

Module Title: DA1-Unit 1A – Greeting Conversations and Customs

Subject: French I	Grade: 9-12	Timeline: Level 1, Month 1
-------------------	-------------	----------------------------

Module Overview:

In this module we will learn how to have a basic introductory conversation in French with someone in both informal and formal registers. We will master the pronunciation, spelling, usage, French cultural gesturing, and ordered conversation that goes into correct participation in these conversations.

Module Objectives:

1. The students will be able to (TSWBAT) have rehearsed French conversations in novice-level French, in front of a class or with a partner.
2. TSWBAT to create and speak conversations that will show budding mastery in French pronunciation, appropriate cultural non-verbal communication, and an understanding of how to ask and answer questions in French.
3. The students will be able to show in presentations, journals, and class discussion that they understand the similarities and differences between French and American customs in greetings conversations vis a vis body language and formal vs. informal register usage.

Thematic Focus:

1. The French customs of greeting friends, stranger, and professional acquaintances have very strict rules for politeness. These customs are somewhat different from American customs, but they are important to know in order to make a good first impression on someone in France.
2. The French way of speaking is unique, and a word will not sound the same in French as you think it might when you read it off a page. We must begin to form French instincts and learn how French is pronounced phonetically.
3. French is essentially a communication-based class. Students need to be communicating aloud, right away, and they need to build confidence in communicating in French correctly with one partner and in group settings.

Essential Questions:

1. What are appropriate ways to converse with someone you've just met in France? With a new French friend? With their French friends?
2. How does French body language and sense of respect differ from American cultural ways? How are they similar?
3. What is your culture at home – are you a formal or informal family? A family that places a high or a low priority on politeness?
4. How does reading a French word aloud differ from reading an English word aloud? How do I need to change my instincts on how letters and letter-groups sound? How do the French blend their sounds from word to word in a sentence or question?
5. What are the basic questions and answers in French, both formal and informal, for sharing name, age, emotional status, and hello and goodbye?
6. How are French first and last names written and pronounced, and how do they compare with American versions of the same names?

Instructional Focus of Module: Ongoing Standards Used in this Unit

(ACTFL National Standards; no PA World Language Standards have been codified to date)

Communication		Cultures		Grammar Eligible Content	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of French-speaking cultures.	"Tu" vs. "vous" questions and answers in greeting conversations. An understanding of how higher and lower register questions look, are formed, and are spoken.	
1.2	Students understand and interpret spoken and written French on a variety of topics.	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the French culture.		
1.3	Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics				
Connections		Comparisons		Communities	
Students acquire information and recognize the distinctive viewpoints that are only available through the French language and the culture of France.		4.1	Students demonstrate understanding of the nature of language through comparisons between French and English.	5.1	Students use French both within and beyond the school setting.
		4.2	Students demonstrate understanding of the concept of culture through comparisons between French cultures and their own.	5.2	Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Text Set:

<p>Anchor Text: D'accord 1, Unit 1A Activities:</p>	<p>Reading Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none">- Decoding a written conversation on the board in several ways.- Cut-up conversation activity to put correct-register conversations in order.
<p>Text: Practice Conversation Quiz Worksheet Activities: Use this several times in the unit to drill greeting vocabulary.</p>	<p>Writing and Speaking Prompts & Assessments:</p> <p>Formative: Students will write and speak several conversations in different registers throughout the unit, each conversation increasing in complexity.</p> <p>Summative: Students will translate an introductory conversation verbatim from English to French on a quiz.</p>
<p>Text: Conversation Vocabulary Split list Activities: Use as spelling and study guide for greeting vocabulary.</p>	<p>Grammar Assessments:</p> <p>Formative: As part of practice for the final quiz, students will take a summative quiz on conversational vocabulary and grammar rules that drive correct answers, and they will check and understand their mistakes prior to the test.</p>
<p>Text: Personages Secrets worksheet Activities: Students will write an interview between a famous person and an interviewer and present it to the class, giving hints in vocabulary and intonation and presentation as to who the celebrity is – other students will listen and guess the famous person correctly.</p>	
<p></p>	
<p></p>	
<p></p>	
<p>Writing Instruction: FCAs: Spelling of all the simple and complex introductory phrases. Activities: Students will copy vocabulary from the book / blackboard, and then spell it correctly in several formative and summative assessments throughout the unit.</p>	
<p>Grammar Instruction: FCAs: Tu vs. Vous Activities: - Class discussion about formal and informal register in our everyday professional, family, and friend interactions. - Emphasis in several lessons on the difference in register used in conversations between a mix of people requiring mixed registers.</p>	

Module Title: En Classe (People and things in the Classroom) D'Accord 1 – Leçon 1B

Subject: French I	Grade: 9-12	Timeline: Level 1, 2-3 weeks
-------------------	-------------	------------------------------

Module Overview:		
In this module we will learn how to describe people and objects in a French classroom; compare and contrast French and English cognate adjectives and their spelling and usage; and master the verb "etre"		
Module Objectives:		
<ol style="list-style-type: none"> 4. The students will be able to (TSWBAT) have identify, describe, read, spell, hear, and write words for items and people in the classroom. 5. TSWBAT to describe people and objects in their everyday world with simple French cognate adjectives and the verb etre. 6. The students will be able to show in presentations, journals, and class discussion that they understand the similarities and differences between French and English adjectives, nouns, and irregular verbs such as "etre" 		
Thematic Focus:		
<ol style="list-style-type: none"> 4. The French words for people and items in a classroom are sometimes English cognates and sometimes original French words. Sometimes, the cognates originate in French, sometimes in English. 5. The French way of describing a noun is different syntactically and grammatically. French adjectives are gendered, and come after the noun, rather than before the noun as they do in English. 6. French and English both have irregular verbs, which don't follow a pattern and have to be memorized. 		
Essential Questions:		
<ol style="list-style-type: none"> 7. How are French cognates similar to their English counterparts? How are they different? 8. How does my knowledge of English help my knowledge of French, and vice versa? What do I need to watch out for that may confuse me? 9. What is an irregular verb in English? In French? How do I memorize them and use them? 10. How are French adjectives spelled and where are they placed in relation to French nouns? 11. Which words for items and people in the classroom are similar in French and English? Different? How can I guess what a word in French might mean using my English knowledge? 12. What am I learning about French phonics in this lesson? 		

