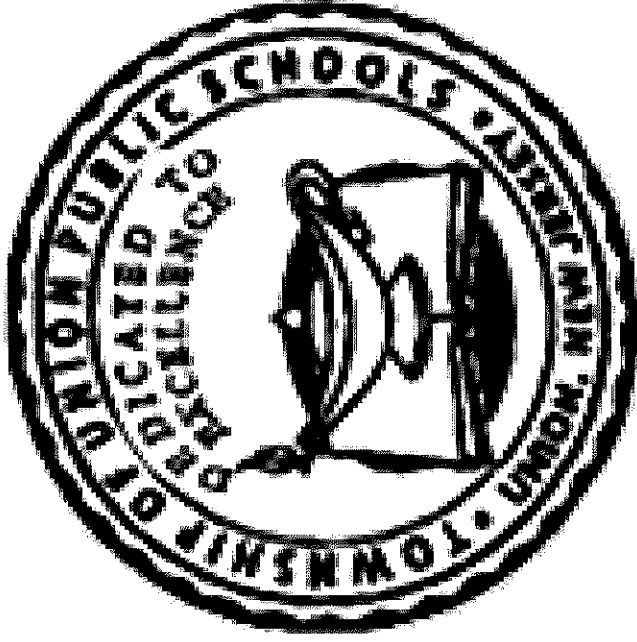
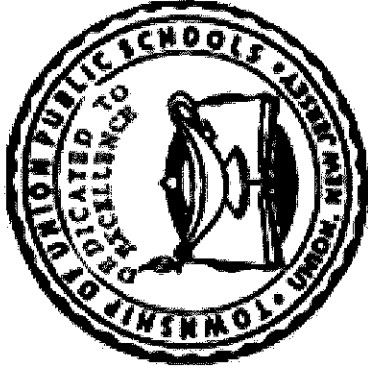


TOWNSHIP OF UNION PUBLIC SCHOOLS



**French 1**  
**Curriculum Guide**

Curriculum Guide Approved June 2015



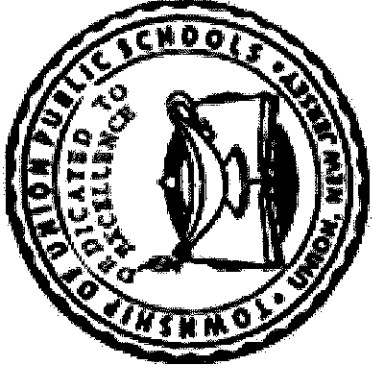
## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

**Guy Francis      Richard Galante      Lois Jackson**

**Ronald McDowell      Angel Salcedo      Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**

Administration

- Interim Superintendent .....Mr. Gregory Tatum**
- Assistant Superintendent .....Dr. Noreen Lishak**
- Director of Student Information/Technology .....Ms. Ann M. Hart**
- Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta**

## DEPARTMENT SUPERVISORS

All Academic Areas K-2 .....	Ms. Maureen Corbett
Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Theresa Matthews
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts.....	Ms. Mary Malyska
Math 8-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Computer Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

# ***French 1***

## **Curriculum Committee Members**

**Laura Detjen**

**Nicole Tartaglia**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

**French 1 is an introductory course to the language, culture, heritage, geography and history of the people of France. The primary goals for the French 1 student are to adapt their palates to accommodate a new dialect of pronunciation and to acquire a basic reading, writing and conversational vocabulary to interact with the Francophone world.**

## **Recommended Textbooks**

**T'es Branché 1  
EMC World Languages**

## Course Proficiencies

### Students will be able to...

#### Semester I

- Meet people, greet people, talk about people, introduce family members
- Express hunger, thirst, pay at a French café, tell time, express days and dates, talk about the weather
- Describe daily activities, where people are, find out what's going on, invite friends, answer and ask yes/no and information questions
- Describe oneself and others, talk about possessions

#### Semester II

- Describe one's city, find one's way around get directions, describe home/family, make plans to do things in town
- Talk about clothing, discuss shopping plans, holidays
- Discuss leisure activities, describe travel plans, narrate what happens
- Talk about favorite foods, shop for food, plan a meal, eat out with friends

#### Additional requirements:

#### Cultural Research

- View a French film to gain historical and cultural insight into French life, culture, youth and history
- Research a day in Paris by planning lodging, travel via public transit and visitation of 3 important sights

## Curriculum Units

Unit 1: Bonjour Tout le Monde – Introduce Self & Others

Unit 2: Les Passe-Temps – Likes/Dislikes/Preferences

Unit 3: À L'école – say what others need, give prices, talk about school and ask questions

Unit 4: Le Weekend Ensemble – make plans, order food and drink, make predictions

Unit 5: Les Gens que Je Connais – ask about age, discuss holidays

Unit 6: La Rue Commerçante – shop for clothing, shop online, make purchases at the market

## Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> <b>Bonjour Tout le Monde</b> – Introduce Self & Others	30
<u>Unit 2:</u> <b>Les Passe-Temps</b> – Likes/Dislikes/Preferences	30
<u>Unit 3:</u> <b>À L'école</b> – say what others need, give prices, discuss school, ask questions	30
<u>Unit 4:</u> <b>Le Weekend Ensemble</b> – make plans, order food and drink, make predictions	30
<u>Unit 5:</u> <b>Les Gens que Je Connais</b> – ask about age, discuss holidays	30
<u>Unit 6:</u> <b>La Rue Commerçante</b> – shop for clothing, shop online shop at the market	30

## Unit 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the basic and defining elements of Francophone culture and conversation?</p> <p>Why do the French express themselves in both formal and informal ways?</p> <p>What is “back to school” like in France and the French-speaking world as compared to the USA?</p>	<p><b>Meeting people (7.1)</b></p> <ul style="list-style-type: none"> <li>• Introducing oneself and others (<b>Leçon 1A</b>)</li> <li>• Using French greetings (<b>Leçon 1A</b>)</li> <li>• Ask how things are going (<b>Leçon 1A</b>)</li> <li>• Saying how one feels (<b>Leçon 1B</b>)</li> <li>• Saying goodbye (<b>Leçon 1B</b>)</li> <li>• Discuss <b>la rentrée</b> (return to school) and compare between USA and France and N. Africa where French is spoken. (<b>Leçon 1B</b>)</li> <li>• Invite someone and accept/refuse invitation (<b>Leçon 1C</b>)</li> <li>• Discuss teens in France and French speaking sub-Saharan Africa. (<b>Leçon 1C</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic and Pictorial Organizers,</li> <li>• Think-Pair-Share</li> <li>• Listening</li> <li>• Comprehension practice</li> <li>• One sentence summaries</li> <li>• Online activities</li> <li>• Class discussion</li> <li>• (Chapter review)</li> </ul>	<ul style="list-style-type: none"> <li>• Graded homework</li> <li>• Class participation</li> <li>• Vocabulary quizzes</li> <li>• Pair/Group dialogues</li> <li>• Chapter test</li> </ul>

## Unit 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What role do activities and pastimes play in the life of a French student as compared with those of America?</p> <p>What do activities and pastimes reveal about a culture?</p> <p>In French when is it essential to express oneself in formal and informal ways?</p> <p>What is the family dynamic like in France and in French-speaking countries?</p>	<p><b>Likes, dislikes, preferences: (7.1)</b></p> <p><b>(Leçon 2A)</b></p> <ul style="list-style-type: none"> <li>• Ask what someone likes to do, say what one likes to do</li> <li>• Talk about <b>Pari Roller</b>, birth of modern Olympics and hockey in Canada</li> <li>• Use pronouns <b>Tu</b> and <b>Vous</b> in correct context and use regular <b>-ER verbs</b></li> </ul> <p><b>(Leçon 2B)</b></p> <ul style="list-style-type: none"> <li>• Say how much one likes to do things</li> <li>• Use adverbs appropriately.</li> </ul> <p><b>(Leçon 2C)</b></p> <ul style="list-style-type: none"> <li>• Ask about and state preferences, agree/disagree</li> <li>• Identify masculine/feminine nouns, the verb <b>preferer</b></li> <li>• Use <b>ne...pas</b> to make negative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic and Pictorial Organizers,</li> <li>• Think-Pair-Share</li> <li>• Listening</li> <li>• Comprehension practice</li> <li>• One sentence summaries</li> <li>• Online practice and reinforcement activities</li> <li>• Class discussion</li> <li>• Total physical response activities (TPR)</li> <li>• (Chapter review)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Graded homework</b></li> <li>• <b>Class participation</b></li> <li>• <b>Vocabulary quizzes</b></li> <li>• <b>Pair/Group dialogues</b></li> <li>• <b>Poster/PowerPoint or portfolio project</b></li> <li>• <b>Chapter test</b></li> </ul>

### Unit 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How does education shape individuals and society?</p> <p>How does education seem to be similar and dissimilar between France and the USA?</p> <p>What is the roll of e-learning in France and how does it compare to what is used in the USA?</p>	<p><b>School/student life: (7.1)</b></p> <p><b>(Leçon 3A)</b></p> <ul style="list-style-type: none"> <li>• Say what I and others need, give price.</li> <li>• Talk about Carrefour, French school supplies, the euro, and e-learning</li> <li>• Indefinite articles, plural form of nouns and articles, irregular verb <b>avoir</b></li> </ul> <p><b>(Leçon 3B)</b></p> <ul style="list-style-type: none"> <li>• Describe teachers and classes, ask for descriptions</li> <li>• Discuss French school schedule, courses, exams etc and French Polynesia.</li> </ul> <p><b>(Leçon 3C)</b></p> <ul style="list-style-type: none"> <li>• Ask Where, when, with whom, and why</li> <li>• Talk about French lunches &amp; borrowed words from French</li> </ul> <p>The verb <b>aller</b> and yes/no questions.</p>	<ul style="list-style-type: none"> <li>• Graphic and Pictorial Organizers,</li> <li>• Think-Pair-Share</li> <li>• Listening</li> <li>• Comprehension practice</li> <li>• One sentence summaries</li> <li>• Online practice and reinforcement activities</li> <li>• Class discussion</li> <li>• Total physical response activities (TPR)</li> <li>• (Chapter review)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Graded homework</b></li> <li>• <b>Class participation</b></li> <li>• <b>Vocabulary quizzes</b></li> <li>• <b>Pair/Group dialogues</b></li> <li>• <b>Poster/PowerPoint or portfolio project</b></li> <li>• <b>Chapter test</b></li> </ul>

## Unit 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What do weekend leisure activities look like in other countries?</p> <p>How do French teens spend their weekends with friends?</p> <p>What is the important social and cultural role of the iconic French Café in everyday life?</p>	<p><b>Weekend/Leisure Activities (7.1) (Lecon 4A)</b></p> <ul style="list-style-type: none"> <li>❖ Make plans, setting the time and place to do something</li> <li>❖ Talk about soccer in France and a famous French soccer player</li> <li>❖ Talk about the future using <b>aller</b> + infinitive and form questions using inversion and <b>n'est-ce pas</b></li> </ul> <p><b>(Lecon 4B)</b></p> <ul style="list-style-type: none"> <li>➢ Order food and drinks in a café and ask for the bill</li> <li>➢ Talk about <b>le fast-food</b> and famous cafes in France</li> <li>➢ Use the verb <b>prendre</b> and the expressions <b>avoir faim/soif</b></li> </ul> <p><b>(Lecon 4C)</b></p> <ul style="list-style-type: none"> <li>❖ Make and respond to predictions</li> <li>❖ Talk about the history of cinema in France and some popular comedies</li> <li>❖ Use all form of <b>quel</b> and <b>voir</b></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic and Pictorial Organizers,</li> <li>• Think-Pair-Share</li> <li>• Listening</li> <li>• Comprehension practice</li> <li>• One sentence summaries</li> <li>• Online practice and reinforcement activities</li> <li>• Class discussion</li> <li>• Total physical response activities (TPR)</li> </ul> <p>(Chapter review)</p>	<ul style="list-style-type: none"> <li>• Graded homework</li> <li>• Class participation</li> <li>• Vocabulary quizzes</li> <li>• Pair/Group dialogues</li> <li>• Poster/PowerPoint or portfolio project</li> </ul> <p>Chapter test</p>



## Unit 5

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is the nature of relationships (both family and friends) in other cultures?</p>	<p><b>People I Know</b> <b>Lecon 5A-</b></p> <ul style="list-style-type: none"> <li>• to propose and order something to eat</li> <li>• name measurements in the metric system and talk about Martinique</li> <li>• use possessive adjectives</li> </ul> <p><b>Lecon 5B-</b></p> <ul style="list-style-type: none"> <li>• to tell your age and ask someone else's, tell what gift you're giving and plan a party</li> <li>• discuss holidays in francophone countries</li> <li>• <b>use <i>ir verbs</i> and <i>offrir</i></b> in the present tense, the expression <b><i>avoir...ans</i></b> and give dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic and Pictorial Organizers,</li> <li>• Think-Pair-Share</li> <li>• Listening</li> <li>• Comprehension practice</li> <li>• One sentence summaries</li> <li>• Online practice and reinforcement activities</li> <li>• Class discussion</li> <li>• Total physical response activities (TPR)</li> </ul> <p>(Chapter review)</p>	<ul style="list-style-type: none"> <li>• Graded homework</li> <li>• Class participation</li> <li>• Vocabulary quizzes</li> <li>• Pair/Group dialogues</li> <li>• Poster/PowerPoint or portfolio project</li> </ul> <p>Chapter test</p>

What are the most common professions in the French speaking world?

**Lecon 5C-**

- ask what someone's profession is, ask where someone is from and tell what country you're from.
- Discuss French speaking Africa and the performers Amadou and Mariam.
- Use **c'est** and **il/elle est**, the verb **venir**, and **de** + definite articles.

