



Leonia School District

French I

Course Description

In French intermediate low, students continue with the introduction of the French language in French I. Students expand on the acquisition of elementary grammar, vocabulary, French pronunciation, and continue to understand the French culture. Students continue to develop listening, speaking, reading and writing skills.

Pacing Guide

Time Frame	Unit Title
8 weeks	Unit 1: Foundations of French
8 weeks	Unit 2: Les Cours Et Les Profs
8 weeks	Unit 3: Pendant Et Après Les Cours
8 weeks	Unit 4: La Nourriture Et Les Cours
8 weeks	Unit 5: Les Vêtements Et Le Voyages

Born on:

Board Approved:

Readopted:

Unit 1 - Foundations of French

Goals/Objectives of Unit:

- How to imitate appropriate gestures and intonations of the target culture during greetings, leaving-taking, and daily interactions
- State and write appropriate greetings depending on situations
- How to copy/write words, phrases, or simple guided text on familiar topics
- Spell words using alphabet and sound system of the language
- the French words representing the numbers from 0 - 30
- identify the French words (through written and auditory clues) for the numbers 0 - 30
- How to say the French words for the numbers 0 - 30
- the components of the 24-hour clock system used in France
- the various expressions used when telling time
- tell time using the 24-hour clock system used in France
- the French words for the 4 seasons
- the French words for the various weather expressions used in everyday conversation
- identify the four seasons using the target language
- describe various weather conditions in the target language
- express opinions about weather and seasons
- the names of the days of the week and months of the year
- the sequence to stating the date
- identify (writing/speaking/reading) the days of the week and months of the year
- state the date
- various adjectives used to describe people/things
- gender association for various nouns

Core Instructional Resources/Materials:

- YouTube.com and other French enhancement videos
- Teacher created materials
- Student created materials
- Bon Voyage French Textbook
- Projector
- Transparencies
- web activities

- describe people\things using gender appropriate adjectives
- the 6 forms of the verb "etre"
- describe people/things using the appropriate form of the verb "etre"
- create cohesive sentences using appropriate sentence structure and the verb "etre"
- feminine and masculine gender markers exist for every noun in French
- which nouns are masculine and feminine
- which articles indicate "the"
- which articles indicate "a/an"
- identify nouns through gender markers
- identify nouns using appropriate definite or indefinite articles

NJ-Student Learning Standards:

Interpretive:

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

Interpersonal:

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentation:

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit 2 - Les Cours Et Les Profs

Goals/Objectives of Unit:

- the French words for various school subjects
- identify school subjects using the appropriate word in the target language
- identify when certain classes start and end
- definitions of various infinitive forms of the "er" verbs
- the 6 forms of "er" verbs
- describe various activities using the appropriate form of an "er" verb in cohesive sentences
- the words for various school supplies
- appropriate expressions used when shopping for school supplies
- identify various school supplies in the target language
- use appropriate expressions when shopping for school supplies
- where to place the words "ne...pas" in sentences to express what someone is NOT doing
- express what someone is NOT doing using the appropriate placement of the words "ne...pas"
- the words used to identify the members of a family
- identify the various members of a family
- describe how people are related to one another
- the words used to identify the various components of an apartment or house
- identify the various components of an apartment or house
- to describe where they live
- describe where they live

Core Instructional Resources/Materials:

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- Student created materials
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- web activities

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 - 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal:

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Presentation:

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. •
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Unit 3 - Pendant Et Après Les Cours

Goals/Objectives of Unit:

- the six forms of the verb "avoir"
- the various idiomatic expressions used with verb "avoir"
- tell what someone's age is
- ask what someone's age is
- tell what they own
- use the verb "avoir" in appropriate idiomatic expressions
- the various words used to show possession
- that the possessive adjective must correspond appropriately to the noun according to gender
- show possession using the appropriate possessive adjective
- the names of various food items sold at a cafe/restaurant
- various expressions used to order items at a cafe/restaurant
- identify various food items sold at a cafe/restaurant
- order food at a cafe/restaurant
- the names of various items of a table setting
- identify what items are commonly used with certain food items
- place various table setting items in appropriate places on a table
- the names of various locations

Core Instructional Resources/Materials:

- YouTube.com and other French enhancement videos
- Teacher created materials
- Student created materials
- Bon Voyage French Textbook
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- Transparencies
- web activities

