

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

French 1

Grade Level: 8-12

Date of Board Approval: _____2019_____

Planned Instruction

Title of Planned Instruction: French 1

Subject Area: French

Grade(s): 8-12

Course Description:

French 1 is a beginning level course intended for those students who have expressed an interest in learning French or who are already studying a foreign language and wish to pursue French. The instruction and the content of the course will be taught in both French and English.

The emphasis is placed on several areas:

1. building vocabulary through thematic study and practice
2. acquiring and developing target language conversational and written communication skills comparable to the ACTFL levels: Novice-High/Intermediate Low
3. demonstrating basic understanding of various beginning grammatical constructions
4. obtaining a brief overview of France and other French-speaking countries along with their customs and traditions

With the combined conversational, grammatical and cultural study of French, the students embark on a new educational experience that helps to foster an interest in the French language and the people who speak it throughout the world. French 1 is also the basis for preparation into the subsequent levels of French 2, 3, 4 and Advanced Placement French.

Time/Credit for the Course: Full Year / 1 Credit (Secondary)

Curriculum Writing Committee: Kristen Strocchia

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Curriculum Map

1. Marking Period One -Overview with time range in days:

Unit 1: Introducing self and others, and participating in level appropriate French. 22-23 days

Unit 2: Sharing information about personal likes and dislikes. 22-23 days

Marking Period One –Goals:

Understanding of:

- Greet someone and say goodbye
- Ask how someone is
- Introduce someone
- Ask how old someone is
- Ask about things in a classroom
- Give classroom commands and ask the teacher something
- Ask how words are spelled
- Ask for and give email addresses
- Ask about likes or dislikes
- Agree and disagree
- Ask how often you do an activity
- Ask how well you do an activity and talk about preferences

2. Marking Period Two -Overview with time range in days:

Unit 3: Sharing information about family. 22-23 days

Unit 4: Asking and giving information about school. 22-23 days

Marking Period Two -Goals:

Understanding of:

- Ask about and describe people
- Ask for and give opinions
- Identify family members
- Ask about someone's family
- Ask about classes
- Ask for and give an opinion
- Ask others what they need and tell what you need
- Inquire about and buy something

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3. Marking Period Three -Overview with time range in days:

Unit 5: Communicating about pastimes. 22-23 days

Unit 6: Communicating about food at home and in a restaurant/café. 22-23 days

Marking Period Three –Goals

Understanding of:

- Ask about interests
- Ask how often someone does an activity
- Extend, accept, and refuse an invitation
- Make plans
- Offer, accept, and refuse food
- Ask for and give an opinion
- Inquire about food and place an order
- Ask about prices and pay the check

4. Marking Period Four –Overview with time range in days:

Unit 7: Communicating about shopping for clothes and accessories. 22-23 days

Unit 8: Describing home and household activities. 22-23 days

Marking Period Four -Goals:

Understanding of:

- Offer and ask for help in a store
- Ask for and give opinions
- Ask about and give prices
- Make a decision
- Ask for, give or refuse permission
- Tell how often you do things
- Describe a house
- Tell where things are

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UNITS: 1-8

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

Big Idea #3: Connect with other disciplines and Acquire information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Big Idea #4: Develop Insight into the nature of Language and culture

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Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

Big Idea #5: Connect with other disciplines and Acquire information

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

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Curriculum Plan

Unit: 1

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Introducing self and others, and participating in level appropriate French

Focus Question(s):

- What's your/his/her name?
- How are you?
- And you?
- How old are you/is he/she?
- Is/Are there...in the classroom?
- How many...is/are there in the classroom?
- Could you please repeat that?
- How do you say...in French?
- What does...mean?
- How do you write...?
- How do you spell...?
- What is your email address?

Goals:

In French, students will...

- Introduce self and others.
- Ask and give information about: name, emotional state/physical condition, age and things in the classroom.
- Use numbers 0-30 as appropriate.
- Give and follow basic classroom commands.
- Respond to Visuals

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- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency
- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

Objectives:

- **VOCABULARY & GRAMMAR**
 - To identify subject pronouns and the person/people with whom they correspond (DOK Level 1)
 - To distinguish between verbs and subjects in a sentence (DOK Level 1, 2)
 - To use indefinite articles and plural of nouns in a sentence (DOK Level 1, 2)
 - To use present tense forms of the verb AVOIR in affirmative and negative sentences (DOK Level 1, 2)
 - To increase recognition and use of high frequency words (DOK Level 1, 2)
 - To recall and use unit vocabulary--greetings, Numbers 0-30, classroom objects, classroom expressions, accents, and special characters (DOK Level 1)
 - To use complete, simple sentences to ask for and give information (DOK Level 1, 2)
 - To make observations about the classroom (DOK Level 2)
 - To ask for and give spellings (DOK Level 1)
 - To exchange email addresses (DOK Level 1)
- **READING & WRITING**
 - To recognize high frequency words and unit vocabulary (DOK Level 1)
 - To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
 - To activate prior knowledge (DOK Level 1, 2, 3)
 - To identify details in a text (DOK Level 1)
 - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
 - To read an Email (DOK Level 2, 3)
 - To write about self (DOK Level 2, 3)
- **LISTENING & SPEAKING**
 - To ask & answer questions (DOK Level 1, 3)
 - To listen actively (DOK Level 2)

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- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
- To develop oral fluency: intonation (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
 - To interpret visual, audio and text input (DOK Level 1, 2)
 - To construct a response (DOK Level 2, 3)
 - To modify words (DOK Level 2)
 - To differentiate subject points-of-view (DOK Level 3)
 - To differentiate formality levels (DOK Level 3)
 - To make comparisons across cultures (DOK Level 3)
 - To generate ideas, make judgments & revise communication (DOK Level 3, 4)
 - To classify (DOK Level 2)
 - To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
 - Daily Modeled & Expected Use: Accurate Pronunciation
 - Productive Language: Introducing self and others, Ask basic questions, Make observations about the classroom
 - Receptive Language: Introductions, basic questions & classroom descriptions comprehension
 - Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
 - Graphic Organizer: subject and verb conjugation chart, indefinite articles chart
 - Language Modeling: subjects, subject pronouns and present tense AVOIR verb forms use; indefinite article use; singular and plural noun use
 - Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense AVOIR verb forms; indefinite articles; singular and plural nouns
 - Oral language practice: use subjects, subject pronouns and present tense AVOIR verb forms to state age and to make classroom observations; use indefinite articles and plural nouns to expand classroom observations
 - Concept applied communication: Email
 - Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
 - Read Text Selections: Salut!, Le château de Versailles (brochure)
 - Accessing the Text: Reading Selection Recordings
 - Guided & Independent Reading Comprehension
 - Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate

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- Listening Selections & Télé-roman
- Accessing the Télé-roman: transcript; Listening Strategy: Analyzing the opening
- Guided & Independent Listening Comprehension
- Listening Fluency Practice: Repeat back, Isolating words
- Language & Culture: Géoculture: L'île-de-France
- Writing & Revision Skills: Subject & verb agreement, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 1--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

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OTHER RESOURCES:

www.conjuguemos.com

www.wordreference.com

www.verb2verbe.com

<https://edpuzzle.com>

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Unit: 2

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Sharing information about personal likes and dislikes

Focus Question(s):

- What [do you] like?
- [Do you] like...?
- What [do you] like to do?
- And you?
- Do [you] like to...on a regular basis?
- Do [you]...well?
- Do [you] prefer...or...?
- What are your favorite activities?

Goals:

In French, students will...

- Ask about likes or dislikes
- Agree and disagree
- Ask how often you do an activity
- Ask how well you do something
- Ask about preferences
- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency

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- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

Objectives:

- **VOCABULARY & GRAMMAR**
 - To agree definite articles with nouns in a sentence (DOK Level 1, 2)
 - To use ER verb forms with subject agreement in a sentence (DOK Level 1, 2)
 - To form irregular plural nouns (DOK Level 1, 2)
 - To form contractions with à in a sentence (DOK Level 1, 2)
 - To use conjunctions to link two ideas or to combine two simple sentences (DOK Level 2, 3)
 - To increase recognition and use of high frequency words (DOK Level 1, 2)
 - To recall and use unit vocabulary--likes, dislikes, and leisure activities (DOK Level 1)
 - To use complete, simple sentences to ask for and give information (DOK Level 1, 2)
- **READING & WRITING**
 - To recognize high frequency words and unit vocabulary (DOK Level 1)
 - To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
 - To activate prior knowledge (DOK Level 1, 2, 3)
 - To identify details in a text (DOK Level 1)
 - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
 - To read a Magazine Article (DOK Level 2, 3)
 - To write about leisure activities (DOK Level 2, 3)
- **LISTENING & SPEAKING**
 - To ask & answer questions (DOK Level 1, 3)
 - To listen actively (DOK Level 2)
 - To participate in conversation ((DOK Level 2)
 - To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
 - To develop oral fluency: liaison (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
 - To interpret visual, audio and text input (DOK Level 1, 2)
 - To construct a response (DOK Level 2, 3)
 - To modify words (DOK Level 2)
 - To differentiate subject points-of-view (DOK Level 3)

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- o To differentiate formality levels (DOK Level 3)
- o To make comparisons across cultures (DOK Level 3)
- o To generate ideas, make judgments & revise communication (DOK Level 3, 4)
- o To classify (DOK Level 2)
- o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- o Daily Modeled & Expected Use: Accurate Pronunciation
- o Productive Language: Asking about likes and dislikes, Communicating agreement/disagreement, Ask and state activity frequency and how well an activity is done
- o Receptive Language: Preferences and activity descriptions comprehension, Agreement discernment
- o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
- o Graphic Organizer: subject and verb conjugation chart, definite articles chart, contractions with à chart
- o Language Modeling: subjects, subject pronouns and present tense AIMER and ER verb forms use; definite article use; irregular plural noun use; contraction use; conjunction use
- o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense AIMER and ER verb forms; definite articles; irregular plural nouns; contractions with à; conjunctions
- o Oral language practice: use subjects, subject pronouns and present tense AIMER and ER verb forms to state preferences and to talk about leisure activities; use definite articles and irregular plural nouns to expand communication about leisure activities
- o Concept applied communication: Email, Letter, Store Brochure, Pen Pal Ad
- o Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- o Read Text Selections: Les ados et leurs habitudes, Le parc Astérix (brochure)
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- o Listening Selections & Télé-roman
- o Accessing the Télé-roman: transcript; Listening Strategy: Gathering information
- o Guided & Independent Listening Comprehension
- o Listening Fluency Practice: Repeat back, Isolating words

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- Language & Culture: Géoculture: L'île-de-France
- Writing & Revision Skills: Subject & verb agreement, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 2--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

OTHER RESOURCES:

www.conjuguemos.com
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www.verb2verbe.com
<https://edpuzzle.com>

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Unit: 3

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Sharing information about family

Focus Question(s):

What is...like?

What are...like?

What do you think of...?

Who is that?

Goals:

In French, students will...

- Ask about and describe people
- Ask for and give opinions
- Identify family members
- Ask about someone's family
- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency
- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

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Objectives:

- **VOCABULARY & GRAMMAR**
 - To use ÊTRE verb forms with subject agreement in a sentence (DOK Level 1, 2)
 - To agree adjectives with nouns in a sentence (DOK Level 1, 2)
 - To form irregular adjectives (DOK Level 1, 2)
 - To use possessive adjectives in a sentence (DOK Level 1, 2)
 - To form contractions with de in a sentence (DOK Level 1, 2)
 - To distinguish between C'EST and IL/ELLE EST use (DOK Level 2, 3)
 - To increase recognition and use of high frequency words (DOK Level 1, 2)
 - To recall and use unit vocabulary--descriptions, colors, family, and pets (DOK Level 1)
 - To use complete, simple sentences to ask for and give information (DOK Level 1, 2)
- **READING & WRITING**
 - To recognize high frequency words and unit vocabulary (DOK Level 1)
 - To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
 - To activate prior knowledge (DOK Level 1, 2, 3)
 - To identify details in a text (DOK Level 1)
 - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
 - To read a Poem (DOK Level 2, 3)
 - To write about family (DOK Level 2, 3)
- **LISTENING & SPEAKING**
 - To ask & answer questions (DOK Level 1, 3)
 - To listen actively (DOK Level 2)
 - To participate in conversation ((DOK Level 2)
 - To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
 - To develop oral fluency: the R sound (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
 - To interpret visual, audio and text input (DOK Level 1, 2)
 - To construct a response (DOK Level 2, 3)
 - To modify words (DOK Level 2)
 - To differentiate subject points-of-view (DOK Level 3)
 - To differentiate formality levels (DOK Level 3)
 - To make comparisons across cultures (DOK Level 3)
 - To generate ideas, make judgments & revise communication (DOK Level 3, 4)
 - To classify (DOK Level 2)

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- o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- o Daily Modeled & Expected Use: Accurate Pronunciation
- o Productive Language: Asking about and describing people, Asking for and giving opinions, Identifying family members, Asking about someone's family
- o Receptive Language: Individual people and family descriptions comprehension, Opinion discernment
- o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
- o Graphic Organizer: subject and verb conjugation chart, adjective agreement chart, irregular and possessive adjectives charts, contractions with de chart
- o Language Modeling: subjects, subject pronouns and present tense ÊTRE verb forms use; adjectives use; irregular adjectives use; possessive adjectives use; contraction use; C'EST vs IL/ELLE EST use
- o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense ÊTRE verb forms; adjectives; irregular adjectives; possessive adjectives; contractions with de; C'EST vs IL/ELLE EST
- o Oral language practice: use subjects, subject pronouns and present tense ÊTRE verb forms to describe people and identify family members; use regular adjectives, irregular adjectives, possessive adjectives and contractions with de to expand communication about family
- o Concept applied communication: Character description, Interview about a family member, Email
- o Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- o Read Text Selections: Toute la famille, Le Cirque du Soleil (article)
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- o Listening Selections & Télé-roman
- o Accessing the Télé-roman: transcript; Listening Strategy: Separating essential from non-essential information
- o Guided & Independent Listening Comprehension
- o Listening Fluency Practice: Repeat back, Isolating words
- o Language & Culture: Géoculture: La province de Québec
- o Writing & Revision Skills: Subject & verb agreement, noun & adjective agreement & syntax, capital letters, accent marks, punctuation

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Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 3--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

OTHER RESOURCES:

www.conjuguemos.com
www.wordreference.com
www.verb2verbe.com
<https://edpuzzle.com>

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 4

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Asking and giving information about school

Focus Question(s):

- At what time do you have...?
- What class do you have at...?
- What day do you have...?
- When do you have...?
- What's your...class like?
- What's...like?
- Do you like...?
- What do you need?
- What do you need for...?
- Could you lend me...?
- Do you have...that I could borrow?
- How much is the...?
- In what color?

