

FRENCH 1 CURRICULUM UNIT #3

North Smithfield School Department

TITLE OF UNIT #3: Chez moi: Ma famille, ma maison et ma ville
DATE PRESENTED: _____

COURSE: French 1
LENGTH OF TIME: 45 days/quarter

OVERVIEW OF UNIT:

Students will explore the topics of family, home/house, and town. They will be able to describe these aspects of their lives in French, as well as talk about activities that they do at home and with their families. Students will describe basic modes of travel and give relative locations for places in their town. Cultural topics will include the local French community. They will also continue reading *Pauvre Anne*.

ESSENTIAL QUESTION

What is your family and home like? What is your town like? Where are you going and what are you going to do there?

STANDARDS:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES	READING	WRITING
Communicate in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none"> • Interpersonal Communication • Interpretive Communication • Presentational Communication 	Function with cultural competence and understanding <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives • Relating Cultural Products to Perspectives 	Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations <ul style="list-style-type: none"> • Making Connections: • Acquiring Information: 	Develop insight into the nature of language and culture in order to communicate and function with cultural competence <ul style="list-style-type: none"> • Language Comparisons • Cultural Comparisons: 	Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world <ul style="list-style-type: none"> • School and Community • Lifelong Learning: 	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of knowledge • Range of Reading 	<ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution • Research to Build and Present Knowledge • Range of Writing

FOCUS Standards:

Communication:

- 1.1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
 - 1.1.1 accurate pronunciation using elision and liaison
 - 1.1.3 questions and answers involving the core
 - 1.1.4 basic sentences, paragraphs
 - 1.1.6 information
 - 1.1.8 opinions, preferences, and feelings
 - 1.1.9 information on a variety of simple topics
 - 1.1.10 collaborative discussions, subject/verb agreement and sentence structure.
 - 1.1.12 brief reports
 - 1.1.13 advertisements, posters, menus, and fashion shows.
- 1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
 - 1.2.2 number and gender of nouns, adjectives, and articles.
 - 1.2.4 vocabulary, parts of speech
 - 1.2.7 meaning via situational, context clues, and cognates.
 - 1.2.9 basic spoken and written messages
 - 1.2.9 target language and its conventions when writing, speaking, reading, or listening
 - 1.2.9 command of the conventions of target language grammar and usage
 - 1.2.9-10.2 conventions of target language capitalization, punctuation, and spelling
 - 1.2.9-10.3 write and edit work
- 1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
 - 1.3.1 reading strategies such as cognate recognition, context, and syntax
 - 1.3.2 Reads for a variety of purposes
 - 1.3.1 Follows written instructions in French
 - 1.3.2 conventions of target language capitalization, punctuation, and spelling
 - 1.3.3 knowledge of language and its conventions when writing, speaking, reading, or listening
 - 1.3.5 strengthens writing

Cultures:

- 2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
 - 2.1.4 social customs and traditions of the francophone culture.
 - 2.1.6 generalizations about the people and customs of francophone cultures
 - RI.5.7 two or more main ideas of a text
 - RI.5.7 information from multiple print or digital sources
 - RI.5.9 information from several texts on the same topic
 - L.5.2 conventions of standard English capitalization, punctuation, and spelling

Connections:

- 3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
 - 3.1.2 parts of speech
 - 3.1.3 oral presentational skills
 - 3.1.4 technology skills
 - 3.1.5 concepts from other subject areas
 - SL.9.5 use of digital media
- 3.2 Access and evaluate information and diverse perspectives that are available.
 - 3.2.3 his/her culture and lifestyle to others'
 - 3.2.4 Listens attentively and analyzes various perspectives

Comparisons:

- 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
 - 4.1.1 grammatical structure between French and English
 - 4.1.2 Cognates/false cognates and derivatives.
 - 4.1.3 idiomatic expressions
 - 4.1.4 Forecasts the meaning of words
 - 4.1.5 construction of negatives
 - 4.1.6 differences in language characteristics, e.g. gender agreement and syntax.
 - 4.1.7 pronunciation systems
 - 4.1.8 meaning of English words based on Latin root
 - 4.1.9 tu vs. vous (plural)
 - 4.1.9-10.5) figurative language, word relationships, and nuances
- 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
 - 4.2.1 differences and similarities between the U.S. and francophone cultures
 - 4.2.2 cultural products and practices, e.g. sports, holidays, and foods.
 - 4.2.3 social structures, e.g. families and school
 - 4.2.4 tu vs. vous, informal vs. formal

Communities:

- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
 - 5.1.1 examples of the target language in daily life.
 - 5.1.2 Shares knowledge of the target language and culture
 - W.9.5 strengthen writing as needed by planning, revising, editing, rewriting
- 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement
 - 5.2.1 attend movies, plays, concerts, and art exhibits.
 - 5.2.2 logical decision-making in real life situations, such as ordering from a menu, shopping in a

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- L.5.3 conventions when writing, speaking, reading, or listening
- 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 2.2.1 products and perspectives that define the Francophone cultures
- 2.2.2 music and watches French-language material such as television
- 2.2.3 artistic contributions from francophone cultures
- W.5.5 develops and strengthens writing
- L.4.4 clarify the meaning of unknown and multiple-meaning words and phrases
- L.4.5 figurative language, word relationships, and nuances in word meanings
- tore, etc.
- 5.2.3 Listens to and sings along to music in the target language. (NS)

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING: Big Ideas

- -IR & -RE verbs
- Aller ; aller + inf.
- Adverbs
- Prepositions & directions
- Family
- House & rooms
- Objects in the home
- Buildings
- Basic travel

PRIOR KNOWLEDGE:

- Conjugating –er verbs in the present tense, as well as the verbs être and avoir.

NEW KNOWLEDGE:

1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Essential Knowledge and Skills

1.1.1 Use accurate pronunciation using elision and liaison

1.1.3 Construct questions and answers involving the core vocabulary and related ideas:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. adjectives of nationalities and languages 2. adverbs of time 3. agreeing/disagreeing/opinions 4. basic transportation (NS) 5. classroom objects and furniture 6. clothing/shopping/stores 7. colors 8. countries boarding France 9. days, months, dates, calendar, etc. 10. family 11. geography/countries/nationalities 12. greetings/introductions 13. house/home/rooms 14. idiomatic expressions with faire 15. interrogatives (forming and asking questions) | <ol style="list-style-type: none"> 16. likes/dislikes 17. meals/food/beverages 18. numbers 19. objects in the home/room (NS) 20. objects, classroom, school subjects 21. personal/physical characteristics (adjectives and nouns) 22. pets 23. prepositions 24. professions 25. school subjects 26. seasons 27. sports/leisure activities 28. time/telling time 29. town and public places (NS) 30. weather |
|---|--|

Academic vocabulary

- conversational exchange
- fluency
- formal/informal
- input/output
- interact
- negotiate
- pronunciation
- share
- spoken, signed, written conversation
- structures
- vocabulary

1.1.4 Demonstrate mastery of the structures of basic sentences, paragraphs in spoken language in order to sustain a conversation in French.

1.1.6 Exchange information in the target language.

1.1.8 Share opinions, preferences, and feelings in French with classmates.

1.1.9 Present information on a variety of simple topics.

1.1.10 Communicate effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.

1.1.12 Prepare and present brief reports in French about personal experiences, school happenings, and current events.

1.1.13 Prepare, illustrate, record and presents materials in French such as advertisements, posters, menus, and fashion shows.

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Common Core State Standards – ELA

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a)

Sample Progress Indicators

- Use French with culturally appropriate gestures in everyday social situations, such as greeting, leave-taking or introductions.
- Follow instructions in French related to daily classroom activities.
- Begin to engage in French role-play situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.
- Begin to share opinions, preferences, and feelings in French with their classmates.
- Begin to exchange information in French via notes, letters or e-mail on familiar topics, such as personal interests, memorable experiences, school activities, and family life.

Websites

1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Essential Knowledge and Skills

1.2.2 Distinguish number and gender of nouns, adjectives, and articles.

1.2.4 Recognize and use:

- | | |
|--|---|
| 1. subject/verb agreement | 9. possessives (with “de,” and possessive adjectives |
| 2. adverbs | 10. punctuation |
| 3. infinitives | 11. capitalization |
| 4. irregular verbs (être, avoir, aller, faire) | 12. il y a vs. il est, voila, voici |
| 5. prepositions | 13. articles, definite, indefinite, (partitive in listening and reading only), contractions |
| 6. present tense of –er, -ir, -re verbs | 14. plural formation (regular plural of nouns) |
| 7. stem changing verbs | 15. demonstrative adjectives, ce, cette, cet, ces |
| 8. subject pronouns | |

