

**DAWN MICHAEL  
CURRICULUM GUIDE – FRENCH 1**

**This curriculum guide is based on the template provided by ODE, and is built on Ohio’s World Language Standards. It is based on the Model Curriculum provided by ODE for Level 1, and prepares students for the AAPPL Form A2.**

**SCHOOL YEAR: 2019-20**

**Language / Level: French 1**

**Final Targeted Proficiency Level: Novice Mid**

**PLEASE NOTE: For much of the 2<sup>nd</sup> semester, students will be working with Level 2 material. THIS COUNTS FOR ‘STRETCH’ FOR OTES. Students will still be assessed using Level 1 rubrics, but opportunities will be presented on assessments for students to attempt higher level skills for WEIGHTED credit on the test.**

[Ohio’s World Language Standards](#)

| <b>UNITS</b><br><i>(<a href="#"><u>Title, theme, topics, etc.</u></a>)</i>   |                          |
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| <b>1. Personal and Public Identities: Education and Career Connections and Choices</b>                             | <b>5. Food and Drink</b> |
| <b>2. Families, Homes and Communities</b>  | <b>6. Community</b>      |
| <b>3. Weather, Seasons and Geography; Contemporary Life/Activities</b>   |                          |
| <b>4. Beauty &amp; Aesthetics – Describing the Self and Other – Physical appearance, Characteristics, Clothing</b> |                          |

## CULTURAL KNOWLEDGE AND UNDERSTANDINGS

*(Cultures Standard; Intercultural Can-Do Statements)*

### Ohio's New Learning Standards: K-12 World Languages (9-12)

#### **Cultures Standard: Gain and use knowledge and understanding of other cultures**

Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.

2. Experience the target language and culture(s) and share information and personal reactions with others.

#### **Novice Level NCCSSFL Interculturality Can-Do Statements**

- 1) I can identify some common products related to home and community life of other cultures and my own.
- 2) I can identify some common practices related to home and community life of other cultures and my own.
- 3) I can identify some beliefs and values related to age, gender, social class and ethnicity.
- 4) I can identify some characteristics of national identity.
- 5) I can identify ways in which cultures are globalized.
- 6) I can imitate some simple patterns of behavior in familiar settings across cultures.
- 7) I can use memorized language and very basic cultural knowledge to interact with others.
- 8) I can use memorized language, and very basic knowledge of the culture to accomplish simple, routine tasks.

## Unit #1: Personal and Public Identities; Education and Career Connections and Choices

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| <p><b>Unit Overview:</b><br/><i>Theme, topic, essential question(s), etc.</i></p>   | <p>Introductions and Greetings<br/>Professions and Studies<br/>Classroom Items and Expressions<br/>Number and Dates</p>   |
| <p><b>Standards and Competencies:</b><br/><br/><i>Grade levels: <a href="#">9–12</a></i></p>  | <p>See Ohio’s World Language Standards for Grades 9-12</p>  |
| <p><b>Communicative Goal:</b><br/><i>What will students be able to do by the end of this unit?</i></p>  | <p>Students will be able to introduce themselves and others. Students will understand some vocabulary related to school life and professions.</p>   |
| <p><b><a href="#">Integrated Performance Assessment (IPA):</a></b><br/><i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> | <p>Chapter 1 IPA<br/>Interpretive Listening<br/>Interpretive Reading<br/>Intercultural<br/>(Presentational and Interpersonal Modes may or may not be tested dependent on progress of class and individual students)</p>   |
| <p><b>Proficiency Level of Tasks in This Unit:</b><br/><br/><a href="#">Standards Alignment Tools</a></p>   | <p>Novice Low and Mid</p>   |
| <p><b>Learning Targets — Communication:</b><br/><i>Interpretive, interpersonal and presentational <a href="#">Can-Do Statements</a></i></p>   | <p>Novice Low<br/>5) I can greet my peers.<br/>6) I can introduce myself to someone.<br/>Novice Mid<br/>1) I can understand a few courtesy phrases.<br/>3) I can recognize and sometimes understand words and phrases that I have learned for specific purposes.<br/>6) I can greet and leave people in a polite way.<br/>7) I can introduce myself and others.</p> |
| <p><b>Learning Targets — Culture:</b><br/><i>Intercultural <a href="#">Can-Do Statements</a></i></p>  | <p>Novice Intercultural #2, 3, 6<br/>Intermediate Intercultural #1, 7, 8</p>  |