Instructional Focus of Module:

	<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.4	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions and items and people they encounter in	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French-speaking cultures when reading an article on the	- the verb etre French/English cognate adjectives False cognates

<p>1.5 their daily life at school. Students understand and interpret spoken and written French in regard to the regular classroom vocabulary and people they know in their lives.</p> <p>1.6 Students present information, concepts, and ideas in French to an audience of listeners or readers regarding descriptions and opinions about people and objects in a classroom.</p>	<p>2.2 different factors that make a typical French person.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the French culture.</p>	<p>- correct adjective placement after the noun</p>
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
<p>3.1 Students acquire information and recognize the distinctive viewpoints that are only available through the French language when it comes to non-cognate classroom vocabulary.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between French cultures and their own when considering what makes up a typical French person.</p>	<p>5.2 Students demonstrate becoming lifelong French learners and users by learning to describe and express opinions about people and objects in their everyday world.</p>

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 1B pp. 16-17 Contextes</p> <p>Activities:</p> <ul style="list-style-type: none"> - speak online vocab link expression, do pp. 17-18 exercises after vocabulary practice. - Students copy the vocab from pp. 16-17, translating from picture rather than English for definitions for some - WS for 1B contextes from Workbook / Online 3 days 	<p>Reading Assessments:</p> <p>Lecture – Le francais typique</p> <p>Unit 1B Test</p> <hr/> <p>Writing Prompts & Assessments:</p> <p>Class worksheets and Book assignments</p> <p>Description day</p> <p>Whiteboard Day</p> <p>Unit 1B Test</p> <hr/> <p>Grammar Assessments:</p>
<p>Text: Backpack project template and supply list</p> <p>Activities:</p> <ul style="list-style-type: none"> - Students color/cut/label backpack and supplies 	

<p>- Students use the backpack in several games of "Va a la peche" and vocabulary drill 2 days</p>	<p>Class worksheets and Book assignments</p> <p>Description day</p> <p>Whiteboard Day</p> <p>Unit 1B Test</p>
<p>Text: Roman-Photo pp. 20-21 / on VHL DVD or website for Unite 1B "Les Copains" Activities: Multiple views watching/WS comp. 1 day</p>	
<p>Text: DA1-2B pp. 22-23 – Lecture, "Qu'est-ce qu'un francais typique?" Activities: - Cultural Web: Journal on what makes a typical American (origin/traditions/values) - read article and fill in web for French culture - compare and expand web with a partner - p.22 ex. 1, class discussion on immigration, 1 day</p>	
<p>Text: DA1-1B.1 Structures, « The Verb « etre » » Activities: - Class notes on pp. 24 subject pronouns - VHL tutorial on subject pronouns - class notes on « etre » - VHL tutorial on « etre " - pp. 24-25 ex. 1, 2, 3, 5, and Essayez - Workbook and online worksheets 2-3 days</p>	
<p>Text: DA1-1B.2 Structures, Adjective Agreement Activities: - Class notes on pp. 26-27 - VHL tutorial on adjective agreement - pp. 26-27 ex. 1, 2, 3, 5, and Essayez - Workbook and online worksheets 2-3 days</p>	
<p>Text: White Board day – Descriptions Activities: Spend a day writing sentences describing different people, practicing etre, adjective placement and spelling agreement with gender/number. 1 day</p>	
<p>Text: DA1-1B Test Activities: - Review for test with 1B test review sheet and class practice - Take DA1-1B Test 2 days</p>	

Writing and Grammar Instruction:

FCAs: write description sentences that include subject, verb, and correct adjective placement

Activities: all

Ongoing Standards Addressed in This Unit:Communication

- 1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.8 Students understand and interpret spoken and written French on a variety of topics.
- 1.9 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Au Lycee – French class subjects; ER regular verbs; French negation and interrogatives and question formation (Unite 2A)

Subject: French I	Grade: 9-12	Timeline: 4 Weeks (3 Weeks instructions interspersed with 2 small quizzes and a test and review days)
-------------------	-------------	---

Module Overview:
We will be learning about the similarities and differences between the French and American high school student’s school subjects, and we will learn vocabulary to describe opinions about these subjects. We will be learning the conjugate regular –ER verbs and use them in sentences regarding school and everyday life.
Module Objectives:
<ol style="list-style-type: none"> 1. TSWBAT correctly know, speak, write, and recognize the vocabulary for French words for school subjects. 2. TSWBAT compare and contrast French and American words for school subjects and regular verbs, their meaning and conjugation rules. 3. TSWBAT write, speak, express opinions about, and comprehend another students’ school schedule in writing and outloud.
Thematic Focus:
The students will learn the intricate similarities and differences about a French and American high school system, subjects offered, and the natural of regular verbs in each language. The students will learn how to right solid opinion statements regarding school and other topics, and they will be able to write complete, correctly formed sentences employing regular –ER verbs.
Essential Questions:
<ol style="list-style-type: none"> 1. How do French and English words for class subjects compare in English and French? Which words are cognates of English words, and which endings connote French feminine versus masculine forms in those cognates? Do they require labs? Can a student choose what they study? 2. How do you form a question in French? What are the key French equivalent to the “5 Ws” question words? 3. How do you make a statement negative in French? 4. How do you make proper French liaisons in pronunciation? 5. How is the French school system similar to and different from the American school system? A French high school from an American high school? 6. What is a regular verb? 7. What are some “ER” verbs in the French language, and how does their meaning and formation compare and contrast with English regular verbs? How can we pair these words with school subject, material, and other vocabulary we have learned?

