

Roscommon Area Public Schools – Curriculum Framework

Course: French 1

Course Structure: (5 hours/week)

Unit Title: (Fall, Winter, Spring)

Course Description : Introduction to French



Stage 1: Identify Desired Results

Essential Question:

What thought-provoking questions will foster inquiry, meaning making and transfer?

- *An essential question is open ended; has no simple "right answer."*
- *Is meant to be investigated, argued, looked at from different points of view*
- *Encourages active "meaning making" by the learner about important ideas.*
- *Raises other important questions.*
- *Naturally arises*

What are your likes and dislikes?

What do French teens similar to/different from American teens?

How do we unconsciously change the way we speak based on context?

Scaffold Questions:

What questions can we ask students that break the essential question into smaller pieces of content?

What do you like to do for amusement/ entertainment?

How often do you do it?

How well do you do it?

State Standards for World Language

List all of the standards in this unit.

Interpersonal Communication
Interpretative Communication
Presentational Communication
Language Comparisons

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	Cultural Comparisons Making Connections Acquiring Information and Diverse perspectives Relating to CULTural Practices
Crossover standards* <i>Connection to other content areas (Option)</i>	
Alignment to the Vision of High Quality Instruction in <i>Subject</i> <i>(How do the instructional targets in this unit align to the district's vision of high quality instruction?)</i>	<i>It is our mission to educate and inspire all students to achieve academic and social growth that leads to a successful future.</i> <i>Students are being challenged to learn about a new culture, which will inspire them to seek out future opportunities to practice their language skills in real world a context.</i>
Stage 2: Determine Acceptable Evidence	

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(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)

Measure of Understanding (Performance Task)

(How will students demonstrate their attainment of the long term understanding?)

Students will demonstrate a conversation between friends asking and telling what they like to do, how often they do it and how well they do it.

Students will demonstrate whether they agree/disagree with someone's preferences

Students will write emails/letters to pen pals

They will watch and discuss a teen drama

Assessing the Performance Task

(How will we evaluate quality student work in the performance task? How will we determine that students can use their learning independently?)

Students will be evaluated on their correct pronunciation of the target vocabulary as well as their ability to communicate with appropriate intonation.

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Summative Assessments <i>(How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group)</i>	<i>Chapter 2 Unit Test</i>
Formative Assessments	Students will practice verb conjugation charts Students will identify vocabulary--sorting into categories Students will identify masculine and feminine nouns Students will practice more complicated sentences using prepositions and coordinating conjunctions.
Student Self-Reflection and Self-Regulation (Student-Centered) <i>(How will we measure students' ability to think meta-cognitively?)</i>	1. What is challenging you with verb conjugation? 2. What strategies do you think work best for you to practice: games, flash cards, homework? 3.

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Stage 3: Learning Plan (Summary of Key Learning Events and Instruction)

What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?

The learning events –

- *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.*
- *should match the level of rigor within the standard*

Vocabulary sorts

Like/dislike posters with pictures

TPR--masc/fem/plural

Read/understand magazine article about French teens

Activities: Card sorts, Tic Tac toe, Dice games related to verb conjugation

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support student Acquisition, Meaning Making, and Transfer.	
Learning Targets <i>What will students be taught? What should they know? What should they be able to do?</i>	<i>Students should be able to conjugate basic er verbs for all subject pronouns</i> <i>Students should be able to talk about activities they like/dislike</i> <i>Students should be able to say how often and how well they do certain activities</i> <i>Students should be able to identify whether a word is a noun/verb</i> <i>Students should be able to identify whether a noun is masc. /Fem./ plural</i>
How will the unit be sequenced and differentiated to optimize achievement for all learners? <i>Teaching -</i> should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).	Learn vocabulary related to preferences--nouns/verbs Learn masc/fem. Constructs--definite articles Conjugate -er verbs (aimer, manger, preferer, detester, etc) Learn formation of plurals Learn formation of preposition + definite article as it relates to place nouns Question formation--est-ce que Express preferences of increasing complexity using conjunctions and agreeing/disagreeing with others.

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• <i>should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).</i> • <i>be responsive to differences in learners' readiness, interests, and preferred ways of learning.</i>	
Children's Literature	
Key Vocabulary	Infinitive Stem Conjugate Definite article Liaison Adverbs Noun/ Verb
Resources <i>Description or link to resources</i>	Bien Diet textbook & Resources