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| <p><b>Language Functions, Structures, Vocabulary:</b></p> <p><i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i></p> | <p>VOCABULARY: school subjects and supplies, alphabet, greetings, introductions, classroom objects and commands, numbers 0—69, calendar</p> <p>LEXIS - MAY INCLUDE: Je suis, je m’appelle, j’ai, tu es, tu t’appelles, tu as, c’est, il y a</p>  |
| <p><b>Authentic/Other Resources:</b></p> <p><i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>   | <ul style="list-style-type: none"> <li>● <a href="#">Français interactif</a> Ch 0/1– videos – native/non-native speakers interviews</li> <li>● Voces French 1 Ch 1 &amp; 2</li> <li>● Français progressif – Debutant complet – Vocabulaire &amp; Grammaire</li> <li>● Français progressif pour ados Niveau 1</li> <li>● TV5 resources/videos</li> <li>● Television broadcasts/videos/commercials from French/Quebecois TV stations</li> <li>● Film: <a href="#">Les Choristes</a></li> </ul> |
| <p><b>Pre-Assessment of Prior Knowledge:</b></p> <p><i>How will students show what they already know about this topic?</i></p>   | <p>Unit 1 Pre-assessment</p>   |
| <p><b>Instructional Strategies and Resources:</b></p> <p><i>Overview of helpful instructional strategies for this unit (communication, diverse learners, technology, career connections, etc.)</i></p>     | <p>Français interactif – online resources<br/> Tex’s French Grammar<br/> Quizlet flashcards/activities<br/> Duolingo – self-paced, gamified language learning app<br/> Regular ‘weekday chat’ (introduction of past tenses)<br/> Regular timed writing</p>   |
| <p><b>Formative Assessments:</b></p> <p><i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>  | <p>Regular formative assessment via Quizizz, Google Forms, Flipgrid, Charlala, EdPuzzle, and on paper<br/> Daily formative writing &amp; speaking practice</p>   |
| <p><b><u>Unit 2: Families and Communities</u></b></p>  |  |
| <p><b>Unit Overview:</b></p> <p><i>Theme, topic, essential question(s), etc.</i></p>   | <p>Families and the other communities we identify with – nationality, activities/sporting communities<br/> Family homes</p>  |

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| <p><b>Standards and Competencies:</b></p> <p><i>Grade levels: <a href="#">9–12</a></i></p>   |  |
| <p><b>Communicative Goal:</b><br/> <i>What will students be able to do by the end of this unit?</i></p>  | <ul style="list-style-type: none"> <li>● Recognize and use words for family members</li> <li>● Recognize and use words for activities</li> <li>● Recognize and use words for continents, nationalities, and countries</li> <li>● Understand basic question words</li> <li>● Understand and occasionally use some time-telling expressions</li> <li>● Recognize and use words for family homes/housing</li> </ul>   |
| <p><b><a href="#">Integrated Performance Assessment (IPA):</a></b><br/> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> | <p>Chapter 2 IPA - Interpretive, Interpersonal, Presentational</p>   |
| <p><b>Proficiency Level of Tasks in This Unit:</b></p> <p><a href="#">Standards Alignment Tools</a></p>  | <p>Novice Mid</p>  |
| <p><b>Learning Targets — Communication:</b><br/> <i>Interpretive, interpersonal and presentational <a href="#">Can-Do Statements</a></i></p>   | <p>Interpretive Listening:<br/>         -I can understand simple words and phrases about daily activities – some simple questions on familiar topics<br/>         Interpretive Reading:<br/>         -I can read simple information on familiar topics. I can understand words on a list of familiar topics.<br/>         Interpersonal: I can ask simple questions and give simple responses about familiar topics.<br/>         Presentational Writing: I can fill out a form; I can write about myself.</p> |
| <p><b>Learning Targets — Culture:</b><br/> <i>Intercultural <a href="#">Can-Do Statements</a></i></p>  | <p>Novice #1, 2, 3, 6, 7<br/>         Intermediate #1, 7, 8</p>  |

