



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

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Assistant Superintendent

**Content Area:** World Language, French 1  
**Grade Span:** 9-12  
**Revised by:** Maria Whiteman  
**Presented by:** Glennysa Jurado-Moran  
**Approval date:** August 2019

## **Members of the Board of Education**

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## **Piscataway Township Schools**

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## COURSE OVERVIEW

### Description

This course is designed for students with no background in the language and stresses the development of basic communication skills in the three modes of communication: interpretive, interpersonal and presentational. This course is designed to meet the needs of students (grades 9-12) who are interested in beginning their study of the French language. The target proficiency level for this course is Novice-Mid according to ACTFL proficiency guidelines. This course integrates the ACTFL 5 C's (communication, cultures, communities, comparisons and connections) and current global themes. The overall objectives of the French 1 course are to develop, reinforce, and refine proficiency in the three modes of communication. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the diversity of cultures in the francophone world.

### Goals

The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy and critical thinking skills in a second language. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

This course will address an even development of the three modes of communication: interpretive, interpersonal and presentational. Through these modes:

- Students will be able to produce words, phrases, and simple sentences in familiar situations.
- Students will be able to understand simple statements, questions, and directions.
- Students will be able to understand written matter incorporating learned structures and vocabulary.
- Students will be able to recognize similarities and differences between their own culture and the culture of francophone countries.

Additionally, this course aims to:

- Foster an appreciation and appropriate understanding of French language learning, cultural practices and perspectives with comparison to their native language and culture.
- Provide opportunities to make connections with local and global French communities to foster deeper appreciation and motivation for language learning and functional communication.
- Promote life-long active language learning.

### Scope and Sequence

Unit	Topic	Length
1	Salut, les copains!/ Hi, friends!	45 days
2	Qu'est-ce qui te plaît?/ What do you like?	45 days
3	Comment est ta famille?/ What is your family like?	45 days
4	Mon année scolaire/ My school year	45 days

### Resources

**Core Text:**

**Holt, Rinehart and Winston, Bien dit! Level 1**

**Suggested Resources:**

Technology (Internet resources, videos, audio CDs)

Authentic realia

Leveled reader - Edi l'éléphant

## UNIT 1: Salut, les copains!/ Hi, friends!

<b>Summary and Rationale</b>	
As a high school student, I need to get to know my school and be able to communicate with others in order to be successful. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to listen and respond to the teacher’s directions, and respond verbally to personal questions. I will be able to describe myself and my classroom using memorized words and a few phrases.	
<b>Recommended Pacing</b>	
45 days	
<b>State Standards</b>	
<b>Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</b>	
<b>Strand A: Interpretive</b>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>Strand B: Interpersonal</b>	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave- takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>Strand C: Presentational</b>	