Instructional Focus of Module:

<i>Communication 1.1-3</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.10 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange	2.1 Students demonstrate an understanding of the relationship between French school schedule and the way the French	<ul style="list-style-type: none"> - Negative statement construction - French regular ER Verbs

<p>1.11 opinions about their class schedules throughout the unit. Students form conjugated ER verb sentences aloud and in several written exercises. Students understand and interpret spoken and written French regarding their and other students' school schedules.</p> <p>1.12 Students present their schedules in French to their classmates.</p>	<p>2.2 value education. Students demonstrate an understanding of the relationship between the French school and official schedules and times with French historical movements and the geographical and physical placement of France within the world.</p>	<p>- French interrogatives - Leveled French question structure, from informal to informal, and practice answering questions.</p>
Connections	Comparisons	Communities
<p>3.1 Students reinforce and further their knowledge of English grammar with an in-depth look at meaning and formation and translation of sentences using French regular ER verbs and their English equivalents.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures, via the French calendar and schooling traditions, such as the French lycée structure.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, and abbreviating time, as well as the temporal meaning of "avoir" as "to be"</p> <p>4.2 Students demonstrate understanding of the French school culture by comparing it with American school culture.</p>	<p>5.1 Students use French both within and beyond the school setting by applying their knowledge of French schedules to their own lives.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment as they express opinions throughout the unit about the French school system, the American school system, and the expression of time and differing value for education throughout the world.</p>

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 2A pp. 38-39 Contextes</p> <p>Activities: - speak online vocab link expression, do pp. 39-40 ex. 1-5 after basic class practice 2 days</p> <p>Text: DA1-2B Contextes Student Vocab Sheet, corresponding curriculum worksheets online and workbook.</p> <p>Activities: Students copy the vocab from pp. 38-39, translating from picture rather than English for definitions for some complete</p>	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Lycee reading passage</p> <p>Summative:</p> <p>- DA1-2A.1 ER verb pre- and post- quiz for SLO</p> <p>- DA1 – 2A Unit Test</p>
---	---

<p>curriculum worksheet as a class or for homework. Two to three days.</p>	
<p>Text: Roman-Photo pp. 42-43 / on VHL DVD or website for Unite 2A "Trop de devoirs" Activities: Multiple views watching/WS comp. One day</p>	<p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-2A.1 ER verb pre- and post- quiz for SLO - DA1 – 2A Unit Test
<p>Text: DA1-2A pp. 44-45 – Lecture. "Au lycee" Activities: - Student pre-read / Teacher read / Independent read - Write down 5 things you learned about the French lycee - p.44 ex. 1 Repondez, after multiple views and class discussion - fix falses (in notebook) One day</p>	
<p>Text: DA1-2A.1 "Present tense of –ER verbs" pp. 46-47 Activities: - copy ER verb list into notebook, in two-column flip list - Learn charades for verbs - Play verb memory game from curriculum - Take ER verbs Pre-Quiz for SLO - Copy ER verb chart off board - Sing –ER verb song for practice - watch tutorial on ER verbs and their translation - Give a lecture on the aspects of French versus English ER verb formation and meaning and translation – use Promethean and notebooks. - do WS, teacher-generated and curriculum generated, to practice the vocabulary. - Do a sentence forming dice day, make complete sentences about what students are doing in school and what classes they have. Instructions on board, turn in feedback sheets end of day. 5-7 Days</p>	<p>Grammar Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-2A.1 ER verb pre- and post- quiz for SLO - DA1 – 2A Unit Test
<p>Text: DA1-2A.1 "Present tense of ER verbs" DA1-2B.1 Post-Quiz for SLO Activities: Review for and then administer quiz on forms of ER verbs 2 days</p>	
<p>Text: DA1-2A.2, pp 48-49 "Forming Questions</p>	

<p>and Expressing Negation”</p> <ul style="list-style-type: none"> - Model the three different registers of a “yes” and “no” question – restatement with question mark; inversion (with “t” if necessary); and Est-ce que introducers. - Have a KWL based lecture on English and French interrogatives - Teach French interrogatives and how they connect with written statements. Compare and contrast French and English ways of doing it. -Teach negative expressions; ne... pas - Watch VHL tutorial on this section - Do p. 48-49 ex. 1, 2, 5, Essayez - Do WS for practice on interrogatives, worksheet and online resources. <p>Activities: 3-4 Days</p>	
<p>Text: Test: DA1-2A</p> <p>Activities: Prepare for and then administer Unit Exam on chapter 2A. One day minimum for review that is based on quiz exercises. Optional Jeopardy game. 2-3 days</p>	
<p>Writing Instruction: FCAs: Correct spelling and ordering ER Verb conjugation sentences, negative statements, and interrogatives. Activities: All activities</p>	
<p>Grammar Instruction: FCAs: see writing. Activities: All activities</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p>	
1.13	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.14	Students understand and interpret spoken and written French on a variety of topics.
1.15	Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics
<p><u>Cultures</u></p>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Days, Dates, Time, and Schedules in a French High School (Unite 2B)

Subject: French I	Grade: 9-12	Timeline: 4 Weeks (3 Weeks instructions interspersed with 2 small quizzes and a test and review days)
-------------------	-------------	---

Module Overview:

We will be learning about the similarities and differences between the French and American high school student's school schedules, and we will learn vocabulary to describe these schedules in detail using expressions for time, units of time (days), and verbs regarding school. We will also be learning about how to use the verb avoir when talking about school.

Module Objectives:

4. TSWBAT correctly know, speak, write, and order the days of the week and the months of the year in French.
5. TSWBAT compare and contrast French and American high school schedules, with reference to historical and cultural norms.
6. TSWBAT compare and contrast the permanent and temporal natures of the verb "avoir", as well as conjugate and it and its related phrases correctly to 80% accuracy on a quiz.
7. TSWBAT write, speak, express opinions about, and comprehend another students' school schedule in writing and outloud.