- the 6 forms of the verb "aller"
- various expressions used to describe feelings
- identify where people go
- use the verb "aller" in cohesive sentences (describing where people go/how they are feeling)
- to use the present tense of "aller" plus an additional verb in the infinitive tense to describe an event that will take place in the near future
- speak, read, and write about events that will take place in the near future
- the various contractions used to describe where people go (à)
- the various contractions used to describe what people have (de)
- describe where people go using the appropriate "à" contraction
- describe what people have using the appropriate "de" contraction

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- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal:

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Presentation:

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit 4 - La Nourriture Et Les Cours

Goals/Objectives of Unit:

- the 6 forms of the verb "prendre"
- that "prendre" is used to describe what people take or what they "have" with food and drink
- create cohesive sentences using the appropriate form of the verb "prendre"
- the names of various specialty shops popular in France
- the names of various food items sold at these specialty shops
- various expressions used when shopping for food items
- identify the names of various food items in specialty shops
- identify the names of various specialty shops
- shop for food in these specialty shops
- the names of various fruits and vegetables
- the quantity names commonly associated with fruits and vegetables
- identify the names of various fruits and vegetables
- ask for/identify various quantities of fruits and vegetables
- the 6 forms of the verb "faire"
- the various idiomatic expressions used with the verb "faire"
- use the verb "faire" in cohesive sentences
- use the verb "faire" in various idiomatic expressions
- the six forms of the verb "pouvoir"
- the six forms of the verb "vouloir"
- use the verbs "pouvoir" and "vouloir" in cohesive sentences describing what people can do/what people what or what to do
- to use the "de" contractions when expressing some of something
- to use the appropriate definite article when expression an emotion about something in general

Core Instructional Resources/Materials:

- YouTube.com and other French enhancement videos
- Teacher created materials
- Student created materials
- Bon Voyage French Textbook
- Projector
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• identify some of something using the appropriate "de" contraction • express an opinion about something using the appropriate definite article	
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Unit 5 - Les Vêtements Et Le Voyages

Goals/Objectives of Unit: • words used to identify various articles of clothing • expressions used when shopping for clothes	Core Instructional Resources/Materials: • YouTube.com and other French enhancement videos • Teacher created materials • Student created materials
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- identify various articles of clothing in the target language
- shop for clothing
- make observations about various articles of clothing
- adjectives to describe articles of clothing (including color)
- describe articles of clothing using appropriate adjectives (including color)
- the 6 forms of the verb "mettre"
- the various uses for the above verb
- use the verb "mettre" in cohesive sentences (for all of the different meanings of the verb)
- the three comparative adjective formations
- various adjectives used to describe clothing
- compare articles of clothing using the proper comparative formation and appropriate adjectives
- use the verbs "croire" and "voir" in cohesive sentences
- use the verb "croire" to express an opinion
- the 6 forms of the verb "croire"
- the 6 forms of the verb "voir"
- the definitions of each of the above verbs
- what a calligramme is and how this type of poetry is used
- how to create an original calligramme
- read and comprehend a calligramme in the target language
- create an original calligramme about clothing
- the cultural habits associated with the various Francophone countries which celebrate Mardi Gras
- the origins of the holiday of Mardi Gras
- discuss the events and cultural practices associated with Mardi Gras
- take part in the celebratory event of the King Cake
- useful vocabulary words associated with items/places at an airport and on a plane
- identify various items/places at an airport and on a plane
- check in for a flight
- ask for information at an airport
- discuss air travel in France
- the six conjugations of "ir" verbs
- the definitions of various "ir" verbs

- Bon Voyage French Textbook
- Projector
- Transparencies
- web activities

- use "ir" verbs in cohesive sentences
- the four forms of the question word "quel"
- to use the above question word when asking someone to be more specific about something
- the four forms of the word "tout"
- to use the above word when talking about all of something
- use the appropriate form of the word "quel" when asking someone to be more specific about something
- use the appropriate form of the word "tout" when talking about all of something
- the six forms and individual definitions of each of the following verbs: servir, partir, dormir, sortir
- use the verbs "servir", "partir", "dormir", and "sortir" in cohesive sentences

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- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Pre/Post Assessments
- Oral assessment

Performance Based Assessment:

- Oral assessment on previous units

Alternative Assessment:

- Written assessment on technological tools
- Oral assessments with technological tools

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations