

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

FRENCH 1

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 28, 2017

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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ACADEMIC FRENCH I

COURSE PHILOSOPHY

As members of a dynamic, technology-driven global society, students gain a deeper perspective of the world through the study of other languages and cultures. In studying a second language, students make comparisons and contrasts of their own language and another culture. This study leads to a deeper understanding of and appreciation for other people and communities. The process of learning another language and culture cultivates and enhances global literacy, a fundamental element of the modern, well-rounded, and productive citizen. Proficiency in the meaningful exchange of information, the interpretation of that information, and self-expression to an audience prepares students to meet the complex challenges they will face. These skills will be crucial in navigating and pursuing career objectives which are increasingly international. In this course, students will be able to challenge their own culturally colored glasses through the study of French language and culture.

COURSE DESCRIPTION

In *French I*, students will compare and contrast expressions and cultures between America and the francophone countries. Covering introductions and basic greetings, straightforward descriptions, food preferences, shopping experiences, and home and family structures, each unit encourages students to consider how culture influences and challenges our perceptions. Students will encounter areas of convergence as well as significant differences in the way we experience language and culture as opposed to their French-speaking peers.

COURSE SUMMARY

COURSE GOALS

- CG1: Students will interpret meaningful linguistic information through listening to and reading authentic texts.
CG2: Students will produce appropriate oral and written responses in French to visual, written, and oral prompts.
CG3: Students will describe, analyze, and draw conclusions about connections between francophone and American cultures.

COURSE ENDURING UNDERSTANDINGS

- CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.
CEU2: Language reflects cultural habits, practices, and perspectives.
CEU3: Exploration and analysis of francophone culture broadens one's personal understanding of American culture.

COURSE ESSENTIAL QUESTIONS

- CEQ1: Why does grammar matter? What is effective communication?
CEQ2: How are culture and language interdependent?
CEQ3: What is the connection between francophone and American culture?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
<u>Unit 1: Qui Suis-Je?</u>	Students will describe themselves and others and communicate personal information by using the formal and informal norms in French.	4-5 weeks
<u>Unit 2: La Journée Scolaire</u>	Students will describe school activities, classes, and events, and express what is needed for a successful school year in French-speaking countries and in their own culture.	4-5 weeks
<u>Unit 3: La Famille et la Maison</u>	Students will describe their families and home life, comparing and contrasting francophone family life with that of their own.	5-6 weeks
<u>Unit 4: Bon Appétit</u>	Students will describe and express preferences when shopping for food and eating in restaurants, while comparing and contrasting food and eating habits in the United States versus French-speaking countries.	6-7 weeks
<u>Unit 5: La Mode</u>	Students will express preferences and compare and contrast cultural norms in relation to clothing choices in the United States and French-speaking countries.	4-5 weeks
<u>Unit 6: Les Loisirs</u>	Students will describe American and francophone daily activities, pastimes, and hobbies, while comparing and contrasting preferences for activities in both cultures.	4-5 weeks