Thematic Focus:

The students will learn the intricate similarities and differences about a French and American high school students' school day, week, year, and journey. The students will learn how to tell and express time in French, how to say the days and months, and how to express and differentiate between the temporal and permanent natures of the verb "avoir"

Essential Questions:

8. How does a French "lycee" student's schedule differ from that of an American? Are the classes longer or shorter? Easier or harder? Specialized or generalized? Scheduled five times a week or less than that? Do they require labs? Can a student choose what they study? How long are they in school on a given day? In a given week? In a given school year?
9. What are the names of the French days of the week? Why does the French calendar week start on a Monday?
10. What are the French words for the different parts of a day? For month and year? For slang regarding time?
11. How is the way the French speak, spell, and abbreviate time similar to and different from the American way?
12. What are some "ER" verbs that have to do with school in particular (demander, echouer, ecoutter, enseigner, expliquer, trouver). How can we pair these words with school subject, material, and other vocabulary we have learned?
13. What does a monthly calendar look like in French?
14. What are some French words having to do with order and sequence? (dernier, premier, prochain, aujourd'hui, hier)
15. When do I and don't I use "le" in front of the day of week?
16. Are all proper nouns upper-cased in French?
17. What are the months of the year?
18. Why are the words "an" and "annee" different? When else might that happen in French?
19. What is the "bac" and why is it important in the life of a French high school student?
20. What does the verb "avoir" mean and how can I apply it to school schedules.
21. How does the verb "avoir" become "to be" and when does that happen?

Instructional Focus of Module:

<i>Communication 1.1-3</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.16	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions about their class schedules throughout the unit.	2.1	Students demonstrate an understanding of the relationship between French school schedule and the way the French value education.
1.17	Students understand and interpret spoken and written French regarding their and other students' school schedules.	2.2	Students demonstrate an understanding of the relationship between the French school and official schedules and times with French historical movements and the geographical and physical placement of France within the world.
1.18	Students present their schedules in French to their classmates.		
			<ul style="list-style-type: none"> - Telling Time - The verb "avoir" and its related phrases of temporal states of being. - linking new and old French vocabulary to the discussion of a school schedule in correctly formed sentences. - the difference between "an" and "annee" - sequence words premier, dernier, and prochain - days of the week, months of the year, and the French calendar - capitalized and uncapitalized proper nouns.
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>
3.1	Students reinforce and further their knowledge of math (telling time), history, and different cultures' value placed on education through the study of French school schedules.	4.1	Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, and abbreviating time, as well as the temporal meaning of "avoir" as "to be"
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures, via the French calendar and schooling traditions, such as the "bac"	4.2	Students demonstrate understanding of the French school culture by comparing it with American school culture.
			<ul style="list-style-type: none"> 5.1 Students use French both within and beyond the school setting by applying their knowledge of French schedules to their own lives. 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment as they express opinions throughout the unit about the French school system, the American school system, and the expression of time and differing value for education throughout the world.

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 2B pp. 52-53 Contextes</p> <p>Activities:</p>	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class</p>
--	---

<p>- speak online vocab link expression, do pp. 53 ex. 2-3 after basic class practice,</p>	<p>practice, journal entries, and homework.</p>
<p>Text: DA1-2B Contextes Student Vocab Sheet Activities: Students copy the vocab from pp. 52-53, translating from picture rather than English for definitions for some complete curriculum worksheet as a class or for homework. Two to three days.</p>	<p>Lecture passage Bac reading passage Summative: - DA1-2B.1 avoir quiz - DA1 -2B.2 telling time quiz - DA1 – 2B Unit Test</p>
<p>Text: Roman-Photo pp. 56-57 / on VHL DVD or website for Unite 2B “On trouve une solution” Activities: Multiple views watching/WS comp. One day</p>	
<p>Text: DA1-2B pp. 68-69 – Lecture. Activities: p.69 Repondez, after multiple views and class discussion One day</p>	
<p>Text: DA1 “Le bac” reading pp. 58-59 Activities: - Student pre-read / Teacher read / Independent read - TPR - Write down 5 things you learned about the bac Do p. 58 ex 1, fix falses (in notebook) If time skim p. 59 addl readings One day</p>	<p>Writing Prompts & Assessments: Formative: All worksheets, in class practice, journal entries, and homework. Summative: - DA1-2B.1 avoir quiz - DA1 -2B.2 telling time quiz - DA1 – 2B Unit Test</p>
<p>Text: DA1-2B.1 “Present tense of avoir” pp. 60-61 Activities: Copy avoir chart / chart of avoir verbs Do avoir rap Do p. 60 ex. 2-3 for comprehension 3 days</p>	<p>Grammar Assessments: Formative: All worksheets, in class practice, journal entries, and homework. Summative: - DA1-2B.1 avoir quiz - DA1 -2B.2 telling time quiz - DA1 –Unite 2B Test (Formed from DA1 Support Materials)</p>
<p>Text: DA1-2B.1 “Present tense of avoir” DA1-2B.1 QUIZ Activities: Review for and then administer quiz on forms of avoir and how they are used in figurative expressions. 2 days</p>	
<p>Text: DA1-2B.1 “Education related ER Verbs slips” (using pp. 52-53) – combine with avoir Activities: Do a sentence forming dice day, make complete sentences about what students are doing in school and what classes they have.</p>	

Instructions on board, turn in feedback sheets
end of day.

1 day.

Text: DA1-2B.2 "Telling Time"

Activities:

Students draw a clock in their journal from
blackboard with examples of formal and
informal time, do note examples of written
and digital time expressions.