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Being successful in school requires being able to communicate with others.</li> <li>● We use different words and expressions depending on whom we are greeting.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Who am I?</li> <li>● How does what I do define who I am?</li> <li>● How do I interact with others from the target culture?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● <b>Basic greetings:</b> <i>Bonjour! Salut! Bonsoir! À bientôt! À demain ! À tout à l'heure ! À plus tard! Au revoir!</i></li> <li>● <b>Introductions:</b> <i>Comment tu t'appelles? Je m'appelle...Enchanté(e). Comment il s'appelle? Il s'appelle... Comment elle s'appelle? Elle s'appelle... Ça, c'est... C'est un ami. C'est une amie. Je te présente... Je vous présente...</i></li> <li>● <b>Culturally appropriate greetings and titles, and expressions of politeness:</b> <i>Monsieur, Madame, Mademoiselle, tu vs. vous, s'il vous plaît, merci, de rien</i></li> <li>● <b>How to ask how someone is:</b> <i>Ça va? Oui, ça va, merci. Non, pas très bien. Comment ça va? Comment allez-vous? Très bien. Bien. Pas mal. Pas très bien. Plus ou moins. Comme-ci comme ça.</i></li> <li>● <b>How to ask and tell age:</b> <i>Tu as quel âge? J'ai... ans. Il a quel âge? Il a ... ans. Elle a quel âge? Elle a ... ans.</i></li> <li>● <b>Numbers 0-60:</b> <i>les nombres de zéro à soixante</i></li> <li>● <b>Commands for classroom procedures:</b> <i>Regardez l'écran, levez-vous, levez la main, asseyez-vous, prenez le livre, prenez une feuille de papier, faites attention, silence, prenez la tablette, rangez le mobile, allez au tableau, retournez à vos places, ouvrez le livre à la page..., fermez le livre, rangez le livre</i></li> <li>● <b>How to ask the teacher something:</b> <i>Je ne comprends pas. Répétez, s'il vous plaît. Comment dit-on... en français? Qu'est-ce que ça veut dire... ?</i></li> <li>● <b>Objects in a classroom:</b> <i>un bureau, une carte, une chaise, un DVD, une école, un écran, un élève, une élève, une fenêtre, une fille, un garçon, un lecteur de DVD, un lycée, un ordinateur, une porte, un poster, un professeur, une professeur, un projecteur, un pupitre, une salle de classe, une table, un tableau, une tablette, une télévision</i></li> <li>● <b>How to ask and tell what is in a classroom:</b> <i>Il y a... ? Non, il n'y a pas de... Oui, il y a ... Combien de...il y a dans la classe ? Il y en a ... Il n'y en a pas.</i></li> <li>● <b>How to ask and tell how words are spelled:</b> <i>Comment ça s'écrit... ? Comment tu épelles... ? Ça s'écrit... aigu, grave, cédille, circonflexe, tréma</i></li> <li>● <b>Subjects and verbs, French subject pronouns:</b> <i>je, tu, il, elle, on, nous, vous, ils, elles</i></li> </ul>	

- **All forms of the irregular verb *avoir***
- **Indefinite articles: *un, une, des***
- **How to make a negative sentence *ne...pas, n'...pas, de, d'***
- **How to exchange email addresses and phone numbers or usernames: *Quelle est ton adresse e-mail? C'est...arobase...point... Quel est ton numéro ? Quel est ton nom d'utilisateur sur...?***

**Students will be able to:**

- **Use formal and informal greetings**
- **Ask and tell how someone is**
- **Ask and tell someone's name**
- **Introduce someone and respond to an introduction**
- **Ask and tell how old someone is**
- **Use the numbers 0 to 60 ask and share information regarding age, phone numbers etc.**
- **Identify classroom objects**
- **Respond to classroom commands**
- **Ask and tell how words are spelled**
- **Identify French accents from various francophone countries**
- **Ask for and exchange contact information**
- **Ask and tell about the similarities and differences in culturally appropriate greetings (*faire la bise*)**

## Resources

**Core Text:**

Holt, Rinehart and Winston, Bien dit! Level 1

**Suggested Resources:**

<http://www.languageguide.org/french/readings/> : Various readings both in written and oral form on different topics-one is a letter home to a girl's parents, one is about le lycee and another deals with the buying of a painting

<http://www.languageguide.org/french/vocabulary/> : Has vocabulary in French for many pictorial topics (note: the salutation section and a couple of others do just English/French translation, but most are by picture)

## UNIT 2: Qu'est-ce qui te plaît?/ What do you like?

<b>Summary and Rationale</b>	
<p>During high school, my talents and interests are often shared with my peers. The activities I am involved in both in and out of school reflect my individuality. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to discuss my likes and dislikes, preferred and non-preferred activities, using memorized words and a few phrases.</p>	
<b>Recommended Pacing</b>	
45 days	
<b>State Standards</b>	
<p><b>Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</b></p>	
<b>Strand A: Interpretive</b>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes
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7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>Strand B: Interpersonal</b>	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave- takings, and daily interactions.