Academic vocabulary

- agreement
- analyze
- cognates
- heard
- interpret
- linguistic input
- number/gender agreement
- partitive
- read view
- understand

1.2.7 Infer meaning via situational, context clues, and cognates.

1.2.9 Understand basic spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences .

Common Core State Standards

- Use knowledge of target language and its conventions when writing, speaking, reading, or listening. L.5.3
 - Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. L.5.3a
- Demonstrate command of the conventions of target language grammar and usage when writing or speaking.
- Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.1-1
- Demonstrate command of the conventions of target language capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly. L.9-10.1-2
- Apply knowledge of English with target language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type. L.9-10.1-3

Sample Progress Indicators

- Understand and follow oral and written directions in French related to daily classroom activities.
- Understand spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences.
- Understand and identify main ideas and principal characters in brief reading selections from francophone cultures.
- Understand information from simple and accessible French-language realia.

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- 1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Essential Knowledge and skills

- 1.3.1 Employ reading/writing strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.
- 1.3.2 Read/write/communicate for a variety of purposes to:
- increase and reinforce vocabulary
 - expand knowledge and cultural awareness
 - reinforce the conventions of the language
- 1.3.3 Follow written instructions in French when applicable.

Academic vocabulary

- cognate
- context
- explain
- inform
- linguistic output
- narrate
- persuade
- present information
- syntax

Common Core State Standards

- Demonstrate command of the conventions of target language capitalization, punctuation, and spelling when writing.
 - Use punctuation to separate items in a series.*
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed. **L.5.2**
- Uses knowledge of language and its conventions when writing, speaking, reading, or listening. **L.5.3**
 - Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. **L.5.3a**
- With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.5.5**

Sample Progress Indicators

- Prepare and present short announcements in French, such as the current date, time, and weather information.
- Prepare and present brief reports in French about personal experiences, school happenings, and current events.
- Prepare, illustrate, and present materials in French, such as advertisements, posters, and menus.

Websites

- 2.1 Use the language to investigate, explain, and reflect on the relationship between between the practices and perspectives of the cultures studied.

Essential Knowledge and Skills

- 2.1.4 Explore the unique social customs and traditions of the francophone culture.
- 2.1.6 Discuss generalizations that Americans may make about the people and customs of francophone cultures.

Academic vocabulary

Common Core State Standards

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.2**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **RI.5.9**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation to separate items in a series.*
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed. **L.5.2**
- Uses knowledge of target language and its conventions when writing, speaking, reading, or listening. **L.5.3**
 - Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. **L.5.3a**

Sample Progress Indicators

- Observe and use age-appropriate French verbal and nonverbal greetings in conversational exchanges.
- Learn about and participate in activities enjoyed by young French-speaking people, such as games, sports, music, dance, drama, and celebrations.
- Identify the similarities and differences between school life in their own region and in one or more francophone regions.
- Recognize and develop an awareness of the diversity of social customs in the French-speaking world; topics may include family life, folklore, and typical holidays, such as Christmas, New Year's or Ramadan.
- Discuss generalizations that Americans may make about the people and customs of francophone cultures, such as "All French people wear berets," "French-Canadians all play hockey," "and "Africans all dress in colorful native robes."

Websites

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2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Essential Knowledge and Skills

- 2.2.1 Explore the products and perspectives that define the Francophone cultures (including art museums, monuments, foods and cultural icons).
- 2.2.2 Listen to music and watches French-language material such as television programs that are popular with young people in various parts of the world.
- 2.2.3 Learn about and recognizes artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.

Common Core State Standards

- With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.5.5**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.4**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms)
 - d. and to words with similar but not identical meanings (synonyms). **L.4.5**

Sample Progress Indicators

- Identify and learn about products reflecting the lifestyle of people in various francophone communities, such as household items, clothing, and foods.
- Listen to music and watch French-language films or television programs that are popular with young people in various parts of the world.
- Learn about and recognize artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.