Do p. 62 ex. 1-3, p. 63 Essayez

Use Judy clocks to tell / report time

Use multiple time worksheets to master
increasing levels of difficulty in formal and
informal expression

2-3 days

Text: DA1-2B.2 Telling Time QUIZ

Activities: Review for and then administer
curriculum generated quiz on time that
includes formal and informal expressions

2 days

Text: Student schedule page worksheet

Activities: student plans out their schedule in
French on that page, getting extra words from
Mme Russell and using time skills.

Students c/c their schedules.

1-2 days (student share out piece)

Text: Test: DA1-2B

Activities:

Prepare for and then administer Unit Exam on
chapter 2B. One day minimum for review that
is based on quiz exercises. Optional Jeopardy
game.

2-3 days

Writing Instruction:

FCAs: Correct spelling and ordering of days of
week and months of year, correct spelling and
conjugation of avoir and its phrases, correct
written long and short form time expressions,
correct period of time and sequence word
and ER Verb conjugation.

Activities: All activities

Grammar Instruction:

FCAs: see writing.

Activities: All activities

Ongoing Standards Addressed in This Unit:

Communication

- 1.19 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.20 Students understand and interpret spoken and written French on a variety of topics.
- 1.21 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Describing the French and American Family (DA1-Unit 3A, 3B contextes adjectives)

Subject: French I	Grade: 9-12	Timeline: 4-5 Weeks (3.5 Weeks instructions interspersed with 2 small quizzes and a test and review days and a unit project)
-------------------	-------------	--

Module Overview:

We will be learning about the similarities and differences between the French and American vocabulary words for family members, about the French government's role in French family life and its socialism markers, and we will be learning to write, read, speak, and listen to descriptions of both familiar and famous people using regular, irregular, and possessive adjectives.

Module Objectives:

8. TSWBAT correctly know, speak, write, hear and understand the vocabulary words regarding family and descriptions.
9. TSWBAT compare and contrast French and American family vocabulary words, descriptive adjectives, possessive adjectives and distinguish between true and false cognates.
10. TSWBAT compare and contrast the American and French governments' ways of getting involved in the lives of families, in terms of supporting family growth, family leave, and procreation.
11. TSWBAT apply this knowledge in an extensive project about their own families, causing their learning to intersect with real life and their memory of this material to cement long-term.

Thematic Focus:

The students will learn the intricate similarities and differences between French and English family and descriptive vocabulary, as well as between the French and American systems of government.

Essential Questions:

22. How and why are French family nouns and descriptive adjectives similar to English/American ones. How and why are they different?
23. Is the typical French family similar or different from an American family.
24. What are the French words for the different parts of a day? For month and year? For slang regarding time?
25. When does one use "avoir" in a description phrase? When does one use "etre"?
26. How are French possessive adjectives more like articles than in English?
27. How does the French government support procreation and the structure of the family?
28. What is the difference between family and maternity benefits in France and America?
29. What is the difference between the French socialist republic and the American democratic republic system of government?
30. How do I read a family tree? How do I create one? How are people related by blood or by marriage?

Instructional Focus of Module:

<i>Communication 1.1-3</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.22 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange	2.1 Students demonstrate an understanding of the relationship between French government and its families.	- Telling Time - The verb "avoir" and its related phrases of temporal states of being.

<p>opinions about their family members and friends and famous people.</p> <p>1.23 Students understand and interpret spoken and written French regarding their and other students' families and friends.</p> <p>1.24 Students present their family trees to their classmates.</p>	<p>2.2 Students demonstrate an understanding of the relationship between the French value for families and their population concerns.</p>	<ul style="list-style-type: none"> - linking new and old French vocabulary to the discussion of a school schedule in correctly formed sentences. - the difference between "an" and "annee" - sequence words premier, dernier, and prochain - days of the week, months of the year, and the French calendar - capitalized and uncapitalized proper nouns.
<p>Connections</p>	<p>Comparisons</p>	<p>Communities</p>
<p>3.1 Students reinforce and further their knowledge of English descriptive adjectives by learning French cognate descriptive adjectives. Students will also reinforce their knowledge about French gendered nouns by expanding their understanding of adjectives, especially possessive.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures, via the French way of describing family members, using avoir vs. etre in descriptions, and by analyzing the differences between the French and American systems of government.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, and listening to descriptions of people and family members.</p> <p>4.2 Students demonstrate understanding of the French family culture by comparing it with that of the American family.</p>	<p>5.1 Students use French both within and beyond the school setting by applying their knowledge to a factual or fictional family tree project.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment as they express opinions about the people in their lives and family, and develop the habit of sharing French lessons with classmates and family members outside of the classroom.</p>

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 3A pp. 74-75 Contextes Activities: 1. speak online vocab link expression, do pp. 75 ex. 1-3 after basic class practice 2. DA1-2B Contextes Student Vocab Sheet 3. DA1-3A Contextes worksheets from online and the workbook. 4. p. 76 ex. 5 family tree discussion and questions as a class. 5. p. 76 ex. 6 Interview written as a class and then with a partner. 3-5 Days.</p>	<p>Reading and listening Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Lecture passage</p> <p>Listening to others' family tree projects</p> <p>Summative:</p> <ul style="list-style-type: none">- DA1-3A.1-2 Descriptive and Possessive adjectives quiz- DA1 – 3A Test
<p>Text: Roman-Photo pp. 78-79 / on VHL DVD or website for Unite 2B "L'album des photos" Activities: - Multiple views watching - RP worksheet comprehension all exercises - Optional: p. 78 ex. 1, p. 79 ex. 2 - Take notes on Expressions utiles One day</p>	<p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework, and family tree project.</p> <p>Summative:</p> <ul style="list-style-type: none">- DA1-3A.1-2 Descriptive and Possessive adjectives quiz- DA1 – 3A Test
<p>Text: DA1-3A pp. 80-81 – Lecture, "La famille en France" Activities: - Pre-reading: Questions on board regarding American and Government: (form of government / family subsidies / personal family structure) - read – Jigsaw by paragraph - Class discussion, direct instruction about family subsidies and French vs. American government's role in families. - Optional: article about government involvement in families around the world. 1-2 days</p>	<p>Grammar Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework, family tree project.</p> <ul style="list-style-type: none">- DA1-3A.1-2 Descriptive and Possessive adjectives quiz- DA1 – 3A Test
<p>Text: DA1-3A.1 "Descriptive adjectives" pp. 82 Activities: - Copy vocabulary from p. 82 into two-column vocabulary sheet. - Review pp. 26-27 adjectives, - Describe 3 family members/friends/TPRS - VHL supersite tutorial for reinforcement - BANGS adjectives lecture / worksheet - Curriculum worksheets 3 days</p>	

Text: DA1-2B.1 "Descriptive Adjectives" DA1-2B.1 QUIZ

Activities:

- Review for quiz as a class
- Take quiz

2 days

Text: DA1-3A.2 – pp. 84-85 "Possessive Adjectives"

Activities:

- Copy vocabulary from p. 84 into two-column vocabulary sheet.
- Review articles, add this to the chart.
- p. 84 ex. 1
- Teach possession with "de"
- p. 84 ex. 2
- VHL supersite tutorial for reinforcement
- Curriculum worksheets
- p. 85 ex. 3 for mastery

3 days

Text: DA1-3A.2 Possessive and Descriptive Adjective Quiz

Activities: Review for and then administer curriculum generated quiz on time that includes formal and informal expressions

2 days

Text: Family Tree Project Sheet

Activities:

- Model and draft family trees
- Fill out adjective sheet with all p. 26 and 3A adjectives as well as p. 88 contextes adjectives.
- Write descriptions in class / edit
- finalize projects for homework
- present / take notes on presentations

3-4 days (student share out piece)

Text: Test: DA1-2B

Activities:

Prepare for and then administer Unit Exam on chapter 3A. One day minimum for review that is based on quiz exercises. Optional Jeopardy game.

2-3 days

Writing and Grammar Instruction:

FCAs: Correct spelling and usage of adjectives with gendered nouns.

--	--

Ongoing Standards Addressed in This Unit:

Communication

- 1.25 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.26 Students understand and interpret spoken and written French on a variety of topics.
- 1.27 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Numbers 61-100 and Money (Unite 3B.1)

Subject: French I	Grade: 9-12	Timeline: 1 Week
-------------------	-------------	------------------

Module Overview:
We will be learning about the similarities and differences between the French and English words for numbers 0-100 (with a focus on how to build numbers 60-100), and we will be comparing and contrasting the French and American currency and its expression in writing and cash.
Module Objectives:
<p>12. TSWBAT correctly know, speak, write, hear and understand the French numbers 0-100 and be able to hear them in time and money expressions</p> <p>13. TSWBAT compare and contrast French and American currency systems and become comfortable with the concept of and calculations involving the exchange rate.</p> <p>14. TSWBAT apply this knowledge several hands-on, worksheet, and other exercises regarding money and time.</p>
Thematic Focus:
The students will learn the intricate similarities and differences about a French and English words numbers 60-100 and they will become familiar with the abbreviations, expressions, and value of a dollar versus a euro. The students will also consider other currency in French speaking places around the world.
Essential Questions:
<p>31. How and why are French words for numbers 60-100 similar to English/American ones? How and why are they different?</p> <p>32. How can I convert the value of a dollar to the value of an euro, and vice versa?</p> <p>33. How do I read documents containing French prices (tickets, receipts, labels, etc.)</p> <p>34. How do I know which piece of French money I am using? How is the French and American currency similar or different in feel, appearance, and value?</p>

Instructional Focus of Module:

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.28	Students engage in writing and speaking prices, numbers 0-60, and discussions of American and francophone currency worldwide.	2.1	Students demonstrate an understanding of the relationship the French government and its unit of money.	Essential grammar skill for module.	
1.29	Students understand and interpret spoken and written French numbers and money.				
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of math by practicing numbers 0-100, adding, subtracting, counting money, deciphering prices, and handling French money.	4.1	Students demonstrate understanding of the nature of language through comparisons between French and English numbers 0-100 and French and American pricing.	5.1	Students use French both within and beyond the school setting by applying their knowledge of French numbers to real life time and money situations.
				5.2	Students show evidence

<p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures, via the use of euros versus dollars around the world.</p>	<p>4.2 Students demonstrate understanding of the French money by contrasting it with American money.</p>	<p>of becoming life-long learners by using French for personal enjoyment and enrichment as they express time and money expressions outside of the classroom.</p>
--	--	--

Text Set:

<p>Anchor Text: DA1-3B.1 pp. 96-97 Activities: - Take notes in a lecture about how to form numbers 60-100, taking time to learn that the numbers 60-79 all use “soixante” as their base number, and numbers 80-99 all use “quatre-vingt(s)” as their base number. Students will recite and create numbers aloud and do several class drills. (half day)</p>	<p>Reading Assessments: Formative: All worksheets, in class practice, journal entries, and homework. Summative: - DA1 – 3B.1 Quiz</p> <p>Grammar Assessments: Formative: All worksheets, in class practice, journal entries, and homework. Summative: - DA1 – 3B.1 Quiz</p>
<p>Text: pp. 96-97 ex. 1-4 Activities: Students will complete book exercises that help them practice numbers 0-100. (half day)</p>	
<p>Text: p. 97 “Le français vivant” Activities: Students will read the advertisement with the prices and answer questions. (half day)</p>	
<p>Text: Allez-viens worksheets on prices Activities: Students will use their knowledge of prices to interpret pricing and receipts on these worksheets. (half day)</p>	
<p>Text: DA1-3B.1 – worksheets from book and online Activities: Students will re-inforce their knowledge of the number and pricing concepts by completing these worksheets as a class. (one day)</p>	
<p>Text: http://www.worldatlas.com/french.htm Activities: Use this website to discover the different French countries, and do an easy google search for “what is the currency in (country), and then find another link to the current exchange rate. Use this in class or as a webquest for homework or in the computer lab. Class discussion of different currency and its values (optional 1 day)</p>	
<p>Text: DA1-3B.1 Quiz Numeros 61-100</p>	

<p>Activities: Students will study for and then take quiz on numbers 61-100</p>	
<p>Writing Instruction: FCAs: spelling of numbers / enumeration of prices.</p>	
<p>Activities: on Quiz and in-class exercises.</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p>
<p>1.30 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>
<p>1.31 Students understand and interpret spoken and written French on a variety of topics.</p>
<p>1.32 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p>
<p><u>Cultures</u></p>
<p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p>
<p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p>
<p><u>Connections</u></p>
<p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p>
<p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p>
<p><u>Comparisons</u></p>
<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p>
<p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p>
<p><u>Communities</u></p>
<p>5.1 Students use French both within and beyond the school setting.</p>
<p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.</p>

Module Title: Places in a French town (Prepositions of location, Disjunctive Pronouns, and (Unite 3B.2, Unite 4A, 4A.1)

Subject: French I	Grade: 9-12	Timeline: 4 Weeks
-------------------	-------------	-------------------

Module Overview:
We will be learning about the similarities and differences between the French and American vocabulary words for places in a town, geographical location, locational prepositions, and directional command forms for verbs. We will be learning to write, read, speak, and listen to directions around a French town, and American town, and we will be learning to read and interpret a map written in French. We will also be mastering the verb "aller".
Module Objectives:
<ol style="list-style-type: none"> 1. TSWBAT learn, compare and contrast French and English words for buildings in a town, locational prepositions, the verb aller, and giving directions in a town. 2. TSWBAT read and use a map written in French. 3. TSWBAT give and receive directional commands in French.
Thematic Focus:
The students will learn the intricate similarities and differences between French and English words for places around town, the differences in the physical layout of American versus French towns, the age of French buildings as opposed to American buildings, and
Essential Questions:
<ol style="list-style-type: none"> 1. How does the age and layout of a French town differ from an American town. How does this relate to our different histories? 2. How do words for buildings in a town and directional vocabulary differ in French and English? How are they similar? 3. How do I read a map in English? In French? 4. How do I give directions around a French town? How do I follow directions?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.33 Students engage in conversations, provide and obtain information, regarding directions.	2.1 Students demonstrate an understanding of the relationship between French cities and their history.	- continued mastery of ER verb formation - learn verb "aller"
1.34 Students understand and interpret spoken and written French directions	2.2 Students demonstrate an understanding of the relationship between the French value for daily marketing trips, goods and services and the structure of their towns.	Learn and apply command forms of directional verbs Sequencing of directional commands with disjunctive pronouns and prepositions of location
1.35 Students present dialogues to the class, as well as give formative assessment directions.		
Connections	Comparisons	Communities

<p>3.1 Students reinforce and further their knowledge of English directional vocabulary.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures, via the French way of describing buildings in a town, the difference in structures of a French versus an American city, and giving directions around a town.</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, and listening to directions around a French town.</p> <p>4.2 Students demonstrate understanding of the French culture by comparing a French and an American map.</p>	<p>5.1 Students use French both within and beyond the school setting by applying their knowledge to a factual or fictional directional project and will be able to use this in future while navigating a European city.</p> <p>5.2 Students will show signs of becoming life-long learners by using French for personal enjoyment and enrichment as they show understanding of maps and directional vocabulary and the everyday French person's daily routine in their towns outside of the classroom.</p>
--	---	--

Text Set:

<p>Anchor Text: D' Accord 1 – Unit 4A Contextes pp. 110-111</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. speak online vocab link expression, do pp. 111 ex. 1-3 after basic class practice 2. DA1-4A Contextes Student Vocab Sheet 3. DA1-4A Contextes worksheets from online and the workbook. 4. p. 112 ex. 4 Opinion conversation using ER verbs and locations around town – written dialogue. 5. p. 112 ex. 5, students will create a fictional trip that someone takes around town, they will include five places she visits, as per example. 6. DA1-4A Contextes online WS wordsearch pp. 59-60 (4-5 days) 	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Ma Ville project</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-3B.2/4A Contextes Quest. - DA1 – 4A.1 aller quiz (?)
<p>Text: DA1-4A Roman-Photo “Star du cinéma” pp. 114-115</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Read pp. 114-115, 2. watch video multiple times in multiple views. 3. Do WS from curriculum 4. If time, do p. 114 ex. 1 <p>(1 day)</p>	<p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework.</p> <p>Ma Ville project</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-3B.2/4A Contextes Quest. - DA1 – 4A.1 aller quiz (?) <p>Grammar Assessments: Formative: All</p>

<p>Anchor Text: DA1-3B.2 Prepositions of location and disjunctive pronouns, pp. 98-99</p> <p>Activities:</p> <ul style="list-style-type: none"> - take notes on disjunctive pronouns - watch online tutorial of these pronouns (VHL website) - p. 98 ex. 1-2 - p. 99 essayez - WS from curriculum 	<p>worksheets, in class practice, journal entries, and homework.</p> <p>Ma Ville project</p> <p>Summative:</p> <ul style="list-style-type: none"> - DA1-3B.2/4A Contextes Quest. - DA1 – 4A.1 aller quiz (?)
<p>Text: Allez-Viens Map of a town</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Teach command form of directional verbs. (Commencez / Allez, etc.) 2. I do, we do, you do directions around the town, using prepositions of location and disjunctive pronouns. <p>(2 days)</p>	
<p>Text: Quest: DA1-3B.2/4A Contextes</p> <p>Activities:</p> <p>Review for and give a quiz on disjunctive pronouns, directional prepositions, and the places in a town</p> <p>(2-3 days)</p>	
<p>Anchor Text: DA1-4A.1 The verb “aller” pp. 98-99</p> <p>Activities:</p> <ul style="list-style-type: none"> - take notes on disjunctive pronouns - watch online tutorial of these pronouns (VHL website) - p. 118-119 ex. 1-4 - p. 119 essayez - WS from curriculum <p>(2-3 days)</p>	
<p>Text: Ma Ville project sheet</p> <p>Activities:</p> <p>Come up with</p> <ul style="list-style-type: none"> - students who will make a poster for different buildings in a town - A class map of the town. - I do / we do class practice of finding our way through the town. - Write your own dialogue about how to get from one point to another in the town, including three uses of the verb aller - present dialogues when ready <p>(2-3 days)</p>	
<p>Writing Instruction:</p>	

<p>FCAs: spelling, Activities: all activities.</p>	
<p>Grammar Instruction: FCAs: correct placement of pronouns and prepositions in regard to nouns, correct formation of command forms and regular present tense verbs, as well as correct forms of aller. Activities: all activities</p>	

Ongoing Standards Addressed in This Unit:

Communication

- 1.36 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.37 Students understand and interpret spoken and written French on a variety of topics.
- 1.38 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through French.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.

Communities

- 5.1 Students use French both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.

Module Title: Comment sont-ils? (Professions and complex gendered adjectives) (Unit 3B Contextes)

Subject: French I	Grade: 9-12	Timeline: 2 Weeks
-------------------	-------------	-------------------

Module Overview:
We will be learning about the similarities and differences between the French and English words for professions and complex gendered adjectives, and we will be learning to write, read, speak, and listen to descriptions of both familiar and famous people using regular, irregular, and possessive adjectives.
Module Objectives:
<ul style="list-style-type: none"> 15. TSWBAT correctly know, speak, write, hear and understand the vocabulary words regarding friends, family, and famous people descriptions. 16. TSWBAT compare and contrast French and American words for professions and distinguish between true and false cognates. 17. TSWBAT apply this knowledge in a short interview of their classmates that will be presented to the class.
Thematic Focus:
The students will learn the intricate similarities and differences about a French and English words for professions and complex descriptive adjectives, and will be able to show mastery in reading, writing, speaking, and hearing descriptions of friends, family, and celebrities.
Essential Questions:
<ul style="list-style-type: none"> 35. How and why are French words for careers similar to English/American ones? How and why are they different? 36. What are the different groupings that are helpful to remember complex spelling of challenging adjectives? 37. Where are adjectives placed in relation to the noun? 38. How can I expand my knowledge of English words by learning French ones? 39. Why do I use "etre" for "to be" in descriptions rather than "avoir"?

Instructional Focus of Module:

Communication 1.1-3	Cultures	Grammar Eligible Content
<p>1.39 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions about their family members and friends and famous people.</p> <p>1.40 Students understand and interpret spoken and written French regarding their and other students' families and friends, as well as a mock-interview written and performed by their classmates.</p>	<p>2.1 Students demonstrate an understanding of the relationship between French words for descriptors and professions and their culture.</p>	<ul style="list-style-type: none"> - irregular adjective formation and placement - Cognate and false cognate and straight French forms of words for professions - correct use of the verb "etre" in descriptions.

<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
3.1 Students reinforce and further their knowledge of English vocabulary by learning higher-level French vocabulary for professions and adjectives.	4.1 Students demonstrate understanding of the nature of language through comparisons between French and English in regard to speaking, writing, listening to, and reading descriptions of friends, family members, and famous people.	5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment as they practice and present descriptions of people, famous or familiar, that they encounter in their regular life.

Text Set:

<p>Anchor Text: D'Accord 1 – Leçon 3B pp. 88-89 Contextes</p> <p>Activities: - speak online vocab link expression, do pp. 89 ex. 1-3 after basic class practice,</p> <p>Text: DA1-3B Contextes Student Vocab Sheet</p> <p>Activities: Students copy the vocab from pp. 88-89, translating from picture rather than English for definitions for some complete curriculum worksheet as a class or for homework. Two to three days.</p> <p>Text: Roman-Photo pp. 92-93 / on VHL DVD or website for Unite 3B "On travaille chez moi"</p> <p>Activities: Multiple views watching/WS comp. One day</p> <p>Text: DA1-3B – pp. 94-94 – Lecture – "L'Amitie"</p> <p>Activities: p.94 Repondez, after multiple views and class discussion One day</p> <p>Text: Rubric for Class interview</p> <p>Activities: Draft, write, practice famous person interviews.</p>	<p>Reading Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework, oral writing and presentation.</p> <p>Lecture passage</p> <p>Summative:</p> <p>- DA1 – 3B contextes quiz</p> <p>Writing Prompts & Assessments:</p> <p>Formative: All worksheets, in class practice, journal entries, and homework, oral writing and presentation.</p> <p>Summative:</p> <p>- DA1 – 3B contextes quiz</p>	
---	--	--

2-3 Days	Grammar Assessments:	
Text: DA1-3B Contextes Quiz Activities: Prepare then take the contextes quiz (jeopardy, white board, practice text, etc.) 2-3 days	Formative: All worksheets, in class practice, journal entries, and homework. Summative: - DA1-2B.1 avoir quiz - DA1 -2B.2 telling time quiz	
Writing and Grammar Instruction: FCAs: Correct spelling of verbs, adjectives, and professions in dialogues between interviewer and interviewee.	- DA1 -2B.2 telling time quiz - DA1 -Unite 2B Test (Formed from DA1 Support Materials)	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.41 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.42 Students understand and interpret spoken and written French on a variety of topics.</p> <p>1.43 Students present information, concepts, and ideas in French to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of francophone cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of francophone cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through French.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the French language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between French and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between francophone cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use French both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using French for personal enjoyment and enrichment.</p>