ACADEMIC FRENCH I**DURATION:****UNIT 1: QUI SUIS-JE?****4-5 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will describe themselves and others and communicate personal information by using the formal and informal norms in French.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the information in more complex sentences and/or can aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none">● recognize the irregular verb <i>être</i> in texts;● use the verb <i>être</i> to describe both physical and personality traits of themselves and others;● converse using appropriate noun-adjective agreement;● describe friends and others using formal and informal registers;● speak using introductory salutations and conversation enders;● utilize interrogative and declarative sentence structures.
2	The student sometimes needs assistance from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.	CEQ1: Why does grammar matter? What is effective communication?
CEU2: Language reflects cultural habits, practices, and perspectives.	CEQ2: How are culture and language interdependent?
EU1: Communicating requires the ability to speak about key personal information.	EQ1: How do I effectively communicate key personal information?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NM.A.4 7.1.NM.B.2, 4 7.1.NM.C.3 RST.9-10.4 WHST.9-10.2 DOK 3	<p>Option 1: Students will compose two parts of a conversation: a letter as an American teen to a member of a French host family, and then a video response from the French family member. The first letter will describe the American teen and ask about a typical French person; students will choose the formal or informal form as dictated by cultural norms. Students will then record a video message response, assuming the role of the French speaker. Students will apply interrogative and declarative structures as well as unit vocabulary and terms.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Tu t'appelles comment?</i> • <i>Tu es d'ou?</i> • <i>Comment ca va?</i> • <i>Tu es comment?</i>
LG1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NM.A.4 7.1.NM.B.2, 4 7.1.NM.C.3 RST.9-10.4 WHST.9-10.2 DOK 3	<p>Option 2: Students will write and perform a skit (either taped or performed live) which incorporates both formal and informal addresses. The written dialogue will also be submitted. In this presentation one student will assume the role of a French teacher meeting an American exchange student for the first time. In this skit, students will have to distinguish between formal and informal questioning and responses. Students will apply interrogative and declarative structures as well as unit vocabulary and terms.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Tu t'appelles comment?</i> • <i>Tu es d'ou?</i> • <i>Comment ca va?</i> • <i>Tu es comment?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
adjective agreement (gender and number) common interrogatives <i>être</i> (present tense) definite and indefinite articles	Match subject pronouns with appropriate verb forms (DOK 1) Identify masculine and feminine forms of nouns and adjectives (DOK 1) Classify nouns, pronouns, adjectives and the verb <i>être</i> to create descriptions (DOK 1)	7.1.NM.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
formal and informal address salutations	Recite and recall dialogues using memorized phrases or expressions (DOK 2)	7.1.NM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
subject pronouns and verb agreement vocabulary related to personal physical and personality descriptions	Recognize and apply interrogative intonation to elicit responses (DOK 2) Distinguish between formal and informal address using the appropriate pronoun (DOK 2)	7.1.NM.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
	Recognize and apply interrogative intonation to elicit responses (DOK 2) Distinguish between formal and informal address using the appropriate pronoun (DOK 2)	7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
	Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	Write informative/explanatory texts including concrete personal details and relevant, sufficient facts appropriate to the audience (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

ACADEMIC FRENCH I**DURATION:****UNIT 2: LA JOURNÉE SCOLAIRE****4-5 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will describe school activities, classes, and events, and express what is needed for a successful school year in French-speaking countries and in their own culture.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the information in more complex sentences and/or can aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none">● recognize the spellings of <i>-er</i> verbs in texts;● use <i>-er</i> verbs and <i>avoir</i> to discuss actions that happen during the school day;● use verb <i>avoir</i> as required by context;● describe the daily school routine, supplies, and classes of a typical American and French student;● draw conclusions about differences and similarities between American and French students;● speak using phonetic rules for <i>-er</i> verbs;● express time and decipher a schedule.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.	CEQ1: Why does grammar matter? What is effective communication?
CEU2: Language reflects cultural habits, practices, and perspectives.	CEQ2: How are culture and language interdependent?
EU1: Comparison of school systems deepens understanding of values and perspectives across cultures.	EQ1: How do similarities and differences help bring us closer together?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NM.A.2, 4 7.1.NM.B.2, 4, 5 7.1.NM.C.1 WHST.9-10.2 DOK 3	<p>Option 1: In pairs, students will write a dialogue where they role play as a French and American student. They will discuss the schedule of their daily school activities using unit vocabulary and grammar structures. The dialogue will focus on comparing and contrasting information like the classes, schedules, schools supplies, before/after school activities. Each student will express what they like about their school system/day. They will perform their dialogue (live or recorded) to the class using visual aids.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Tu arrives à l'école à quelle heure?</i> • <i>Tu quittes l'école à quelle heure?</i> • <i>Tu as quels cours?</i> • <i>Tu es fort/forte en quelles matières?</i>
LG 1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NM.A.2, 4 7.1.NM.B.2, 4, 5 7.1.NM.C.1 WHST.9-10.2 DOK 3	<p>Option 2: Students will pretend to be an American exchange student in a francophone country and record a video message home about what their typical day in a French school is like. The written script will also be submitted. Students will compare and contrast their experiences in their home American school and their French exchange schools (e.g. schedule, classes, school supplies, before/after school activities). Students will also express what they like about each school system.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Tu arrives à l'école à quelle heure?</i> • <i>Tu quittes l'école à quelle heure?</i> • <i>Tu as quels cours?</i> • <i>Tu es fort/forte en quelles matières?</i>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
irregular verb <i>avoir</i> numbers to 100 regular <i>-er</i> verbs (such as, but not limited to, <i>parler, étudier, écouter, arriver, quitter, poser, regarder, travailler</i>) vocabulary related to the classroom, school supplies, subjects, after-school activities, telling time	Apply vocabulary to talk about classes, school supplies and after school activities (DOK 2)	7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
	Apply vocabulary and verb <i>avoir</i> to describe what supplies they possess (DOK 2) Use the concept of time to interpret a class schedule (DOK 2)	7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
	Use <i>-er</i> verbs to compose sentences describing school and after-school activities (DOK 2)	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.
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
	Use appropriate subject pronouns with verb forms, and gendered nouns/pronouns (DOK 2) Use appropriate vocabulary to describe school-related activities and events (DOK 2)	7.1.NM.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
	Engage in dialogues using memorized phrases or expressions (DOK 2)	7.1.NM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
	Recognize and apply interrogative intonation to elicit responses (DOK 2) Distinguish between formal and informal address using the appropriate pronoun (DOK 2)	7.1.NM.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
	Write informative/explanatory texts including concrete details and relevant, sufficient facts appropriate to the audience (DOK 4)	WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, or technical processes.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will describe their families and home life, comparing and contrasting francophone family life with that of their own.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the information in more complex sentences and/or can aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> • use the phrase “il y a” in appropriate situations; • utilize possessive adjectives when describing elements of a household; • employ proper gendered and numerical vocabulary when describing family members and a household; • use comparative adjectives to describe items; • compare and contrast family norms of American and francophone life.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performance.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.	CEQ1: Why does grammar matter? What is effective communication?
CEU2: Language reflects cultural habits, practices, and perspectives.	CEQ2: How are culture and language interdependent?
EU1: Exploration and analysis of concepts of family broadens one's personal understanding of varied family lives.	EQ1: To what extent does culture influence family structures and norms?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NM.A.3, 4 7.1.NM.B.2, 4, 5 7.1.NM.C.1 RST.9-10.4 WHST.9-10.2 DOK 3	<p>Option 1: Students will write a skit featuring a real estate agent and buyer. The agent is trying to sell a house to an American family relocating to France. The agent will describe each room's contents and purpose, as well as inquire about the family's needs. The buyer will ask questions to clarify differences and/or similarities to their American home, as well as express preferences. Students will submit the written skit and perform (recorded or live) the role play. Visual aids must accompany the oral portion.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Il y a combien des pièces dans la maison?</i> • <i>Qui sont les membres de votre famille?</i> • <i>Qu'est-ce qu'il y a dans votre maison?</i>
LG 1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NM.A.3, 4 7.1.NM.B.2, 4, 5 7.1.NM.C.1 RST.9-10.4 WHST.9-10.2 DOK 3	<p>Option 2: Students will write and perform (live or recorded) a role-play between an American exchange student and a French host family upon his or her arrival to their new home. Family members will introduce themselves and give a guided tour of the home. The American student will ask questions about the house, and make comparisons to his or her own house. Both roles will comment on the similarities and differences.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>Il y a combien des pièces dans la maison?</i> • <i>Qui sont les membres de votre famille?</i> • <i>Qu'est-ce qu'il y a dans votre maison?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
formal and informal address <i>il y a</i>	Apply knowledge of a variety of expressions with proper intonation to describe families, houses and household items (DOK 2)	7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
irregular adjectives and proper adjective placement	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
irregular verb <i>avoir</i>	Use appropriate vocabulary to describe families and households (DOK 2)	7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
possessive adjectives	Engage in conversations about family members, households, and household items (DOK 3)	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.
vocabulary related to family members, rooms of the house, typical room furnishings	Apply knowledge of the verb <i>avoir</i> to distinguish between people and objects (DOK 2)	7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
	Apply and contrast speech used informally with family versus nonfamily members (DOK2)	7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.
	Use multimedia to express needs, preferences, and describe families and households (DOK 2)	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.
	Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	Write informative/explanatory texts including concrete details and relevant, sufficient facts appropriate to the audience (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will describe and express preferences when shopping for food and eating in restaurants, while comparing and contrasting food and eating habits in the United States versus French-speaking countries.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the information in more complex sentences and/or can aid other students who are at a lower proficiency level.
3	<p>The student can:</p> <ul style="list-style-type: none"> • use the verbs <i>aller</i>, <i>faire vouloir</i>, <i>prendre</i>, and <i>pouvoir</i> in proper contexts; • use regular <i>-re</i> verbs in proper contexts; • utilize contractions with <i>à</i> and <i>de</i>; • use the near future to talk about daily activities in regards to eating; • speak extemporaneously in simple sentences in response to direct questions; • engage in conversations using appropriate vocabulary about cuisine, food shopping, and dining; • express French preferences in cuisine, food shopping, and dining; • compare and contrast French cuisine, food shopping, and dining experiences to those in the United States.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performance.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.	CEQ1: Why does grammar matter? What is effective communication?
CEU2: Language reflects cultural habits, practices, and perspectives.	CEQ2: How are culture and language interdependent?
EU1: When eating in francophone countries, there are specific cultural norms unique to the culture.	EQ1: To what extent are French and American cuisines and eating habits similar?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG 1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NH.A.5 7.1.NH.B.2, 3, 5 7.1.NH.C.5 RST.9-10.4 WHST.9-10.2 DOK 4</p>	<p>Option 1: Student groups will design an eatery. They will create an appropriate menu according to cultural norms and francophone culinary preferences. Groups will write a script that describes the eatery and relates an American customer’s experiences and interactions with staff in the French eatery. Both the restaurant staff and customer will comment on similarities and differences between American and French customs. They will perform this role play (recorded or live). Afterwards, students will interact with the teacher who will “visit” their establishment to facilitate extemporaneous speaking.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>C’est quel genre de cuisine?</i> ● <i>Qu’est qu’il y a à la carte ?</i> ● <i>En quoi consiste un repas français ?</i> ● <i>Quels sont les repas en France ?</i>
<p>LG 1 CEU 1, 2, EU 1 CEQ 1, 2, EQ 1 7.1.NH.A.5 7.1.NH.B.2, 3, 5 7.1.NH.C.5 RST.9-10.4 WHST.9-10.2 DOK 4</p>	<p>Option 2: Students will pretend to be the owners of a French specialty food shop in the United States. Students will describe their store and products and advertise why their shop is a high quality and typical French shop. The owners will provide a written overview of their business (such as pamphlets, brochures) that describe their store and products. They will also describe similarities and differences between French and American customs. The teacher will act as an interested client and ask questions to engage in extemporaneous speaking.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>Qu’est-ce que vous avez comme spécialité?</i> ● <i>Combien coûte une gramme de / un kilo de. . . ?</i> ● <i>Quels sont les boutiques de spécialités en France?</i> ● <i>Qu’est-ce que vous allez acheter?</i>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
contractions with <i>à</i> and <i>de</i> irregular verbs such as, but not limited to, <i>prendre, aller, pouvoir, vouloir</i> and <i>faire</i> near future tense regular <i>-re</i> vocabulary related to food, restaurants, dining, and food stores	Use the near future to talk about daily activities (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics
	Engage in conversations about eating, food shopping, and dining out (DOK 3)	
	Utilize irregular verbs to order, purchase, and express preferences about food (DOK 2)	7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
	Accurately construct and contractions with “ <i>à</i> ” and “ <i>de</i> ” to denote gender and number (DOK 2)	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
	Construct “ <i>de</i> ” contractions to appropriately describe food choices (DOK 2)	
	Use verbs and vocabulary to engage in extemporaneous speaking activities set in restaurants and in stores (DOK 3)	7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
	Make observation and a draw conclusions about French and American food cultures based on personal experience and information in this unit (DOK 3)	7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	
Write informative/explanatory texts including concrete details and relevant, sufficient facts appropriate to the audience (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	