7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>Strand C: Presentational</b>	
<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>American students have the same opportunities for courses and extracurricular activities in school, but individual choices and attitudes determine the outcome of those experiences.</li> <li>French students and American students spend their free time in similar ways, but there are differences, especially in extracurricular activities.</li> <li>There are some activities I do every day, some I do a few times a month, and others I rarely or never do.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do I express my individuality through my choices in extracurricular activities?</li> <li>What are the similarities and differences in how American versus French students spend their free time?</li> <li>How does my like or dislike of an activity influence how often I participate in it?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li><b>Vocabulary for likes and dislikes:</b> <i>l'anglais, une bande dessinée, une chanson, chanter, le chocolat, un crayon (de couleur), un dessin, dessiner, dormir, l'école, écouter de la musique, les écouteurs/les airpods, envoyer un e-mail, envoyer un texto, étudier, le français, les frites, la glace, un journal, lire, un magazine, manger, les mathématiques (maths), la musique classique/moderne, parler anglais/français, la radio, regarder la télé(vision)/un clip/un tube/une émission sur streaming, un roman, un texto/un SMS, surfer sur Internet, téléphoner (à des amis), travailler, les vacances, la voiture (de sport). Qu'est-ce que tu aimes (faire)?, j'adore, j'aime bien, j'aime, je n'aime pas, je déteste, j'aime mieux, je préfère</i></li> <li><b>Vocabulary for agreeing and disagreeing:</b> <i>Moi, j'aime...et toi ? Moi aussi. Pas moi. Moi, je n'aime pas...et toi ? Moi, si. Moi non plus.</i></li> </ul>	



- **Vocabulary for extracurricular activities:** *aller à la piscine, aller au café, aller au cinéma, la balle/le ballon, la batte, la bibliothèque, le centre commercial, danser, discuter (avec des amis), faire du sport, faire la fête, faire les magasins, faire un pique-nique, jouer au base-ball, jouer au foot(ball), jouer aux cartes, jouer aux échecs, le lycée, la Maison des Jeunes et de la Culture (MJC), nager, le parc, le stade, sortir, voir/télécharger un film*
- **Vocabulary for asking and telling how often and/or how well you do an activity:** *bien, assez bien, très bien, mal, très mal. Tu préfères...ou... ? Tu aimes mieux...ou... ? Quelles sont tes activités préférées ? régulièrement, souvent, de temps en temps, rarement, jamais*
- **Conjugation of regular ER verbs**
- **Definite and Indefinite articles:** *le, la, l', les*
- **Irregular plurals**
- **Contractions with à**
- **Conjunctions:** *et, mais, ou*
- *Est-ce que*

**Students will be able to:**

- Ask and express what they like and don't like
- Ask and express what they like to do and don't like to do
- Ask for and express opinion by indicating agreement and disagreement
- Ask and tell about daily activities
- Ask and tell about the similarities and differences regarding the after school and leisure activities of French and American students
- Ask and tell how often you and others do an activity
- Ask and tell how well you do something
- Ask and tell about preferences

## Resources

**Core Text:**

Holt, Rinehart and Winston, Bien dit! Level 1

**Suggested Resources:**

<http://www.momes.net/Culture/Films-pour-enfants> : This site has movie announcements and blurbs about the different current films in French. Each movie announcement can be clicked on and it gives more info on each film in the target language.

YouTube videos of different genres of music from different Francophone countries, including traditional and modern music

## UNIT 3: Comment est ta famille? / What is your family like?

<b>Summary and Rationale</b>	
My family is a very important aspect of my life. The relationships I have with my family members help to shape who I am. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to describe my friends and family's appearance and personality, using memorized words and a few phrases.	
<b>Recommended Pacing</b>	
45 days	
<b>State Standards</b>	
<b>Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</b>	
<b>Strand A: Interpretive</b>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes
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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>Strand B: Interpersonal</b>	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave- takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>Strand C: Presentational</b>	

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

### Instructional Focus

#### Unit Enduring Understandings

- The definition of a family is dependent on each person's circumstances
- Family relationships contribute to personal development
- Family members have similarities and differences in appearance and personality
- Families are similar across cultures, but there are differences

#### Unit Essential Questions

- What is my family like?
- What is my definition of family?
- How does my family compare to a family from francophone cultures?

