


French 1A Unit 2 Au Lycée					
Unit Description: This is Unit 2 of 2 for the year. This is an 18-week unit. Students will learn about academic subjects and places around school. The students will learn to tell days of the week, dates, months and seasons. The students will learn to describe weather in each season of the year. The students will learn to tell time and discuss their schedules. The students will learn to express likes and dislikes. They will learn about French educational system and some historical, cultural, and geographical information about France.					
Essential Questions: How do students talk about their classes and school life? How do people ask and answer questions about their daily activities? How is school in France the same as, and different from, school in the U.S.? How does one talk about schedules and when things happen? How does one talk about likes and dislikes?					
Proficiency Target-Interpersonal Novice-High	Proficiency Target-Speaking Novice-High	Proficiency Target-Listening Novice-High	Proficiency Target-Reading Intermediate-Low	Proficiency Target-Writing Novice-High	
I Can Statements I can ask and talk about classes, classmates and teachers; I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. I can ask and talk about likes and dislikes; 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.	I Can Statements I can describe my school. I can describe where I work and what I do. I can tell what I do in class or at work. I can tell about what I do during the weekend. I can tell about what happens after school or work. I can talk about one's likes and dislikes. I can talk about others' free-time activities. I can present a topic from a lesson based on pictures or photos. I can present information about something I learned in a class or at work.	I Can Statements 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.	I Can Statements 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. I can understand basic information on weather forecasts.	I Can Statements I can fill out a simple schedule. I can label activities and their times in my daily schedule. I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. I can list my classes and tell what time they start and end. I can list my daily activities and write lists that help me in my day-to-day life. I can write a to-do list. I can write about people, activities, events, and experiences. I can write about what I do on the weekends.	
Assessments:					
Diagnostic: 1. Essential questions 2. Pre-assessment 3. Class participation	Formative: 1. Vocabulary/Grammar quizzes 2. Labeled drawings 3. Listening practices	Summative: 1. Unit tests 2. Projects 3. Exams 4. Performance-based assessment – Speaking or Writing			

4. Q&A 5. Digital Components	4. Oral dialogs 5. Games and songs	
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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.

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:
Express likes and dislikes Basic School subjects Express one’s feelings Dates, months, days of the week, time Weather, seasons Express opinions and ask questions about subjects, teachers, and classmates, Basic geography, culture and history of France	The sound system of French vowels and consonants Similarities and differences between French and American educational system How to express one’s feelings in French The 24 hour clock (military time) The difference between Celsius and Fahrenheit metrics and conversion (optional) Difference between French calendar and American calendar	Ask and answer simple, personal questions Tell days, dates, months, and seasons Describe weather in each season of the year Compare and contrast weather in French speaking countries and the USA Describe their schedules and tell time Ask questions and give opinions about subjects, teachers, and classmates Give personal descriptions Read, write and spell some simple words and phrases in French

Major Concepts: (Consider all 4/5 Cs)

Concept 1 French school system CULTURE	Concept 2 Self and others (likes and dislikes/ feelings)	Concept 3 School and subjects	Concept 4 Calendar and time	Concept 5 Weather and seasons (limited, from Unit 5)
Essential Vocabulary: Le collège L’école, Le lycée, L’université La seconde La première	Essential Vocabulary: Aimer Aimer bien Aimer mieux Ne ...pas aimer Ne ...pas aimer tellement Détester Préférer	Essential Vocabulary: les cours l’emploi du temps demander écouter enseigner étudier expliquer	Essential Vocabulary: le jour la date... lundi mardi mercredi jeudi vendredi	Essential Vocabulary: l’été l’hiver le printemps l’automne Il fait chaud Il fait froid il pleut

<p>La terminale Le baccalauréat (le bac)</p> <p>difficile facile</p>	<p>Bien sûr D'accord (mais) non Parce que Pas du tout</p> <p>Avoir... ans avoir chaud avoir faim avoir soif avoir froid avoir besoin de avoir envie (de) avoir raison/avoir tort</p>	<p>passer un examen préparer travailler voyager</p> <p>l'histoire les langues les maths,... La cantine le gymnase faire de la gym faire du sport</p>	<p>samedi dimanche</p> <p>le mois</p> <p>janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p>et quart et demie moins le quart</p>	<p>Il neige</p>
<p>Essential Structure: None</p>	<p>Essential Structure: Avoir</p> <p><i>J'ai Nous avons</i> <i>Tu as Vous avez</i> <i>Il/elle a Ils/elles ont</i></p> <p><i>Je pense que</i> <i>J'adore</i> <i>J'aime</i> <i>J'aime bien</i> <i>Je déteste</i></p>	<p>Essential Structure: Questions with inversion *Questions with intonation Questions with est-ce que Questions with n'est-ce pas/D'accord (at the end of a statement)</p> <p>ER verbs ending Je - e nous - ons Tu - es vous - ez Il/elle - e ils/ells - ent</p>	<p>Essential Structure: Date: number + month</p> <p>Quelle heure est-il? Il est... heures. Du matin De l'après-midi Du soir À quelle heure? Être en avance Être en retard Le système de 24 heures (military time)</p> <p>C'est + day/month</p>	<p>Essential Structure: Weather: Il fait + weather Quel temps fait-il ? C'est + season</p>
<p>Artifact & Evidence: Projects on Schedule, Weather, and Calendar</p>	<p>Artifact & Evidence: Leçon 2A quiz Test 2A Communication: Les conversations leçon 2A - activités</p>	<p>Artifact & Evidence: Leçon 2A quiz Test 2A Communication: Des styles différents Leçon 2A Au telephone leçon 2B - activités</p>	<p>Artifact & Evidence: Leçon 2B quiz Test 2B</p>	<p>Artifact & Evidence: Leçon 2B quiz Test Unit 2</p>