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| <p><b>Language Functions, Structures, Vocabulary:</b></p> <p><i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i></p> | <p>Vocabulary: Identity form, family members, question words, time-telling, pastimes(basic), continents, countries, nationalities, housing (basic)</p> <p>LEXIS - MAY INCLUDE: je suis, je ne suis pas, j’ai, je n’ai pas de, j’aime, je n’aime pas, j’habite, je n’habite pas, tu es, tu as, tu aimes, il/elle est/n’est pas, il/elle a/n’a pas, il/elle aime/n’aime pas, il y a, il n’y a pas, c’est, ce n’est pas</p> |
| <p><b>Authentic/Other Resources:</b></p> <p><i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>   | <ul style="list-style-type: none"> <li>● Français interactif Ch 2 interviews/videos;</li> <li>● Voces French 1</li> <li>● Français progressif – Debutant complet – Vocabulaire &amp; Grammaire</li> <li>● Français progressif pour ados Niveau 1</li> <li>● TV5;</li> <li>● Film: Entre les murs</li> </ul>  |
| <p><b>Pre-Assessment of Prior Knowledge:</b></p> <p><i>How will students show what they already know about this topic?</i></p>   | <p>Unit 2 Pre-assessment</p>   |
| <p><b>Formative Assessments:</b></p> <p><i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>  | <p>Regular formative assessment via Quizizz, Google Forms, Flipgrid, Charlala, EdPuzzle, and on paper</p> <p>Daily formative writing &amp; speaking</p>  |
| <p><b><u>Unit 3 – Weather, Seasons and Geography; Contemporary Life/Activities</u></b></p>   |  |
| <p><b>Unit Overview:</b></p> <p><i>Theme, topic, essential question(s), etc.</i></p>   | <p>Through learning about vacation in France, students will learn to talk about the weather, seasons, geography and possible vacation activities.</p>  |
| <p><b>Standards and Competencies:</b></p> <p><i>Grade levels: <u>9–12</u></i></p>  |  |
| <p><b>Communicative Goal:</b></p>  | <p>Understand weather reports</p> <p>Label a few cities and features on a map of France</p> <p>Recognize and list some vacation activities</p>   |

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| <p>What will students be able to do by the end of this unit?</p>  |  |
| <p><b><u>Integrated Performance Assessment (IPA):</u></b><br/> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> | <p>Ch 3 IPA/Midterm Exam</p>   |
| <p><b>Proficiency Level of Tasks in This Unit:</b><br/> <u>Standards Alignment Tools</u></p>  | <p>Novice Mid/High</p>   |
| <p><b>Learning Targets — Communication:</b><br/> <i>Interpretive, interpersonal and presentational <u>Can-Do Statements</u></i></p>   | <p>Interpretive Listening<br/> 2) I can recognize and sometimes understand basic information in words and phrases that I have memorized.<br/> 3) I can recognize and sometimes understand words and phrases that I have learned for specific purposes.<br/> Interpretive Reading<br/> 4) I can recognize words, phrases, and characters with the help of visuals.<br/> Interpersonal<br/> 9) I can answer a variety of simple questions.<br/> Presentational Writing<br/> 10) I can write about myself using learned phrases and memorized expressions.<br/> 12) I can write notes about something I have learned using lists, phrases, and memorized expressions.<br/> Presentational Speaking<br/> 17) I can present simple information about something I learned using words, phrases, and memorized expressions.</p> |
| <p><b>Learning Targets — Culture:</b><br/> <i>Intercultural <u>Can-Do Statements</u></i></p>  | <p>Novice #1, 4<br/> Intermediate #4, 5</p>  |
| <p><b>Language Functions, Structures, Vocabulary:</b><br/> <i>More or less may be included.<br/> LEXIS/STRUCTURES TAUGHT IN CONTEXT OF</i></p>  | <p>Vocabulary: weather, seasons, geography, activities, means of transportation<br/> <br/> LEXIS: Il fait; il va faire; il y a ; c'est; je fais; tu fais; il/elle/on fait; je vais; tu vas; il/elle/on va; negative versions of all these constructions</p>  |