Goals:

In French, students will...

- Ask about classes
- Ask for and give an opinion
- Ask others what they need and tell what you need
- Inquire about and buy something
- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively

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- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency
- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

Objectives:

- **VOCABULARY & GRAMMAR**
 - To use verb forms--RE verbs, GER verbs, CER verbs, préférer, and acheter--with subject agreement in a sentence (DOK Level 1, 2)
 - To use le with days of the week in a sentence (DOK Level 1, 2)
 - To use adjectives as nouns (DOK Level 1, 2)
 - To use agreement with applicable numbers (DOK Level 1, 2)
 - To increase recognition and use of high frequency words (DOK Level 1, 2)
 - To recall and use unit vocabulary--school subjects, time, days of the week, school supplies, colors, and Numbers 31-201 (DOK Level 1)
 - To use complete, simple sentences to ask for and give information (DOK Level 1, 2)
- **READING & WRITING**
 - To recognize high frequency words and unit vocabulary (DOK Level 1)
 - To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
 - To activate prior knowledge (DOK Level 1, 2, 3)
 - To identify details in a text (DOK Level 1)
 - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
 - To read a Play Script (DOK Level 2, 3)
 - To write about school (DOK Level 2, 3)
- **LISTENING & SPEAKING**
 - To ask & answer questions (DOK Level 1, 3)
 - To listen actively (DOK Level 2)
 - To participate in conversation ((DOK Level 2)
 - To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
 - To develop oral fluency: nasal sound [ã] (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
 - To interpret visual, audio and text input (DOK Level 1, 2)
 - To construct a response (DOK Level 2, 3)

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- o To modify words (DOK Level 2)
- o To differentiate subject points-of-view (DOK Level 3)
- o To differentiate formality levels (DOK Level 3)
- o To make comparisons across cultures (DOK Level 3)
- o To generate ideas, make judgments & revise communication (DOK Level 3, 4)
- o To classify (DOK Level 2)
- o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- o Daily Modeled & Expected Use: Accurate Pronunciation
- o Productive Language: Ask about classes, Ask for and give opinions, Ask about and express needs, Inquire about and buy something
- o Receptive Language: Class, needs and purchases descriptions comprehension, Opinion discernment
- o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
- o Graphic Organizer: subject and verb conjugation chart, number chart
- o Language Modeling: subjects, subject pronouns and present tense RE, GER, CER, PRÉFÉRER and ACHETER verb forms use; adjectives as nouns use; agreement with numbers use
- o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense RE, GER, CER, PRÉFÉRER and ACHETER verb forms; adjectives as nouns; agreement with numbers
- o Oral language practice: use subjects, subject pronouns and present tense RE, GER, and CER verb forms to communicate about classes; use PRÉFÉRER, ACHETER and adjectives as nouns to expand communication about school
- o Concept applied communication: School Schedule, Calendar, Clock, Email, Store brochure
- o Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- o Read Text Selections: L'accent grave, Le Premier quartier de la lune de Michel Tremblay (novel excerpt)
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- o Listening Selections & Télé-roman
- o Accessing the Télé-roman: transcript; Listening Strategy: Understanding a character's motives

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- Guided & Independent Listening Comprehension
- Listening Fluency Practice: Repeat back, Isolating words
- Language & Culture: Géoculture: La province de Québec
- Writing & Revision Skills: Subject & verb agreement, noun & adjective agreement & syntax, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 4--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

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OTHER RESOURCES:

www.conjuguemos.com

www.wordreference.com

www.verb2verbe.com

<https://edpuzzle.com>

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 5

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Communicating about pastimes

Focus Question(s):

- Do you play sports??
- Do you play...?
- What sports do you play?
- What do you do for fun??
- What are you doing on...?
- When do you...?
- In which season do you...?
- What months do you play...?
- Shall we...?
- How about going to...?
- Do you feel like...?
- You want to come...?
- Why not?
- What are you going to do if it...?
- With whom...?
- Where?/Where are we meeting?
- What are we doing...?
- What are you going to do...?

Goals:

In French, students will...

- Ask about interests
- Ask how often someone does an activity
- Extend, accept, and refuse an invitation
- Make plans

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- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency
- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

Objectives:

- **VOCABULARY & GRAMMAR**
 - To use question words in a complete sentence (DOK Level 1, 2)
 - To use the verbs--FAIRE, ALLER, VENIR, AVOIR--in present tense sentences with subject agreement (DOK Level 1, 2)
 - To use adverbs in complete sentences (DOK Level 1, 2)
 - To communicate about the near future in a complete sentence (DOK Level 1, 2)
 - To communicate about the recent past in a complete sentence (DOK Level 1, 2)
 - To recognize and use idioms with the verb AVOIR
 - To increase recognition and use of high frequency words (DOK Level 1, 2)
 - To recall and use unit vocabulary--sports, activities, seasons, months of the year, places in town, and weather (DOK Level 1)
 - To use complete, simple sentences to ask for and give information (DOK Level 1, 2)
- **READING & WRITING**
 - To recognize high frequency words and unit vocabulary (DOK Level 1)
 - To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
 - To activate prior knowledge (DOK Level 1, 2, 3)
 - To identify details in a text (DOK Level 1)
 - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
 - To read a Brochure (DOK Level 2, 3)
 - To write about pastime activities (DOK Level 2, 3)
- **LISTENING & SPEAKING**
 - To ask & answer questions (DOK Level 1, 3)
 - To listen actively (DOK Level 2)
 - To participate in conversation ((DOK Level 2)