ACADEMIC FRENCH I**DURATION:****UNIT 5: LA MODE****4-5 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will express preferences and compare and contrast cultural norms in relation to clothing choices in the United States and French-speaking countries.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the information in more complex sentences and/or can aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none">● express what clothing items are worn in varied seasons and contexts in America versus francophone countries;● use regular <i>-ir</i> verbs in proper contexts;● use the colors to describe clothing with proper agreement (feminine/masculine);● describe the shopping habits of French people, and compare/contrast with American habits;● compare and contrast similarities and differences between American and European clothing sizes/measurements;● use comparative adjectives to compare items of clothing;● use the verbs <i>croire</i>, <i>voir</i>, and <i>mettre</i> in complete sentences with proper agreement in writing and speaking;● speak and write in complete sentences;● speak extemporaneously in simple sentences in response to direct questions.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performance.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.	CEQ1: Why does grammar matter? What is effective communication?
CEU2: Language reflects cultural habits, practices, and perspectives.	CEQ2: How are culture and language interdependent?
EU1: Fashion plays an important role in francophone culture.	EQ1: How does fashion help define francophone culture?
EU2: Fashion is representative of an ongoing international popular cultural exchange.	EQ2: To what extent does French fashion influence fashion culture around the world?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG 1 CEU 1, 2, EU 1, 2 CEQ 1, 2, EQ 1, 2 7.1.NH.A. 5 7.1.NH.B.2, 4 7.1.NH.C.2, 5 RST.9-10.4 WHST.9-10.2 DOK 4</p>	<p>Option 1: In groups, students will create and present a specific French designer fashion line as if it were during Paris' fashion week. In this fashion presentation, the students must select outfits based on the designer's style for each group member (<i>students will present outfits virtually; students are not expected to purchase outfits</i>); write a detailed description of each outfit, including relevant possessive and descriptive adjectives; include any relevant visual aids for a realistic presentation. Students will then compose a written reflection including their opinion of the clothes, differences and similarities to American fashion, and where these clothing options would be appropriate attire. The audience will then ask open-ended questions to the presenting group, who must answer extemporaneously.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>Qu'est-ce on met pour aller... (à la plage, à l'école, au bal, etc.)?</i> ● <i>Les vêtements sont pour quelle saison?</i> ● <i>Pourquoi on met ces vêtements?</i> ● <i>Comment trouvez-vous les vêtements?</i>
<p>LG 1 CEU 1, 2, EU 1, 2 CEQ 1, 2, EQ 1, 2 7.1.NH.A. 5 7.1.NH.B.2, 4 7.1.NH.C.2, 5 RST.9-10.4 WHST.9-10.2 DOK 4</p>	<p>Option 2: In groups, students will write and perform (live or recorded) in a role-play about a shopping for a trip to a francophone destination of their choice. They will choose seasonally- and culturally-appropriate clothing for their trip, presenting a virtual or physical suitcase of clothes. Then, they will display (virtually or physically) the newly-purchased French clothing, describing them in detail, comparing and contrasting them with American fashion and norms. A copy of the written dialogue along with the description of the clothing will be submitted prior to the presentation of the dialogue. The audience will then ask open-ended questions to the presenting group, who must answer extemporaneously.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> ● <i>Les vêtements sont pour quelle saison?</i> ● <i>Pourquoi on met ces vêtements?</i> ● <i>Comment trouvez-vous les vêtements?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
comparison adjectives	Determine opinions, habits, and preferences through interpersonal questioning (DOK 3)	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
French designers	Engage in dialogues about similarities and differences between French and American shopping styles, sizing, and fashion trends (DOK 3)	7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
interrogatives		
irregular verbs <i>mettre, voir, croire</i>	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
possessive adjectives	Interpret conversations about clothing, shopping, and fashion (DOK 2)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
pricing and sizing for various country	Give directions, commands, and requests pertaining to clothing, fashion, and shopping (DOK 2)	7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
regular <i>-ir</i> verbs	Make observations and draw conclusions about French and American fashion norms based on personal experience and information in this unit (DOK 3)	7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.
style trends		
vocabulary related to clothing, colors	Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	Write informative/explanatory texts including concrete details and relevant, sufficient facts appropriate to the audience (DOK 4)	WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