Academic vocabulary

- artistic contributions
- Francophone
- lifestyle
- products
- perspectives
- Realia

Websites

3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Essential Knowledge and skills

- 3.1.2 Identify and use parts of speech that include
 - nouns
 - verbs
 - adverbs
 - subjects
 - adjectives
 - pronouns
 - interrogatives
 - prepositions
- 3.1.3 Strengthen oral presentational skills in target language and English through
 - presentations
 - dialogues
 - role playing
 - communication activities, etc.
- 3.1.4 Use technology skills such as: Internet research
 - Word processing software (insertion of special characters and diacritical marks)
 - Presentation software
 - Internet search/research
 - Electronic translation tools (on-line dictionary vs. web translator)

Academic vocabulary

- expand
- solve problems

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- Web pages to demonstrate understanding of the target language.

3.1.5 Identify and use in the target language previously acquired concepts from other subject areas such as:

- history, e.g. French Revolution
- arts, e.g. music, artists and their work
- geography of France

Common Core State Standards

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.9.5**

Sample Progress Indicators

- Discuss topics from other school subjects in French, such as geographical information, math facts and measurements (conversions to and from the metric system), weather and other scientific phenomena, and historical facts and highlights.
- Understand simple articles or video segments in French on topics from other school subjects, such as social studies (French exploration, World War II), fine arts (Monet, Debussy, Le Corbusier, and African masks), and science (Madame Curie). **(NS)**
- Present reports in French, either orally and/or in writing, on topics being studied in other classes.
- Expand their information in other subject areas, such as geography, by studying the geographical features of France and other francophone countries.

Websites

3.2 Access and evaluate information and diverse perspectives that are available.

Essential Knowledge and skills

- 3.2.3 Compare/contrast his/her culture and lifestyle to others' to assess his/her own world view.
3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language (tu vs. vous).

Academic vocabulary

Common Core State Standards

Sample Progress Indicators

- Read, listen to, and talk about French-language folk tales, short stories, and poems that have been written for young people.
- Visit a local museum or consult art books to see how artists from francophone areas portray their country and fellow citizens, for example, Haitian landscapes, masks from the Ivory Coast, portraits by Gauguin, and scenes by Watteau. **(NS)**
- Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest, such as the *Tour de France*, a cycling competition.
- Interview French speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities.

Websites

4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Essential Knowledge

- 4.1.1 Compare grammatical structure between French and English.
4.1.2 Recognize and uses cognates/false cognates and derivatives.
4.1.3 Compares and contrasts the idiomatic expressions such as those using “to be” (être) and “to have” (avoir) in ways that differ from English, e.g. I am 14 years vs. I have 14 years.
4.1.4 Predict the meaning of words based on prior knowledge.
4.1.5 Compare the construction of negatives between French and English.
4.1.6 Identifies differences in language characteristics, e.g. gender agreement and syntax.
4.1.7 Identify differences in pronunciation systems.
4.1.8 Predict/explain the meaning of English words based on Latin roots learned from studying French, e.g. pensive from “penser” to think .
4.1.9 Recognize and use tu vs. vous (plural)

Academic vocabulary

Common Core State Standards

- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations **L.9-10.5**

Sample Progress Indicators

- Demonstrate an awareness of the use of *tu* and *vous* (you) in conversations with children vs. conversations with adults.

Websites

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- Recognize the existence of grammatical gender in French, and their spoken and written language reflects that awareness, such as *Il est français. Elle est française* (He/she is French).
- Recognize cognates in French as well as idiomatic expressions that may or may not have exact English equivalents, such as *regarder* vs. look at, watch, regard.
- Discover that English and French have their own critical sound distinctions that must be mastered to communicate meaning, such as *ship* vs. *sheep*; *rue* vs. *roue*, and that these are not the same in both languages.
- Recognize differences in word order between French and English, for example *une maison rouge* vs. a red house.

4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Essential Knowledge and skills

Academic vocabulary

4.2.1 Discuss and analyze the differences and similarities between the U.S. and francophone cultures.

- Vous vs. tu (formality)
- Proper greetings
- Eating customs in France vs. U.S.
- Identifies different forms of social etiquette, e.g. forms of address, body language, and greetings.

4.2.2 Compare cultural products and practices, e.g. sports, holidays, and foods.

4.2.3 Compare social structures, e.g. families and school.

4.2.4 Differentiate between tu vs. vous and informal and formal.

Sample Progress Indicators

Websites

- Compare aspects of French and American daily life, such as school schedules, weekend activities, and vacations.
- Watch videos of young Francophones and contrast their verbal and nonverbal behavior patterns with the way American young people would act and react in similar situations.
- Learn about holidays in France and other francophone countries and compare them to American holidays in terms of how they are celebrated and the underlying beliefs.
- Compare and contrast French-language and American proverbs.