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- o To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
- o To develop oral fluency: S vs SS (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
 - o To interpret visual, audio and text input (DOK Level 1, 2)
 - o To construct a response (DOK Level 2, 3)
 - o To modify words (DOK Level 2)
 - o To differentiate subject points-of-view (DOK Level 3)
 - o To differentiate formality levels (DOK Level 3)
 - o To make comparisons across cultures (DOK Level 3)
 - o To generate ideas, make judgments & revise communication (DOK Level 3, 4)
 - o To classify (DOK Level 2)
 - o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **READING, WRITING & LANGUAGE**
 - o Daily Modeled & Expected Use: Accurate Pronunciation
 - o Productive Language: Ask about and state pastimes; Ask and state activity frequency; Extend, accept, and refuse an invitation; Make plans
 - o Receptive Language: Pastimes, frequency, and plan descriptions comprehension; Discern invitation acceptance
 - o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
 - o Graphic Organizer: subject and verb conjugation chart, adjectives to adverbs chart, idioms with AVOIR
 - o Language Modeling: subjects, subject pronouns and present tense FAIRE, ALLER, VENIR and AVOIR verb forms use; question words use; adverb use; near future use; recent past use
 - o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense FAIRE, ALLER, VENIR and AVOIR verb forms; question words; adverbs; near future; recent past
 - o Oral language practice: use subjects, subject pronouns and present tense FAIRE and question words to talk about pastimes; use adverbs to expand communication about pastimes; Use ALLER and the near future, and VENIR and the recent past, to talk about the weather and places in town; Use idioms with the verb AVOIR to expand communication about the weather and places in town
 - o Concept applied communication: Camp Brochure, Email, Interview, Leisure Club and Vacation Brochure, Letter

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- Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- Read Text Selections: Club Loisirs et Vacances, Les korrigans (légende bretonne)
- Accessing the Text: Reading Selection Recordings
- Guided & Independent Reading Comprehension
- Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- Listening Selections & Télé-roman
- Accessing the Télé-roman: transcript; Listening Strategy: Looking for clues
- Guided & Independent Listening Comprehension
- Listening Fluency Practice: Repeat back, Isolating words
- Language & Culture: Géoculture: L'Ouest de la France
- Writing & Revision Skills: Subject & verb agreement, noun & adjective agreement & syntax, adverb formation, tense use, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 5--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

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Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

OTHER RESOURCES:

www.conjuguemos.com

www.wordreference.com

www.verb2verbe.com

<https://edpuzzle.com>

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 6

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Communicating about food at home and in a restaurant/café

Focus Question(s):

What do you want to have/eat/drink??

Do you want...?

More/Do you want more?

Is the...good?

How's the...?

How do you like...?

What do you recommend?

What types of drinks do you have?

Would you like anything else?

How much is the...?

How much is it?

Is the tip included?

Goals:

In French, students will...

- Offer, accept, and refuse food
- Ask for and give an opinion
- Inquire about food and place an order
- Ask about prices and pay the check
- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words

DELAWARE VALLEY SCHOOL DISTRICT

- Develop Reading Fluency
- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

Objectives:

- **VOCABULARY & GRAMMAR**
 - To agree partitive articles with food nouns in a sentence (DOK Level 1, 2)
 - To use IR verb forms with subject agreement in a sentence (DOK Level 1, 2)
 - To use the verbs--VOULOIR, PRENDRE, BOIRE--in the present tense
 - To form the imperative of verbs(DOK Level 1, 2)
 - To increase recognition and use of high frequency words (DOK Level 1, 2)
 - To recall and use unit vocabulary--breakfast foods, drinks, place settings, café foods (DOK Level 1)
 - To use complete, simple sentences to ask for and give information (DOK Level 1, 2)
- **READING & WRITING**
 - To recognize high frequency words and unit vocabulary (DOK Level 1)
 - To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
 - To activate prior knowledge (DOK Level 1, 2, 3)
 - To identify details in a text (DOK Level 1)
 - To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
 - To read a Story (DOK Level 2, 3)
 - To write about food (DOK Level 2, 3)
- **LISTENING & SPEAKING**
 - To ask & answer questions (DOK Level 1, 3)
 - To listen actively (DOK Level 2)
 - To participate in conversation ((DOK Level 2)
 - To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
 - To develop oral fluency: the nasal sound [õ] (DOK Level 1)
- **COMPREHENSION & CRITICAL THINKING**
 - To interpret visual, audio and text input (DOK Level 1, 2)
 - To construct a response (DOK Level 2, 3)
 - To modify words (DOK Level 2)
 - To differentiate subject points-of-view (DOK Level 3)
 - To differentiate formality levels (DOK Level 3)

DELAWARE VALLEY SCHOOL DISTRICT

- o To make comparisons across cultures (DOK Level 3)
- o To generate ideas, make judgments & revise communication (DOK Level 3, 4)
- o To classify (DOK Level 2)
- o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- o Daily Modeled & Expected Use: Accurate Pronunciation
- o Productive Language: Offering, accepting, and refusing food; Inquiring about food; Placing an order; Asking about prices and paying the check
- o Receptive Language: Restaurant/Café communication comprehension, Acceptance/Refusal discernment
- o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
- o Graphic Organizer: subject and verb conjugation chart, partitive articles chart
- o Language Modeling: subjects, subject pronouns and present tense VOULOIR, PRENDRE, BOIRE, and IR verb forms use; partitive article use; imperative verb use
- o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense VOULOIR, PRENDRE, BOIRE, and IR verb forms; partitive articles; imperative verb forms
- o Oral language practice: use subjects, subject pronouns and present tense IR verb forms with the partitive article to talk about breakfast and place settings; use the verb VOULOIR to expand communication about breakfast and place settings; use subjects, subject pronouns and present tense forms of the verb PRENDRE and/or the imperative to talk about café foods; use the verb BOIRE to expand communication about café foods
- o Concept applied communication: Café menus, Story
- o Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- o Read Text Selections: Le croissant, Les crêpes bretonnes (recipe)
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- o Listening Selections & Télé-roman
- o Accessing the Télé-roman: transcript; Listening Strategy: Keeping track of the plot
- o Guided & Independent Listening Comprehension
- o Listening Fluency Practice: Repeat back, Isolating words

DELAWARE VALLEY SCHOOL DISTRICT

- Language & Culture: Géoculture: L'Ouest de la France
- Writing & Revision Skills: Subject & verb agreement, noun & adjective agreement & syntax, article choice, adverb formation, tense use, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 6--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

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OTHER RESOURCES:

www.conjuguemos.com

www.wordreference.com

www.verb2verbe.com

<https://edpuzzle.com>

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 7

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Communicating about shopping for clothes and accessories

Focus Question(s):

- Can I help you?
- What clothing/shoe size do you wear?
- May I try on...?
- Do you have...in...?
- What do you think of...?
- Do you like...?
- How much does...cost?
- Are...on sale?
- Have you decided?
- Can I show you...?

Goals:

In French, students will...

- Offer and ask for help
- Ask for and give opinions
- Ask about and give prices
- Make a decision
- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency
- Develop Speaking Fluency

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- Write Simple Sentences
- Communicate with the teacher and classmates

Objectives:

- **VOCABULARY & GRAMMAR**

- To agree demonstrative adjectives with nouns in a sentence (DOK Level 1, 2)
- To agree interrogative adjectives with nouns in a sentence (DOK Level 1, 2)
- To use present tense forms of the verb METTRE with subject agreement in a sentence (DOK Level 1, 2)
- To form and use the passé composé of ER verbs and irregular verbs (DOK Level 1, 2)
- To use adverbs in a past tense sentence (DOK Level 1, 2)
- To increase recognition and use of high frequency words (DOK Level 1, 2)
- To recall and use unit vocabulary--clothing, accessories, sports equipment, leather goods, jewelry, and Numbers 1,000-1,000,000 (DOK Level 1)
- To use complete, simple sentences to ask for and give information (DOK Level 1, 2)

- **READING & WRITING**

- To recognize high frequency words and unit vocabulary (DOK Level 1)
- To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
- To activate prior knowledge (DOK Level 1, 2, 3)
- To identify details in a text (DOK Level 1)
- To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
- To read a Magazine Article (DOK Level 2, 3)
- To write about clothes (DOK Level 2, 3)

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
- To develop oral fluency: the glides [j], [w], and [ɥ] (DOK Level 1)

- **COMPREHENSION & CRITICAL THINKING**

- To interpret visual, audio and text input (DOK Level 1, 2)
- To construct a response (DOK Level 2, 3)
- To modify words (DOK Level 2)
- To differentiate subject points-of-view (DOK Level 3)

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- o To differentiate formality levels (DOK Level 3)
- o To make comparisons across cultures (DOK Level 3)
- o To generate ideas, make judgments & revise communication (DOK Level 3, 4)
- o To classify (DOK Level 2)
- o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- o Daily Modeled & Expected Use: Accurate Pronunciation
- o Productive Language: Ask for and offer help, Ask for and give opinions, Ask about and give prices, Make a decision
- o Receptive Language: Help, opinion, price and decision comprehension
- o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
- o Graphic Organizer: subject and verb conjugation chart, demonstrative adjectives chart, interrogative adjectives chart, adjectives to adverbs chart
- o Language Modeling: subjects, subject pronouns and present tense METTRE and the passé composé of ER and irregular verb forms use; demonstrative adjective use; interrogative adjective use; adverb use
- o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense METTRE and the passé composé of ER and irregular verb forms; demonstrative adjective; interrogative adjective; adverb
- o Oral language practice: use demonstrative and interrogative adjectives to talk about clothing and accessories; use subjects, subject pronouns and present tense of the verb METTRE to expand communication about clothing and accessories; use the passé composé of ER and irregular verbs to talk about sports equipment, leather goods, and jewelry; use Numbers 1,000-1,000,000 and adverbs with the passé composé to expand communication about sports equipment, leather goods and jewelry
- o Concept applied communication: Clothing Store Ad, Interview, Magazine Article
- o Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- o Read Text Selections: Le Sénégal: la mode et les jeunes, La musique sénégalaise (article)
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- o Listening Selections & Télé-roman

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- Accessing the Télé-roman: transcript; Listening Strategy: Recognizing different points of view
- Guided & Independent Listening Comprehension
- Listening Fluency Practice: Repeat back, Isolating words
- Language & Culture: Géoculture: Le Sénégal
- Writing & Revision Skills: Subject & verb agreement, noun & adjective agreement & syntax, article choice, adverb formation, tense use, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 7--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

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OTHER RESOURCES:

www.conjuguemos.com

www.wordreference.com

www.verb2verbe.com

<https://edpuzzle.com>

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 8

Time Range in Days: 22-23 days

Standard(s):

PA Common Core State Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC. 1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC. 1.3. E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Describing home and household activities

Focus Question(s):

Is it OK with you if...?

Can I...?

Where is...?

Goals:

In French, students will...

- Ask for, give, and refuse permission
- Tell how often you do things
- Describe a house
- Tell where things are
- Respond to Visuals
- Generate Ideas
- Make Judgments
- Listen Actively
- Respond Accurately
- Recognize High Frequency Words
- Develop Reading Fluency
- Develop Speaking Fluency
- Write Simple Sentences
- Communicate with the teacher and classmates

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Objectives:

- **VOCABULARY & GRAMMAR**

- To use the present tense verb forms of--POUVOIR, DEVOIR, DORMIR, SORTIR, PARTIR, and verbs ending in YER--with subject agreement in a sentence (DOK Level 1, 2)
- To form and use the passé composé or IR and RE verbs (DOK Level 1, 2)
- To use negative expressions in a sentence (DOK Level 1, 2)
- To form and use the passé composé with ÊTRE (DOK Level 2, 3)
- To increase recognition and use of high frequency words (DOK Level 1, 2)
- To recall and use unit vocabulary--chores, parts of the house, and furniture (DOK Level 1)
- To use complete, simple sentences to ask for and give information (DOK Level 1, 2)

- **READING & WRITING**

- To recognize high frequency words and unit vocabulary (DOK Level 1)
- To use context clues and/or appropriate resources to ascertain the meanings of new words in a text (DOK Level 1, 2)
- To activate prior knowledge (DOK Level 1, 2, 3)
- To identify details in a text (DOK Level 1)
- To develop reading fluency: Phrasing, accuracy & rate (DOK Level 1)
- To read a Real Estate Listing (DOK Level 2, 3)
- To write about home (DOK Level 2, 3)

- **LISTENING & SPEAKING**

- To ask & answer questions (DOK Level 1, 3)
- To listen actively (DOK Level 2)
- To participate in conversation ((DOK Level 2)
- To give an oral response to visuals, audio selections & reading selections (DOK Level 1)
- To develop oral fluency: the nasal sound [ɛ] (DOK Level 1)

- **COMPREHENSION & CRITICAL THINKING**

- To interpret visual, audio and text input (DOK Level 1, 2)
- To construct a response (DOK Level 2, 3)
- To modify words (DOK Level 2)
- To differentiate subject points-of-view (DOK Level 3)
- To differentiate formality levels (DOK Level 3)
- To make comparisons across cultures (DOK Level 3)
- To generate ideas, make judgments & revise communication (DOK Level 3, 4)
- To classify (DOK Level 2)

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- o To analyze text (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