UNIT OVERVIEW**UNIT LEARNING GOALS**

Students will describe American and francophone daily activities, pastimes, and hobbies, while comparing and contrasting preferences for activities in both cultures.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the information in more complex sentences and/or can aid other students who are at a lower proficiency level.
3	The student can: <ul style="list-style-type: none"> • express cultural differences between francophone and American activities, pastimes, and hobbies; • use the past tense regular verbs accurately in writing and speaking; • speak extemporaneously in simple sentences in response to direct questions. • use the vocabulary of activities that are typically French.
2	The student sometimes needs assistance from the teacher, makes minor mistakes and/or can do the majority of score 3 performance.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: Effective communication requires a basic understanding of fundamental linguistic structures.	CEQ1: Why does grammar matter? What is effective communication?
CEU2: Language reflects cultural habits, practices, and perspectives.	CEQ2: How are culture and language interdependent?
EU1: Leisure activities such as sports, hobbies and travel can form connections with other cultures.	EQ1: What brings people of different cultures together?
EU2: Cultural norms vary when engaging and choosing leisure activities.	EQ2: To what extent do cultural norms influence leisure activities preferences?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1 CEU1, 2, EU 1, 2 CEQ1, 2, EQ 1, 2 7.1.NH.A.1, 2 7.1.NH.B.4 7.1.NH.C.2 RST.9-10.4 WHST.9-10.2 DOK 3	<p>Option 1: Students will create and perform a skit (live or recorded) in which they visit a French cousin. Before returning home, the American and their French cousin describe what they did during the visit. Each skit should include them trying a typical French pastime. Students will submit a written copy of their script as well. The teacher will then provide for follow-up questions for extemporaneous speaking.</p> <p>Questions:</p> <ul style="list-style-type: none"> • <i>Quels sont des activités que vous avez aimé mieux faire?</i> • <i>Quels activités vous avez choisi typiquement français?</i> • <i>Qu'est-ce que vous avez essayé de faire?</i>
LG 1 CEU1, 2, EU 1, 2 CEQ1, 2, EQ 1, 2 7.1.NH.A.1, 2 7.1.NH.B.4 7.1.NH.C.2 RST.9-10.4 WHST.9-10.2 DOK 3	<p>Option 2: Students will create and perform a skit (live or recorded) between a French and an American discussing their hobbies and pastimes in the past tense. They will show similarities, differences, and the cultural context of their activities. The skit should include cross cultural misunderstandings that would occur when someone from each culture would authentically interact. Students will submit a written copy of their script. The teacher will then provide for follow-up questions for extemporaneous speaking.</p> <p>Questions:</p> <ul style="list-style-type: none"> • <i>Quels sont des activités que vous aimez mieux faire?</i> • <i>Quels activités vous avez choisi typiquement français?</i> • <i>Qu'est-ce que vous avez essayé de faire?</i>

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p><i>aimer mieux</i></p> <p>interrogative adjectives</p> <p>past tense (regular verbs only)</p> <p>vocabulary related to typical francophone activities, sports, hobbies</p>	Recognize and interpret past tense and specific, relevant vocabulary about hobbies and pastimes (DOK 1)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
	Engage in conversations relevant to leisure activities (DOK 2)	7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
	Determine preferences regarding activities, sports, hobbies through interpersonal questioning (DOK 3)	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
	Engage in dialogues about similarities and differences between French and American leisure-time activities (DOK 3)	7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
	Read authentic articles and/or view video clips to reinforce appropriate use of contextualized vocabulary in authentic situations (DOK 2)	RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.