets • Describing marital status • Learn about different types of families in France • Mother's Day and Father's Day in France • Ramadan • Francophone holidays • Position of adjectives • Adjectives and irregular adjectives 	<ul style="list-style-type: none"> • Chemins Level I online and hardback textbook • Chemins Level I workbook: Cahier de vocabulaire et grammaire • Chemins Level I workbook: Cahier d'activité • Chemins Level I Grammar Tutor for Students of French • Chemins Level I Beginning Reader • Chemins Level I Assessment program • Chemins Level I Projectable transparencies • On rappe videos • Teacher Created Powerpoints • Youtube videos • Cultural videos 	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6

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<ul style="list-style-type: none">• Possessive adjectives• Expressing relationships between people• TPR story "L'histoire du Chat" <p>Lecon 3B (15 days):</p> <ul style="list-style-type: none">• Professions and occupations• Describing character traits• Describing emotional states• Making complaints• Distinguishing between different types of friendships• Marriage in the francophone world• Rai music• Prepositions of location• Disjunctive pronouns• L'Algerie, le Maroc, and la Tunisie history, geography, and cultural information	<ul style="list-style-type: none">• Quia• Kahoot!• Quizizz• Edpuzzle• Cultural reading about Family and Marriage Customs• Poem "Toute la Famille" de Pierre Lozere• Guess Who? Game• Headbanz game• Flashcards• TPR Storybook• Duolingo	
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