● **READING, WRITING & LANGUAGE**

- o Daily Modeled & Expected Use: Accurate Pronunciation
- o Productive Language: Ask about, refuse, and give permission; Tell how often you do things; Describe a house; Tell where things are
- o Receptive Language: House and location descriptions comprehension, Permissions and frequency discernment
- o Guided Discussion/Peer Interview: Exprimons-nous! applied vocabulary use
- o Graphic Organizer: subject and verb conjugation chart, negative expressions chart
- o Language Modeling: subjects, subject pronouns and present tense verb forms-- POUVOIR, DEVOIR, DORMIR, SORTIR, PARTIR, and verbs ending in YER--use; negative expressions use; the passé composé with ÊTRE use
- o Discrete grammar & vocabulary practice: subjects, subject pronouns & present tense verb forms--POUVOIR, DEVOIR, DORMIR, SORTIR, PARTIR, and verbs ending in YER; negative expressions; the passé composé with ÊTRE
- o Oral language practice: use subjects, subject pronouns, the present tense verb forms of--POUVOIR, DEVOIR--and the passé composé of--IR and RE--verbs to talk about chores; use negative expressions to expand communication about chores; use subjects, subject pronouns, the present tense verb forms of--DORMIR, SORTIR, and PARTIR--and the passé composé with ÊTRE to talk about parts of the house and furniture; use the present tense of verbs ending in YER to expand communication about parts of the house and furniture
- o Concept applied communication: Service Ad, Interview
- o Reading & Listening Preparedness: High frequency words, Unit vocabulary & grammar
- o Read Text Selections: Agence Immobilière du Rocher: Maisons et Appartements, Méaventure (Senegalese story)
- o Accessing the Text: Reading Selection Recordings
- o Guided & Independent Reading Comprehension
- o Reading Fluency Practice: Develop Fluency: Phrasing, Accuracy & Rate
- o Listening Selections & Télé-roman
- o Accessing the Télé-roman: transcript; Listening Strategy: Making Deductions
- o Guided & Independent Listening Comprehension
- o Listening Fluency Practice: Repeat back, Isolating words
- o Language & Culture: Géoculture: Le Sénégal

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- Writing & Revision Skills: Subject & verb agreement, noun & adjective agreement & syntax, article choice, adverb formation, tense use, capital letters, accent marks, punctuation

Assessments:

Diagnostic:

- Vocabulaire 1 et 2 Quizzes
- Grammaire 1 et 2 Quizzes

Formative:

- Vocabulaire 1 et 2 Quizzes: Listening
- Grammaire 1 et 2 Quizzes: Listening
- Lecture 1 et 2 Quizzes
- Écriture 1 et 2 Quizzes

Summative: Examen: Chapitre 8--Listening, Reading, Speaking and Writing proficiency

Suggested Extensions: Visual noun identification & simple conversation prompts, Additional Level Appropriate Readings, Writing & Revising Practice, Culture: Metric conversions number practice, French Proverbs, Supplementary Vocabulary List use, Expressions List use, Online Vocabulary and Grammar practices

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, discussion, and presentation strategies.

Materials and Resources:

PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– textbook and workbook

NON-PRINT TEXTS: Bien dit!: Houghton-Mifflin-Harcourt French Level 1– Video Program; Audio CDs

OTHER RESOURCES:

www.conjuguemos.com
www.wordreference.com
www.verb2verbe.com
<https://edpuzzle.com>

Appendix

Sample Grammar Charts:

French Articles—

Definite

Contractions

Indefinite

Indefinite/Partitive Negative

Partitive

French Adjectives—

basic

ms	mp
fs	fp

end in /e/

ms	mp
fs	fp

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beau/nouveau/vieux

irregulars [long, favori, blanc, cher]

ms	mp
fs	fp

feminine double consonant

ms	mp
fs	fp

end in /eux/

ms	mp
fs	fp

end in /al/

ms	mp
fs	fp

end in /if/

ms	mp
fs	fp

possessive

demonstrative

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ms	mp
fs	fp

Pronouns

singular						
	subject	reflexive	direct object	indirect object	stress	possessive
1st person						
2nd person						
3rd person						
plural						
	subject	reflexive	direct object	indirect object	stress	possessive
1st person						

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2nd person						
3rd person						

Pronoun Pennant— [indicative syntax]

Relative Pronouns—

--	--

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Interrogative Pronouns—

Verbs:

je	nous
tu	vous
il elle on	ils elles

je	nous
tu	vous
il elle on	ils elles

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Common Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2 D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.3 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.4 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

ACTFL Standards aligned to Common Core Standards: Reading

Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

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Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

Common Core Standards: Writing

1.5 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.5 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.6 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.3 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

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- 1.5 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 1.6 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 1.7 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ACTFL Standards aligned to Common Core Standards: Writing

Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches and write persuasive essays.
 4. Produce expository writing.
 5. Self-edit written work for content, organization, and grammar.
 6. Self-monitor and adjust language production.

Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Connections: Reinforce Other Disciplines (Standard 3.1)

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- Reinforce and further knowledge of other disciplines through the target language.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

Common Core Standards: Speaking and Listening

- 1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.6 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 1.5 C – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 1.5. E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- 1.7 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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ACTFL Standards aligned to Common Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
 1. Engage in the oral exchange of ideas in formal and informal situations.
 2. Elicit information and clarify meaning by using a variety of strategies.
 3. State and support opinions in oral interactions.
 4. Self-monitor and adjust language production.
 5. Converse in ways that reflect knowledge of target culture communities (e.g, geographical, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches.
 4. Expound on familiar topics and those requiring research.
 5. Self-monitor and adjust language production.
 6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
 7. Incorporate content across disciplines in presentations.

Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

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- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

Common Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.8.A – Analyze the influence of emerging technologies on daily life.

15.4.8.G – Create an advanced digital project using appropriate software/application for an authentic task.

15.4.8.K – Create a multimedia project using student-created digital media.

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____