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| <p>COMMUNICATION w “focus on form” explicit instruction as needed</p>   |   |
| <p><b><u>Authentic/Other Resources:</u></b><br/> <i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>                           | <ul style="list-style-type: none"> <li>● Francais interactif Ch 3 videos</li> <li>● Francais progressif – Debutant complet – Vocabulaire &amp; Grammaire</li> <li>● Francais progressif pour ados Niveau 1</li> <li>● Voces French 1 Ch 5</li> <li>● TV5</li> <li>● TF1</li> <li>● Film: Les vacances de Petit Nicolas</li> </ul> |
| <p><b><u>Pre-Assessment of Prior Knowledge:</u></b><br/> <i>How will students show what they already know about this topic?</i></p>                                 | <p>Pre-Assessment Ch 3</p>  |
| <p><b><u>Formative Assessments:</u></b><br/> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>                  | <p>Regular formative assessment via Quizizz, Google Forms, Flipgrid, Charlala, EdPuzzle, and on paper<br/> Daily formative writing practice</p>   |
| <p><b><u>Unit 4: Beauty &amp; Aesthetics – Describing Self &amp; Others</u></b><br/> <b><u>Mini-Unit: Martinique/Rue Cases-Negres – Black History Month</u></b></p> |   |
| <p><b><u>Unit Overview:</u></b><br/> <i>Theme, topic, essential question(s), etc.</i></p>   | <p>Describing people – their physical characteristics, personalities, clothing styles.<br/> Stereotypes.</p>  |
| <p><b>Standards and Competencies:</b><br/> <i>Grade levels: <u>9–12</u></i></p>   |   |
| <p><b>Communicative Goal:</b><br/> <i>What will students be able to do by the end of this unit?</i></p>   | <p>Students will be able to describe themselves and others, including characters from film. They will be able to identify people from description.</p>  |
| <p><b><u>Integrated Performance Assessment (IPA):</u></b></p>   | <p>IPA Ch 4</p>   |



