

Wayne

Township Public Schools

World Language

French I

Grades 9-12

March 2022

Wayne Hills and Wayne Valley

World Language Teachers

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	French 9-12 French 1
Unit Plan Title:	Unité 1 - Bonjour!
Time Frame	36 days

World Language Anchor 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.

College and Career Standard Numbers

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

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

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standard Number(s)

New Jersey Student Learning Objectives:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Overview

In this unit ...

- You will learn ...
- to say hello and good-bye
- to introduce yourself and say where you are from
- to introduce friends, family, and relatives

You will also learn ...

- to count to 100
- to say how old you are and to find out someone's age

Intended Outcomes - {Essential Questions}

How does the content of the world languages classroom help me understand who I am and the world in which I live?

Why is it important to study French?

How is language a product of culture?

How do I develop communicative competence?

How does the fundamental sound system of the French language insure correct pronunciation?

How is the language used to demonstrate respect to strangers, elders, and people of higher authority?

In the target language:

- Am I able to introduce myself and greet others?
- Am I able to count, tell time and discuss dates?
- How do I express daily classroom needs

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday contexts.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases in the target language.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	ETA	Critical Thinking and Problem Solving
	Health Literacy	ETA	Communication
X	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Saying hello and good-bye
- Introducing yourself
- Saying where you're from
- Introducing friends, family, and relatives
- Counting to 100
- Saying how old you are and finding out someone else's age

CULTURES

- Learning about French salutations
- Learning about going back to school in France
- Learning about French names
- Learning about Astérix

- Learning about Martinique
- Learning about French friendships
- Learning about Quebec
- Learning about the French family

CONNECTIONS

- Connecting to Math: Counting in French
- Connecting to History: The history of the Statue of Liberty and the Eiffel Tower
- Connecting to Geography: Learning about Martinique and the province of Quebec

COMPARISONS

- Comparing salutations
- Comparing ideas of friends and family
- Learning about American influence on French teenagers

COMMUNITIES

- Using French for personal enjoyment
- Increasing awareness of the francophone world

Vocabulary:

- Greetings
- Introducing yourself
- How you are feeling
- Age
- Birthday
- Address
- Phone number
- Where you live
- Nationality/origin
- Spelling personal information
- Identify different people (i.e. friend, teacher, student)

Grammar:

- Accents
- Indefinite article
- Definite article
- Verb “avoir” and “être”
- Adjective agreement (colors)
- Subject pronouns

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*

- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

Activities

- Interpersonal Activities
- Presentational Activities
- Interpretives Activities
- Oral (i.e. role plays and dialogs) activities
- Interviews
- Surveys
- Listening
- Written activities
- Cooperative learning activities
- Games
- white board activities
- Internet activities
- Videos
- Songs
- Movie Talks
- Picture Talks

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Suggested additional topics

*These are more in-depth topics or specific activities you may add to enhance the curriculum.

Resources

- www.wordreference.com
- Google Classroom

- Youtube
- Textbook - Discovering French Bleu
- Workbook - Discovering French Bleu
- Discovering French Bleu Audio CD's, MP3 files
- Discovering French Bleu video accompaniments (DVD set, video files)
- Other French language websites, as needed such as online news and magazines
- Teacher's generated worksheets
- Microsoft Office Programs (Documents, Power Points)
- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Textbook
- Workbook
- Unit CD and DVD
- Kahoot
- Quizlet
- Quizlet Live
- YouTube
- Pinterest
- Blooket
- Gimkit
- Flipgrid
- Quizizz
- Any other technology apps

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	French 9-12 French 1
Unit Plan Title:	Unité 2 - La Vie Courant
Time Frame	36 days

World Language Standards

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College and Career Readiness Practices

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view

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

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

Interdisciplinary Standard Numbers

New Jersey Student Learning Objectives:

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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Overview

In this unit, ...

You will learn ...

- to order snacks and beverages in a café
- to ask about prices and pay for your food/drink
- to use French money

You will also learn ...

- to tell time
- to give the date and the day of the week
- to talk about the weather

Intended Outcomes - {Essential Questions}

- How do I order a meal in the target language?
- Am I able to talk about my family in the target language?
- Am I able to describe people and food?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

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Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Understand similarities and differences between American and French family life.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> ETA	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> ETA	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Ordering snacks and beverages in a café
- Asking about prices and paying for food/drink
- Using French money
- Telling time
- Giving the date and day of the week
- Talking about the weather

CULTURES

- Learning about the euro
- Learning where French teens eat with their friends
- Learning about the café

CONNECTIONS

- Connecting to Math: Tallying a restaurant check
- Connecting to Science: Learning about the weather

- Connecting to Music: Singing “Alouette”

COMPARISONS

- Comparing the difference in sound of the French “r” and the English “r”
- Comparing where teens in France and the U.S. go for a snack
- Comparing what teens in France and the U.S. eat
- Learning about the influence of the “euro” countries on other countries in regard to travel

COMMUNITIES

- Using French to order in a restaurant
- Using French to perform for people in the community

Vocabulary:

- Describe your family
- Describe physical traits
- Describe personality traits
- Order food and beverages at a café
- Ask about prices and pay for your food/drink
- Understand and use body parts
- Adjectives – physical and personality traits
- Café food and beverages

Grammar

- Adjective agreement of special adjectives (i.e. beau, généreux)
- Possessive adjectives

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*
- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

Activities

- Interpersonal Activities
- Presentational Activities
- Interpretives Activities
- Oral (i.e. role plays and dialogs) activities

	<ul style="list-style-type: none"> ● Interviews ● Surveys ● Listening ● Written activities ● Cooperative learning activities ● Games ● white board activities ● Internet activities ● Videos ● Songs ● Movie Talks ● Picture Talks
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p><i>Suggested Additional Activities</i></p>	
<p>Resources</p>	
<ul style="list-style-type: none"> ● www.wordreference.com ● Google Classroom ● Youtube ● Textbook - Discovering French Bleu ● Workbook - Discovering French Bleu ● Discovering French Bleu Audio CD's, MP3 files ● Discovering French Bleu video accompaniments (DVD set, video files) ● Other French language websites, as needed such as online news and magazines ● Teacher's generated worksheets ● Microsoft Office Programs (Documents, Power Points) 	

- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Kahoot
- Quizlet/Quizlet Live
- Pinteres
- Blooket
- Gimkit
- Flipgrid
- Quizizz
- Any other technology apps

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	French 9-12 French 1
Unit Plan Title:	Unité 3 – Qu’est-ce qu’on fait?
Time Frame	36 days

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.

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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.

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7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

College and Career Readiness Standards

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.GCA:1: Analyze how culture shapes individual and community perspectives and points of view

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

9.4.2.DC:2: Explain the importance of respecting digital content of others.

9.4.5.CI:3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.2.CT:1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT:2: Identify possible approaches and resources to execute a plan

9.4.2.CT:3: Use a variety of types of thinking to solve problems

Interdisciplinary Standard Number(s)

New Jersey Student Learning Objectives:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Overview

In this unit, you will be talking about the things you do every day, such as working and studying, as well as watching TV or playing sports.

You will learn ...

- to describe some of your daily activities
- to say what you like and do not like to do
- to ask and answer questions about where others are and what they are doing You will also learn ...
- to invite friends to do things with you
- to politely accept or turn down an invitation

Intended Outcomes - {Essential Questions}

In the target language:

- Am I able to read, listen to and talk about information about activities that people like to do?
- Can I express myself using negative statements.
- Am I able to ask and answer questions
- Am I able to state where I am going.

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- The ways in which people are described do not differ significantly between languages.
- Hobbies and activities are very similar between cultures.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

21st Century Skills

X

Global Awareness

E

Creativity and Innovation

X

Environmental Literacy

ETA

Critical Thinking and Problem Solving

X
X

Health Literacy
Civic Literacy
Financial, Economic, Business, and Entrepreneurial Literacy

ETA
E

Communication
Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Saying hello and good-bye
- Introducing yourself
- Saying where you're from
- Introducing friends, family, and relatives
- Counting to 100
- Saying how old you are and finding out someone else's age

CULTURES

- Learning about French salutations
- Learning about going back to school in France
- Learning about French names
- Learning about Astérix
- Learning about Martinique
- Learning about French friendships
- Learning about Quebec
- Learning about the French family

CONNECTIONS

- Connecting to Math: Counting in French
- Connecting to History: The history of the Statue of Liberty and the Eiffel Tower
- Connecting to Geography: Learning about Martinique and the province of Quebec

COMPARISONS

- Comparing salutations
- Comparing ideas of friends and family
- Learning about American influence on French teenagers

COMMUNITIES

- Using French for personal enjoyment
- Increasing awareness of the francophone world

Grammar:

- The verb être and subject pronouns
- Answer questions in the affirmative and negative
- ne ... pas
- Verbs -er: le singulier
- Verbs -er: le pluriel
- verbe + infinitive
- Information questions
- Interrogatives with qui

- Qu'est-ce que?
- The verb faire
- Questions with inversion

Vocabulary

- Preferences
- Wishes
- Invitations
- Où? Where?
- Verbs -er
- Interrogative Expressions
- Expressions with faire

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*
- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

Activities

- Interpersonal Activities
- Presentational Activities
- Interpretives Activities
- Oral (i.e. role plays and dialogs) activities
- Interviews
- Surveys
- Listening
- Written activities
- Cooperative learning activities
- Games
- white board activities
- Internet activities
- Videos
- Songs
- Movie Talks

	<ul style="list-style-type: none"> ● Picture Talks
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	French 9-12 French I
Unit Plan Title:	Unité 4 – Le Monde personnel et familial
Time Frame	36 days

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.
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- 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.

College and Career Readiness

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

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

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Overview

In this unit, you will learn ...

- to talk about yourself: your personality and what you look like
- to describe your friends and how old they are
- to describe your room
- to talk about everyday objects that you own or use
- to describe these objects: their size and color

Intended Outcomes - {Essential Questions}

- Can I describe rooms in a house?
- Am I able to describe the items in my bedroom?
- Am I able to say what I am going to do
- Can I express an opinion

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second-language learning is a valued life skill.
- Homes in French-speaking countries have both similar and different characteristics from homes in the U.S.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
x	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	TEA	Critical Thinking and Problem Solving
	Health Literacy	TEA	Communication
x	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Asking people about what they have and telling them what you have
- Telling others about yourself
- Describing friends
- Giving people's ages
- Describing a bedroom
- Talking about and describing everyday objects

CULTURES

- Learning about how French teens spend their free time
- Learning about Haiti
- Learning how to get a driver's license in France
- Learning how French teenagers use scooters or mopeds

CONNECTIONS

- Connecting to Art: Learning about Haitian art

- Connecting to Music: Learning about Haitian music styles
- Connecting to English: Learning grammar terms

COMPARISONS

- Comparing attitudes toward friendship in France and the U.S.
- Comparing animal expressions in French and English
- Learning about the influence of the American way of life on French teenagers

COMMUNITIES

- Using French for personal enjoyment
- Using French to write a letter Where do you live?

Grammar

- avoir
- Nouns and articles: masculin et féminin
- Nouns and articles: le pluriel
- Indefinite articles in the negative form
- Use of definite article in the general sense
- Use of definite article with days of the week
- Adjectives: masculin et féminin
- Adjectives: le pluriel
- Place of adjectives
- Colors
- adjectives before the noun
- Il est or c'est?
- Impersonal expressions with c'est

Vocabulary

- Description of people
- Personal objects
- My bedroom
- My computer
- Description
- Nationalities
- Colors
- adjectives before the noun

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
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Teaching and Learning Activities

Activities

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- Create picture cards for vocabulary reinforcement
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- Any other technology apps

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	French 9-12 French I
Unit Plan Title:	Unité 5 – Le Monde personnel et familial
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NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Overview

In this unit, you will learn ...

- to describe your city, its public buildings, and places of interest
- to ask for and give directions
- to talk about the various places you go to during the week and on weekends
- to describe your house or apartment You will also be able ...
- to discuss your future plans and say what you are going to do
- to talk about your friends and their families

Intended Outcomes - {Essential Questions}

- Can I say where I am going and coming from?
- Can I give directions?
- Can I talk about family and friends?
- Can I describe possessions?

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<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> TEA	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)**COMMUNICATION**

- Describing a city and places of interest
- Asking for and giving directions
- Talking about the places you go
- Describing a house or apartment
- Discussing future plans
- Talking about friends and their families

CULTURES

- Learning about French cities
- Learning about Tours
- Learning about Paris
- Learning about street names
- Learning about cafés
- Learning about pets in France
- Learning about Belgium

CONNECTIONS

- Connecting to Geography: Reading and creating maps
- Connecting to English: Making language comparisons
- Connecting to Math: Using ordinal numbers

COMPARISONS

- Comparing houses in France and the U.S.
- Comparing movie-going preferences of teens in France and the U.S.
- Learning about the influence of American movies on the French

COMMUNITIES

- Using French to prepare a map for French-speaking visitors
- Using French to host a fête Tintin at your school
- Listening to French music

Grammar:

- aller
- La préposition à; à + l'article défini
- La préposition chez
- aller + l'infinitif
- venir
- Prepositions de; de + l'article défini
- Stress accents
- nom + de + nom
- Possession with de
- Possessive adjectives: mon, ton, son
- Possessive adjectives: notre, votre, leur

- Ordinal numbers

Vocabulary:

- Where do you live?
- My town
- My house
- In town
- Sports, games and music

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

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- Quizlet/Quizlet Live
- Pinterest
- Blooket
- Gimkit
- Flipgrid
- Quizizz
- Any other technology apps