## Stage 1: Desired results

### Standards/Goals:
Students will learn a foundational level of vocabulary to get them started in learning the French language, such as greetings, numbers, colors, etc. Students will also learn about WHY it is important to learn the French language and how it is beneficial to them. Finally, students will be introduced to how many different countries in the world are French-speaking.

### Supporting/Repeating Standards:
- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

### Understandings:
*Students will understand that…*
- It is important to learn a second language since it will benefit them as students and world citizens in a variety of ways.
- The way we do things in the United States, and more specifically in Baltimore, is not the same way people do things everywhere in the world (e.g. greetings).
- French is spoken all over the world.

### Essential Questions:
- How and why is greeting people in French-speaking countries similar/different than in the United States?
- How does the pronunciation of French words and letters compare to English?
- What countries make-up the French-speaking world?
- Why is it important to learn a second language (i.e. French)?
- Why is it important for us to appreciate other languages and cultures?

### Students will know…

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Commands</td>
</tr>
<tr>
<td>Alphabet</td>
</tr>
<tr>
<td>Name &amp; Age</td>
</tr>
<tr>
<td>Greetings &amp; Saying Good-bye</td>
</tr>
<tr>
<td>Numbers 1 to 20</td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Classroom Objects</td>
</tr>
</tbody>
</table>

### Students will be able to…
- Respond to commands given to them in French.
- Introduce themselves, state their age, and say how they are.
- Count from 1 to 20 in French.
- Identify the colors of daily objects in French.
- Sing the alphabet song in French.
- Identify objects in the classroom in French.
- Articulate reasons why it is important for them to learn a second language (i.e. French).
- Read and answer comprehension questions about basic dialogues
• Number of countries where French is spoken.
• Reasons for learning French.

**Geography**
• Continents & Oceans.

How do these desired results align with your Class Vision?

One key piece of my class vision is that students will be able to survive living in a French-speaking country. This unit will provide students with the basic vocabulary knowledge (numbers, colors, greetings, etc.) that they will use as foundational vocabulary on which they will develop their abilities to communicate with native speakers.

Another key piece of my class vision is for students to become more aware and tolerant of cultures different than their own. In this unit students will be introduced to the countries in which French is spoken, and ensure they have the basic geography knowledge (identifying continents and oceans) on which to have a context to build their knowledge of where French cultures can be found around the world and in relation to their own location in Baltimore City.

A final piece of my class vision is that my MS students will be able to test out of French 1 upon entering high school. The vocabulary, grammar, and skills taught in this unit are all aligned to set students up for success on this end-of-year city-wide exam.

**Stage 2: Assessment/Evidence**

Performance Tasks: (major projects and core task i.e. common assessments)

**Why French? Poster/Essay:** Students will have the choice of creating a poster or writing an essay (250 words for 7th grade; 350 words for 10th grade) which answers the question “Why French?” (The top 5 entries will be sent in to compete for a prize given by the AATF during National French week.)

**Greetings Cartoon and Skit:** Each student will work individually to draw and write a cartoon which uses French greetings and basic vocabulary. Students will then get together in groups and perform one of the group members’ cartoons in front of the class.

Other Evidence (quizzes, tests, prompts, work samples and observations)

**Vocabulary Quizzes:** Students will be given two vocabulary quizzes during the course of the unit. Each vocabulary quiz will include listening and reading questions.

**Conversation Exam:** Teacher will individually ask students 5 to 10 questions in French. Students will respond in French and be graded using the Foreign Language Oral Rubric.

How do these assessments measure your students’ progress towards your Class’ Big Goal(s)?

**Vocabulary Quizzes** – Vocabulary is the basic foundational knowledge that students will need to be able to achieve their EOY Listening, Speaking, Reading and Writing Goals.

**Conversation Exam** – Students listen and respond to basic questions in French. → EOY Speaking Goal – Students make a 3 minute speaking presentation in French.

**Greetings Cartoon Project** – Students demonstrate their beginning writing skills in French. → EOY Writing Goal – Students write at least 100 words in 5 minutes in French.

**Why French? Poster/Essay** – This project will help students understand the value of learning French which will help invest them in wanting to achieve the end-of-year Big Goals.
Stage 3: Learning Plan

Learning Plan (Activities and Resources):

Day 1: 1) SWBAT ask and respond to questions about their name in order to introduce themselves in French. 2) SWBAT identify and explain classroom procedures by completing a classroom and syllabus scavenger hunt. 3) SWBAT get to know the teacher and their classmates by completing a student survey and playing Two Truths and a Lie.

Day 2: SWBAT take a diagnostic exam in order to demonstrate their mastery of prerequisite skills and knowledge for French 1.

Day 3: 1) SWBAT complete and analyze the group clip art challenge in order to understand why it is important to work together as a class. 2) SWBAT participate in the continuum group challenge in order to begin working together as a class. 3) SWBAT identify and use directions vocabulary in order to be able to follow directions in the classroom given to them in French.

Day 4: 1) SWBAT play « Jacques a Dit » in order to review directions vocabulary in French. 2) SWBAT participate in and analyze the Paperclip Challenge in order to understand and explain the importance of listening in the foreign language classroom. 3) SWBAT ask and respond to questions about where they live in order to introduce their hometowns in French.

Day 5: SWBAT set up their supplies for French class in order to establish organizational strategies for the school year.

Day 6: 1) SWBAT identify the class’ French 1 Big Goals in order to understand what they will be aiming to accomplish by the end of the school year. 2) SWBAT complete a gallery walk in order to identify reasons why it is important to learn a foreign language.

Day 7: 1) SWBAT read and analyze an article on malleable intelligence in order to understand that they can grow their intelligence by working hard in a foreign language classroom. 2) SWBAT complete a multiple intelligence survey in order to identify and celebrate the different ways that they are smart.

Day 8: SWBAT comprehend and recite the French alphabet in order to spell words aloud in French.

Day 9: SWBAT identify and use colors vocabulary in order to describe the colors of daily objects in French.

Day 10: SWBAT identify and use the numbers 1 to 20 in order to be able to count in French.

Day 11: SWBAT play bingo and solve math problems in order to review the numbers 1 to 20 in French.

Day 12: SWBAT participate in listening, speaking, reading and writing activities in order to review for their first quiz.

Day 13: SWBAT take a quiz on the alphabet, numbers, colors, directions and introductory phrases in order to demonstrate their mastery of the material.

Day 14: SWBAT identify and use formal greetings in order to greet authority figures in French.

Day 15: SWBAT identify and use informal greetings in order to greet friends and family in French.

Day 16: SWBAT write one formal and one informal conversation in French and present them to the class with a partner in order to demonstrate their ability to greet others in French.

Day 17: SWBAT identify and understand the requirements for their cartoon project which will be used to demonstrate their mastery of the Unit 1 material.
Day 18: SWBAT identify and use classroom objects vocabulary in order to describe the objects found in a typical classroom in French.

Day 19: SWBAT identify and use school supplies vocabulary and the phrase “Il me faut” in order to discuss what supplies they need for each class in French.

Day 18: SWBAT identify and use cognates in order to read a newspaper article written entirely in French.

Day 19: SWBAT participate in listening, speaking, reading and writing activities in order to review for their second quiz.

Day 20: SWBAT take a quiz on the greetings, classroom objects and school supplies in order to demonstrate their mastery of the material.