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| <p><i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>                                  |  |
| <p><b>Proficiency Level of Tasks in This Unit:</b><br/><br/><a href="#">Standards Alignment Tools</a></p>  | <p>Novice High (ABOVE LEVEL)</p>   |
| <p><b>Learning Targets — Communication:</b><br/><i>Interpretive, interpersonal and presentational <a href="#">Can-Do Statements</a></i></p>  | <p>NOVICE HIGH ABOVE LEVEL<br/>Interpretive Listening<br/>2) I can understand simple information when presented with pictures and graphs.<br/>Interpretive Reading<br/>5) I can sometimes understand short, simple descriptions with the help of pictures or graphs.<br/>Interpersonal<br/>8) I can exchange some personal information.<br/>Presentational Writing<br/>13) I can write information about my daily life in a letter, blog, discussion board, or email message.<br/>Presentational Speaking<br/>20) I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> |
| <p><b>Learning Targets — Culture:</b><br/><i>Intercultural <a href="#">Can-Do Statements</a></i></p>   | <p>Intermediate 1, 4, 7</p>  |
| <p><b>Language Functions, Structures, Vocabulary:</b><br/><br/><i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i></p> | <p>Vocabulary: Parts of body and face, colors, adjectives describing physical appearance and personality; basic clothing vocabulary<br/><br/>LEXIS: J'ai le/la/les (body part) (adjective); je suis + adjective; je porte/je mets (clothing) ; il/elle a le/la/les (body part) (adjective); il/elle est + adjective; il/elle porte/met (clothing);(subject) (form of etre) plus/ moins/aussi (adjective) que</p>   |
| <p><b><a href="#">Authentic/Other Resources:</a></b><br/><i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>  | <ul style="list-style-type: none"> <li>● Francais interactif – Ch 4 Description only – not the reflexive verbs/daily routine</li> <li>● Francais progressif – Debutant complet – Vocabulaire &amp; Grammaire</li> <li>● Francais progressif pour ados Niveau 1</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Voces French 1 Ch 4</li> <li>• TV5</li> <li>• TF1</li> <li>• Allez viens! Level 1 Chapitres 7 &amp; 10</li> <li>• Film: Rue Cases-Negres</li> </ul> |
| <p><b><u>Pre-Assessment of Prior Knowledge:</u></b><br/> <i>How will students show what they already know about this topic?</i></p>   | Pre-Assessment Unit 4  |
| <p><b><u>Formative Assessments:</u></b><br/> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>  | Regular formative assessment via Quizizz, Google Forms, Flipgrid, Charlala, EdPuzzle, and on paper<br>Daily formative writing & speaking practice  |
| <b><u>Unit 5: Food &amp; Drink</u></b>  |  |
| <p><b><u>Unit Overview:</u></b><br/> <i>Theme, topic, essential question(s), etc.</i></p>   | Students will learn to talk about food, what the French like to eat, where they buy it, and how they prepare typical French dishes.  |
| <p><b>Standards and Competencies:</b><br/> Grade levels: <b><u>9–12</u></b></p>   |  |
| <p><b>Communicative Goal:</b><br/> <i>What will students be able to do by the end of this unit?</i></p>   | Students will be able to understand some food words on a menu or list. Students will be able to list foods they like or dislike, and where to buy them.                                      |
| <p><b><u>Integrated Performance Assessment (IPA):</u></b><br/> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> | IPA Ch 5 Brasserie Balzar  |
|   | Novice Mid/High  |

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| <p><b>Proficiency Level of Tasks in This Unit:</b></p> <p><a href="#">Standards Alignment Tools</a></p>  |   |
| <p><b>Learning Targets — Communication:</b></p> <p><i>Interpretive, interpersonal and presentational <a href="#">Can-Do Statements</a></i></p>   | <p>Interpretive (Mid)</p> <p>2) I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p> <p>3) I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p> <p>4) I can recognize words, phrases, and characters with the help of visuals.</p> <p>5) I can recognize words, phrases, and characters when I associate them with things I already know.</p> <p>Interpersonal (Mid)</p> <p>8) I can answer a variety of simple questions.</p> <p>Presentational (Mid)</p> <p>10) I can write about myself using learned phrases and memorized expressions.</p> <p>11) I can list my daily activities and write lists that help me in my day-to-day life.</p> <p>14) I can express my likes and dislikes using words, phrases, and memorized expressions.</p> <p>Interpersonal (High)</p> <p>11) I can make plans with others.</p> <p>12) I can interact with others in everyday situations.</p> |
| <p><b>Learning Targets — Culture:</b></p> <p><i>Intercultural <a href="#">Can-Do Statements</a></i></p>  | <p>Novice 1, 2, 5, 6, 8</p>   |
| <p><b>Language Functions, Structures, Vocabulary:</b></p> <p><i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i></p> | <p>Vocabulary: Food products, food stores, restaurant food, French dishes, expressions of quantity</p> <p>LEXIS: je prends; je mange; je bois, j’achète; je voudrais/je veux; on trouve; on achète</p>  |
| <p><b><a href="#">Authentic/Other Resources:</a></b></p> <p><i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>   | <ul style="list-style-type: none"> <li>● Français interactif – Ch 5</li> <li>● Français progressif – Debutant complet – Vocabulaire &amp; Grammaire</li> <li>● Français progressif pour ados Niveau 1</li> <li>● Voces French 1 Ch 6</li> <li>● Allez viens! Level 1 Ch 5 &amp; 8</li> <li>● TV5</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• TF1</li> <li>• Marmiton</li> <li>• Film: Ratatouille</li> </ul>  |
| <p><b><u>Pre-Assessment of Prior Knowledge:</u></b><br/> <i>How will students show what they already know about this topic?</i></p>  | Pre-Assessment Unit 5   |
| <p><b><u>Formative Assessments:</u></b><br/> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>                                       | Regular formative assessment via Quizizz, Google Forms, Flipgrid, Charlala, EdPuzzle, and on paper<br>Daily formative writing & speaking practice   |
| <p><b><u>Unit 6: Communities – Places in the Community</u></b><br/> <b><u>(THIS IS A LEVEL 2 THEME IN ODE’S MODEL CURRICULUM)</u></b></p>  |   |
| <p><b><u>Unit Overview:</u></b><br/> <i>Theme, topic, essential question(s), etc.</i></p>  | Students will learn about places in the community (and how those may differ in France from the US) and means of transportation.   |
| <p><b>Standards and Competencies:</b><br/> <i>Grade levels: <u>9–12</u></i></p>  |   |
| <p><b>Communicative Goal:</b><br/> <i>What will students be able to do by the end of this unit?</i></p>  | Students will learn to identify important places in a French town, as well as use some words for giving and understanding directions. They will learn to read a city map in French. They will also learn about means of transportation. |
| <p><b><u>Integrated Performance Assessment (IPA):</u></b><br/> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic</i></p> | IPA Final exam  |