## Unit 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>How is shopping different in other countries?</p> <p>How is clothing sizes different in other countries?</p>	<p><b><u>Lecon 6A-</u></b></p> <ul style="list-style-type: none"> <li>• To shop for clothes</li> <li>• Talk about shopping online in France, French flea markets, designers and clothing in West Africa</li> <li>• Use the verbs <b>acheter</b> and <b>vouloir</b> and demonstrative adjectives</li> </ul> <p><b><u>Lecon 6B-</u></b></p> <ul style="list-style-type: none"> <li>• To sequence activities</li> <li>• Talk about French stores, cheeses and metric measurements</li> <li>• Use regular <b>re</b> verbs and expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic and Pictorial Organizers,</li> <li>• Think-Pair-Share</li> <li>• Listening</li> <li>• Comprehension practice</li> <li>• One sentence summaries</li> <li>• Online practice and reinforcement activities</li> <li>• Class discussion</li> <li>• Total physical response activities (TPR)</li> </ul> <p>(Chapter review)</p>	<ul style="list-style-type: none"> <li>• Graded homework</li> <li>• Class participation</li> <li>• Vocabulary quizzes</li> <li>• Pair/Group dialogues</li> <li>• Poster/PowerPoint or portfolio project</li> </ul> <p>Chapter test</p>

**Lecon 6C-**

- To make purchases at the market
- Talk about French and North African markets and the slow food movement in France.
- Use the partitive in affirmative and negative sentences

New Jersey Core Curriculum Content Standards  
French 1

World Languages: 7.1

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Scoring Rubric

**ORAL PRESENTATIONS**

	<b>"4" POINTS</b>	<b>"3" POINTS</b>	<b>"2" POINTS</b>	<b>"1" POINT</b>	<b>"0" POINTS</b>
<b>Pronunciation</b>	Completely comprehensible to a native speaker	Mostly comprehensible to a native speaker	Partially comprehensible to a native speaker	Nearly incomprehensible to a native speaker	Incomprehensible to a native speaker
<b>Grammatical Structure</b>	Minimal errors (comprehension not affected)	Occasional errors (comprehension not affected)	Errors sometimes interfere with comprehension	Errors frequently interfere with comprehension	Grammar fails to communicate structurally
<b>Vocabulary</b>	Uses rich and varied vocabulary	Uses a moderate variety of vocabulary and descriptors	Uses limited vocabulary (minimal variety)	Vocabulary inconsistent with course level	Unfamiliar with thematic vocabulary
<b>Communication</b>	Able to understand and respond appropriately all of the time	Able to understand and respond appropriately most of the time	Able to understand and respond appropriately some of the time	Frequently is unable to understand or respond appropriately	Does not understand or respond appropriately
<b>Requirements</b>	Meets all requirements of the assignment	Meets most of the requirements of the assignment	Meets some of the requirements of the assignment	Meets few of the requirements of the assignment	Does not meet requirements of the assignment

## WRITING RUBRICS

- Assignment.....
- Targeted Functions.....
- Targeted Vocabulary.....
- Targeted Grammar.....

<b>CONTENT</b>	<b>COMPLETE</b>	<b>GENERALLY COMPLETE</b>	<b>SOMEWHAT COMPLETE</b>	<b>INCOMPLETE</b>
	Writer uses the appropriate functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none the appropriate functions and vocabulary for the topic.
<b>COMPREHENSIBILITY</b>	<b>COMPREHENSIBLE</b> Reader can understand all of what the writer is trying to communicate	<b>USUALLY COMPREHENSIBLE</b> Reader can understand most of what the writer is trying to communicate	<b>SOMETIMES COMPREHENSIBLE</b> Reader can understand Less than half of what the writer is trying to communicate	<b>SELDOM COMPREHENSIBLE</b> Reader can understand little of what the writer is trying to communicate
<b>ACCURACY</b>	<b>ACCURATE</b> Writer uses grammar, spelling, word order, and punctuation correctly.	<b>USUALLY ACCURATE</b> Writer usually uses grammar, vocabulary and functions correctly.	<b>SOMETIMES ACCURATE</b> Writer has some problems with language usage	<b>SELDOM ACCURATE</b> Writer makes significant number of errors in language usage.
<b>ORGANIZATION</b>	<b>WELL-ORGANIZED</b> Presentation is logical and effective.	<b>GENERALLY WELL-ORGANIZED</b> Presentation is generally logical and effective with a few minor problems.	<b>SOMEWHAT ORGANIZED</b> Presentation is somewhat illogical and confusing in places.	<b>POORLY ORGANIZED</b> Presentation lacks logical order and organization.
<b>EFFORT</b>	<b>EXCELLENT EFFORT</b> Writer exceeds requirements of the assignment and has put care and effort into the process.	<b>GOOD EFFORT</b> Writer fulfills all of the requirements of the assignment.	<b>MODERATE EFFORT</b> Writer fulfills some of the requirements of the assignment.	<b>MINIMAL EFFORT</b> Writer fulfills few of the requirements of the assignment.