5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Essential Knowledge

Academic vocabulary

5.1.1 Identify and share examples of the target language in daily life.

5.1.2 Share knowledge of the target language and culture with others.

Common Core State Standards

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) **W.9.5** (English writing)

Sample Progress Indicators

Websites

- Perform in French for a school or community cultural event.
- Teach French-language songs and simple conversational expressions to students at a local elementary school.
- Participate in French Club activities which benefit the school or community.
- Talk about topics of mutual interest with exchange students from French-speaking regions.
- Use French in a setting in the community, such as ordering food in a French restaurant.
- Communicate in French through letters, e-mail, and audio and video recordings with students around the world. **(NS)**
- Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp.
- Travel with their family or class to a francophone region and use French to communicate and obtain services.

5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

Essential Knowledge and skills

Academic vocabulary

5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.

- 5.2.2 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.
- 5.2.3 Listen to and sings along to music in the target language.

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Sample Progress Indicators

Websites

- Participate in sports, games or other French social and cultural activities.
- Listen to music, sing songs, and become familiar with musical instruments representative of francophone cultures.
- Attend a French play, movie or concert.
- Plan a real or imaginary trip to a francophone area and share their experience with others.
- Students read French comics or magazines for personal enjoyment.
- Go to a local restaurant and order from a French-English menu, sampling the cuisine from francophone areas of the world, such as Quebec, France, Haiti, and Vietnam.
- Visit exhibits at local museums that present aspects of the francophone world.
- Explore French Internet sites for personal entertainment and enjoyment.

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

- [Pauvre Anne](#)

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

- [Bon Voyage French 1](#)
- [Exploring French](#)
- [Amsco](#)

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Anecdotal records | 8. Graphic organizers | 15. Multi-media/technology | 21. Research |
| 2. Class discussion | 9. Informational text response | 16. Narrative writing | 22. Role playing |
| 3. Conferencing | 10. Interviews | 17. Non- linguistic representations | 23. Rubrics/checklists |
| 4. Constructed responses | 11. Informative writing | 18. Note taking and summarizing | 24. Tests and quizzes |
| 5. Dramatization/role playing | 12. Journal | 19. Oral presentation | 25. Technology |
| 6. Exhibits | 13. Literature response | 20. RAISE | 26. Think-alouds |
| 7. Grammar and usage | 14. Media appreciation | | 27. Vocabulary word wall |
| | | | 28. Writer's notebook |
| | | | 29. Word Study |

REQUIRED COMMON ASSESSMENTS

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

Routine writing

- Sentence formation
- Q/A
- Post card
- Family Tree
- Map
- Driving directions
- House floor plan

Narrative

- Around Town
- My Family
- My Home

Research

- Research own town

FRENCH 1 CURRICULUM UNIT #3

North Smithfield School Department

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES:

Websites

- www.pandora.com target language station (and other Internet
- www.actfl.org
- www.corestandards.org
- www.ride.ri.gov
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf> (instructional strategies
- www.wordreference.com (on-line dictionary)
- www.conjuguemos.com
- www.studyfrench.com

Audio/video

- Ancillary textbook materials: CD programs, DVD program, "Video marathon" review game
- Music CD's and digital files of popular music
- radio stations
- You Tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists

Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus

VOCABULARY

- | | | | |
|----------------------------|---------------------|-----------------------|--|
| • agreement | • Francophone | • nonverbal greetings | • share |
| • analyze | • heard | • number/gender | • solve problems |
| • artistic contributions | • inform | • agreement | • spoken, signed, written conversation |
| • cognates | • input/output | • partitive | • structures |
| • context | • interact | • persuade | • syntax |
| • conversational exchanges | • interpret | • practices | • traditions |
| • customs | • lifestyle | • present information | • understand |
| • expand | • linguistic input | • products | • verbal greetings |
| • explain | • linguistic output | • pronunciation | • vocabulary |
| • fluency | • narrate | • realia | |
| • formal/informal | • negotiate | • relationship | |

FRENCH 1 CURRICULUM UNIT #3
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LESSON PLAN for UNIT (Complete this section during the school year)

LESSONS

- Lesson #1** Summary:

- Lesson #2** Summary:

- Lesson #3** Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead -in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction

- Assessments:** see curriculum introduction
 - **Formative**

 - **Summative**