#### Objectives

##### Students will know:

- **Adjectives to describe appearance and personality:** *âgé(e), blanc(he), bleu(e), blond(e), bon(ne), la bouche, brun(e), châtain, les cheveux, court(e), créatif(créative), fort(e), généreux(généreuse), génial(e), gentil(le), intelligent(e), jeune, long(ue), marrant(e), marron, méchant(e), mince, gros(se), le nez, noir(e), les oreilles, paresseux(paresseuse), pénible, petit, grand(e), roux(rousse), sérieux(sérieuse), sportif (sportive), sympathique, la tête, timide, vert(e), les yeux*
- **Vocabulary to describe appearance and personality:** *Il/Elle a les cheveux/les yeux...Comment est/sont...? Il/Elle est comment...? Ils/Elles sont comment...? Il/Elle est très...Ils/Elles sont assez...Il/Elle n'est ni...ni...Comment tu trouves...? Qu'est-ce que tu penses d'.../de...? Je le/la trouve...À mon avis, ...*
- **Vocabulary to identify family members:** *le beau-père, la belle-mère, le chat, le chien, le cousin, la cousine, le demi-frère, la demi-sœur, divorcé(e), un/une enfant, un/une enfant unique, la famille, la femme, la fille, le fils, le frère, la grand-mère, le grand-père, les grands-parents, le mari, la mère/ma mère/Maman, le neveu, la nièce, l'oncle, les parents, le père/mon père/Papa, la petite-fille, le petit-fils, les petits-enfants, la sœur, la tante*
- **Vocabulary to ask and tell about family:** *Tu as des frères et des sœurs ? Tu as combien de... ? Vous êtes combien dans ta famille ? Tu as un animal domestique? Non, je suis enfant unique. J'ai ... et... Je n'ai pas de...mais j'ai... Nous sommes...Oui, j'ai un chat et un chien. Qui c'est, ça ? Ça, c'est...Ça, ce sont...Voici...Voilà...*
- **The verb "être," to be**
- **Adjective agreement and placement**
- **Irregular adjectives:** *beau, nouveau, vieux*
- **Possessive adjectives**
- **Contractions with "de"**
- **C'est vs. Il/elle est**

**Students will be able to:**

- **Ask about and describe people**
- **Ask for and give opinions about people**
- **Identify family members**
- **Ask and tell about family**

### **Resources**

**Core Text:**

Holt, Rinehart and Winston, Bien dit! Level 1

**Suggested Resources:**

Technology (Internet resources, videos, audio CDs)

Authentic realia

Leveled reader - Edi l'éléphant

## UNIT 4: Mon année scolaire/ My school year

<b>Summary and Rationale</b>	
As a high school student, I need to get to know my school and be able to communicate in order to be successful. School is a very important aspect of my life. My experiences at school help to shape who I am. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to describe my classes and teachers, using memorized words and a few phrases.	
<b>Recommended Pacing</b>	
45 days	
<b>State Standards</b>	
<b>Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</b>	
<b>Strand A: Interpretive</b>	
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<b>Strand B: Interpersonal</b>	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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<b>Strand C: Presentational</b>	