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| <p>resource based on the theme/topic of this unit</p>   |  |
| <p><b>Proficiency Level of Tasks in This Unit:</b><br/><br/><a href="#">Standards Alignment Tools</a></p>   | <p>NOVICE MID-HIGH (above level for most language functions)</p>   |
| <p><b>Learning Targets — Communication:</b><br/><i>Interpretive, interpersonal and presentational <a href="#">Can-Do Statements</a></i></p>   | <p>Novice Mid<br/>Interpretive<br/>3) I can recognize and sometimes understand words and phrases that I have learned for specific purposes.<br/>Interpersonal<br/>8) I can answer a variety of simple questions.<br/>Presentational<br/>15) I can present information about familiar items in my immediate environment.</p> <p>Novice High<br/>Interpretive<br/>2) I can understand simple information when presented with pictures and graphs<br/>6) I can sometimes understand the main idea of published materials.<br/>7) I can understand simple everyday notices in public places on topics that are familiar to me.<br/>Interpersonal<br/>10) I can ask for and give simple directions.<br/>Presentational<br/>22) I can give basic instructions on how to make or do something using phrases and simple sentences.</p> |
| <p><b>Learning Targets — Culture:</b><br/><i>Intercultural <a href="#">Can-Do Statements</a></i></p>  | <p>Novice #8</p>   |
| <p><b>Language Functions, Structures, Vocabulary:</b><br/><i>More or less may be included. LEXIS/STRUCTURES TAUGHT IN CONTEXT OF COMMUNICATION w “focus on form” explicit instruction as needed</i></p> | <p>Vocabulary: city, small businesses directions, ordinal numbers</p> <p>Grammar: je vais; je suis allé*e; je viens; je suis venu*e; j’achète; on vend; on va; on achète</p>   |
| <p><b><a href="#">Authentic/Other Resources:</a></b><br/><i>What types of audio, video or text are related to this unit’s theme or topic?</i></p>   | <ul style="list-style-type: none"> <li>● Français interactif Ch 6</li> <li>● Français progressif – Debutant complet – Vocabulaire &amp; Grammaire</li> <li>● Français progressif pour ados Niveau 1</li> <li>● Voces Ch 8</li> <li>● TV5</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• city plans from various French cities</li> <li>• Allez viens! Level 1 Chapitre 6, Chapitre 12</li> </ul>    |
| <p><b><u>Pre-Assessment of Prior Knowledge:</u></b><br/> <i>How will students show what they already know about this topic?</i></p>                | Pre-Assessment Ch 6  |
| <p><b><u>Formative Assessments:</u></b><br/> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p> | <p>Regular formative assessment via Quizizz, Google Forms, Gimkit, EdPuzzle, and on paper<br/> Daily formative writing<br/> Map reading practice</p> |