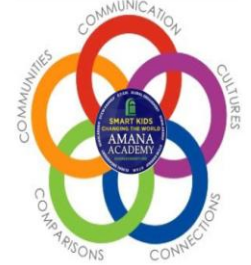


French 1A Unit 1 – Salut!				
This is Unit 1 of 2 for the year. This is an 18-week unit. Students will learn about the French-speaking world, the French alphabet and sounds, about greetings, goodbyes and manners. Students will learn about classroom objects, numbers through 60, how to give simple descriptions of themselves and others.				
Essential Questions: How does one greet friends? Family members? New acquaintances? How are French and English greetings similar? Different? In what parts of the world do people speak French? How does one talk about his/her nationality? How does one describe one's and other's personalities? How does one count from 0-60 in French? How does one name classroom objects and use classroom expressions?				
Proficiency Target-Interpersonal Novice-High <u>I Can Statements</u> I can greet and leave people in a polite way. I can introduce myself and others. I can answer a variety of simple questions. I can make some simple statements in a conversation. I can ask some simple questions. I can communicate basic information about myself and people I know. I can communicate some basic information about my everyday life. I can exchange some personal information. I can exchange information using texts, graphs, or pictures.	Proficiency Target-Speaking Novice-High <u>I Can Statements</u> I can present information about my life using phrases and simple sentences. I can tell about a familiar experience or event using phrases and simple sentences. I can present basic information about a familiar person, place, or thing using phrases and simple sentences.	Proficiency Target-Listening Novice-High <u>I Can Statements</u> I can understand a few courtesy phrases. I can recognize and sometimes understand basic information in words and phrases that I have memorized. I can recognize and sometimes understand words and phrases that I have learned for specific purposes. I can sometimes understand simple questions or statements on familiar topics. I can understand simple information when presented with pictures and graphs.	Proficiency Target-Reading Intermediate-Low <u>I Can Statements</u> I can usually understand short simple messages on familiar topics. I can sometimes understand short, simple descriptions with the help of pictures or graphs. I can understand simple everyday notices in public places on topics that are familiar to me. I can understand messages in which the writer tells or asks me about topics of personal interest. I can identify some simple information needed on forms. I can identify some information from news media.	Proficiency Target-Writing Novice-High <u>I Can Statements</u> I can fill out a simple form with some basic personal information. I can write about myself using learned phrases and memorized expressions. I can write about people, activities, events, and experiences. I can prepare materials for a presentation.
Assessments:				
Diagnostic: <ol style="list-style-type: none"> Essential questions Pre-assessment Class participation Q&A Digital Components 	Formative: <ol style="list-style-type: none"> Vocabulary/Grammar quizzes Oral dialogs Games and songs Labeled drawings Listening practices 	Summative: <ol style="list-style-type: none"> Unit tests Performance-based assessment – Speaking or Writing Projects Exams 		



Standards to address in Unit:**Communication – Interpersonal Mode (IP)**

ML1.PS1 .IP1: Students are able to express, in spoken and written language - basic greetings, farewells, courtesies, likes, dislikes, emotions and agreements/disagreements.

ML1.PS2 .IP2: Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.

Communication – Interpretive Mode (INT)

ML1.PS3 .INT1: Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.

Communication - Presentational Mode (P)

ML1.PS4.P1: Students will be able to give basic information about self and others.

Cultural Perspectives, Practices, and Products (CU)

ML1.PS5.CU1: Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons and Communities (CCC)

ML1.PS6.CCC1: Students are able to identify geographical locations such as countries, cities and features.

ML1.PS7.CCC2: Students compare and identify patterns and behavior of target culture as well as their own.

ML1.PS8.CCC3: Students compare basic elements of the target language to their own, recognizing differences in sound, writing, cognates and intonation.

Know:	Understand:	Do:
The alphabet Numbers from 0 to 60 Expressions of greeting and leave-taking Basic school subjects Classroom objects Commonly-used classroom expressions Where French is spoken in the world People / nationalities Colors and personality descriptions	The difference between informal and formal forms of address The sound system of French vowels and consonants Similarities and differences between English and French alphabets That knowledge of numbers is necessary to express time The difference between questions and commands That people and animals – as well as objects – have gender	Properly greet adults and peers Ask and answer simple, personal questions Tell birthday date and month Recite the alphabet Read, write and spell some simple words and phrases in French Count to 60 Ask permission to go to specific places in the school Understand basic classroom procedure commands

Major Concepts: (Consider all 4/5 Cs)

Concept 1 The French-speaking World CULTURE	Concept 2 Greetings and farewells	Concept 3 Alphabet and numbers	Concept 4 The classroom	Concept 5 Simple descriptions
Essential Vocabulary: Le monde francophone Un pays (francophone) La France L'Europe L'Afrique L'Amérique (du Sud/du Nord) Le Québec Français/e Québécois/e Algérien(ne)	Essential Vocabulary: Bonjour Bonsoir Bonne nuit Bonne journée Salut à bientôt au revoir à demain à tout à l'heure enchanté/e à plus tard la bise	Essential Vocabulary: L'alphabet en français : a, b, c, d, e, f, g, h, i, j, k, l m, n....z. les nombres de 0 à 60: zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix...soixante.	Essential Vocabulary: la rentrée Un lycée une bibliothèque un bureau un cahier une calculatrice une chaise un crayon un dictionnaire un(e) élève une fenêtre	Essential Vocabulary: Agréable Intelligent (e) Méchant (e) une fille / un garçon un ami / une amie un copain / une copine un homme / une femme un chanteur / une chanteuse un acteur / une actrice

Canadien(ne) Américain(e) Suisse Méricain(e) Japonais(e) Anglais(e) Sénégalais(e)	La poignée de main Comment t'appelles-tu ? Comment vous appelez-vous? Je m'appelle Je vous/te présente Monsieur (M.) Madame (Mme) Mademoiselle (Mlle) Excusez-moi/excuse-moi Merci beaucoup De rien Pardon S'il vous plaît S'il te plaît Ça va ? Comment ça va? Comment allez-vous? Comme-ci comme-ça Bien/mal Très bien/très mal Je vous/t'en prie			Une horloge un livre un ordinateur une porte un professeur une règle un sac à dos un stylo une table un tableau les toilettes	
Essential Structure: Voici Voilà	Essential Structure: Formal greetings vs. informal greetings. TU? or VOUS?		Essential Structure: Accent marks Il y a un/une/des Il y a combien de... ?	Essential Structure: Gender of nouns, Definite and indefinite articles (<i>le, la, les, l'; un, une, des, ne...pas de, ne ...pas d'</i>) Qu'est-ce que c'est... ? Combien...? Il y a combien de ...?	Essential Structure: Subject Pronoun + Etre+ adjective Noun/adjective agreement <i>Je suis nous sommes</i> <i>Tu es vous êtes</i> <i>Il/elle est ils/elles sont</i> Qui est-ce? C'est ... Qu'est-ce que c'est... ? C'est ...
Artifact & Evidence: Q&A and Project on French speaking countries.	Artifact & Evidence: Leçon 1A quiz Test 1A Communication: festival Franco-phone	Artifact & Evidence: Leçon 1A quiz Test 1A	Artifact & Evidence: Leçon 1B quiz Test 1B	Artifact & Evidence: Leçon 1B quiz Test Unit 1 Communication c'est ... ce sont...	