CPI#	Cumulative Progress Indicator (CPI)
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
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7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>Students' lives are influenced by their school environment.</li> <li>French students have different school schedules than US students.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>How do my school experiences reflect my personality?</li> <li>How is school life in French speaking countries similar to and/or different than my experience in the United States?</li> </ul>	
Objectives	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li><b>Vocabulary to identify classes:</b> <i>l'allemand, les arts plastiques, la biologie, la chimie, les devoirs, l'examen, l'éducation musicale, l'EPS (éducation physique et sportive), l'espagnol, la géographie, l'histoire, l'informatique, les mathématiques, les matières, la physique, la récréation, la sortie</i></li> <li><b>Vocabulary to tell the days of the week and tell relative time:</b> <i>aujourd'hui, le jour, maintenant, la semaine, le week-end, de l'après-midi, demain, du matin, du soir. Les jours de la semaine : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></li> <li><b>Vocabulary to ask and tell about classes and ask and tell time:</b> <i>Il est...heure(s). À quelle heure tu as... ? Quand est-ce que tu as... ? Quelle heure est-il ? Quel jour est-ce que tu as... ? Tu as quel cours... ? J'ai...lundi. J'ai... le lundi, le mercredi, et... J'ai...à...heure(s) Comment est ton cours de... ? Il est difficile. Il est facile. Comment c'est, ... ? C'est intéressant/fascinant/ennuyeux. D'après moi, c'est...parce que.... Ça te plaît, ... ? Je trouve ça génial. Ça me plaît beaucoup !</i></li> <li><b>Vocabulary to ask and tell what you need for classes:</b> <i>des baskets, un cahier, une calculatrice, un classeur, un crayon, un crayon de couleur, un dictionnaire, une feuille de papier, une gomme, un livre, un mobile, un portable, une règle, un sac à dos, un short, un stylo, un sweatshirt, un taille-crayon, un tee-shirt, une trousse. De quoi tu as besoin ? Désolé(e) J'ai besoin de... Il me faut... Qu'est-ce qu'il te faut pour... ? Tiens. Voilà. Tu as...à me prêter ? Tu pourrais me prêter... ?</i></li> <li><b>Colors:</b> <i>les couleurs: noir(e), violet(te), vert(e), jaune, orange, rouge, blanc(he), gris(e), bleu(e), foncé, clair</i></li> <li><b>Numbers from 60 to 201:</b> <i>les nombres de 60 à 201 : soixante, soixante-dix, soixante et onze, soixante-douze, quatre-vingts, quatre-vingt-un, quatre-vingt-dix, quatre-vingt-onze, cent, cent un, deux cents, deux cent un</i></li> <li><b>To inquire about and buy something:</b> <i>Je cherche... De quelle couleur ? ..., c'est combien ? C'est... Il est à combien, le... ? Il est à... Elle est à combien, la... ? Elle est à... Merci, monsieur/madame/mademoiselle. Je vous en prie. À votre service.</i></li> <li><b>Regular -re verbs</b></li> </ul>	

- **Spelling change -ger and -cer verbs**
- **Spelling change -er verbs like *préférer* and *acheter***
- **Use adjectives as nouns:** *Tu préfères le sac bleu ou le noir? Je préfère le bleu. Tu aimes mieux la trousse rouge ou la noire? J'aime mieux la noire. Tu préfères les baskets bleues ou les violettes? Je préfère les violettes.*
- Similarities and differences of the US educational system to that of France and Québec

**Students will be able to:**

- Ask, tell about, and describe classes
- Ask for and give opinions of classes and teachers
- Ask and tell what they need for school
- Inquire about buying something for school
- Ask and tell what they do in class
- Ask and tell about school schedules
- Ask for and express tell time
- Ask for and express preferences.
- Compare and contrast the US educational system with that of France and Québec

### Resources

**Core Text:** Holt, Rinehart and Winston, Bien dit! Level 1

**Suggested Resources:**

Technology (Internet resources, videos, audio CDs)

Authentic realia (officedepot.fr)

<http://www.bonjourdefrance.com> : Comprehension section has many different reading passages on a variety of topics (clothing, food, etc.) at the end of each passage there is a mini quiz of 10 questions to check for understanding