



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline FRENCH 1

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question : Salut! Ça va? & Qu'est-ce que tu aimes faire?

Unit/Topics

Essential Questions:

- What are this course's objectives and requirements?
- What does it mean to be bilingual?
- What is the importance of speaking more than one language?
- What are the reasons that make French an important language to study?
- How can cognates help in the study of French?
- What are some of the important questions to start and carry on a simple conversation in French?
- What are some of the activities that we take part in in our daily lives?
- How can we express our likes and dislikes in French?

SWBAT/Objectives

Students will be able to ...

- give reasons for second language acquisition.
- give specific reason for learning French.
- understand the difference sounds of the French alphabet.
- understand the meaning of a cognate.
- recognize the difference between a cognate and a false cognate.
- greet someone, introduce themselves and someone else.
- ask someone's name and tell someone's name
- use numbers to talk about time, the date, and their birthdays.
- describe the weather and seasons.
- identify different French holidays.
- express likes and dislikes.
- talk about different activities and sports.
- agree and disagree
- to ask for information
- use adverbs of degree
- invite someone to do a certain activity
- refuse / accept an invitation
- use subject pronouns
- distinguish the difference between tu vs. vous (formal/informal)

	<ul style="list-style-type: none"> • negation • conjugate regular –ER verbs • identify activities and music that are popular for French adolescents.
Vocabulary/Key Terms	<p>Comment t'appelles-tu ? Ça va ? Quel âge as-tu ? Quelle est la date ? / Quel jour est-ce ? Quand est ton anniversaire ? Quelle est ton numéro de téléphone ? Quelle heure est-il ? Qu'est-ce que tu aimes faire pendant le weekend? Quels temps fait-il? Tu aimes beaucoup nager? Tu aimes bien voyager? Tu aimes un peu étudier?</p>
Assessments:	<p>Speaking and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Student-to Student dialogue practices ✓ Providing a phone number ✓ Describing weather and temperature in the different regions of France <p>Listening and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ BINGO ✓ Listening to authentic French speakers through a variety of exercises ✓ Understanding phone numbers ✓ Textbook DVD Program <p>Writing and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Worksheets ✓ Graphic Organizers ✓ Pictionary (vocabulary dictionary) ✓ Verb Tic-Tac-Toe <p>Reading and culture are assessed through:</p> <ul style="list-style-type: none"> ✓ Dialogues ✓ Cultural readings ✓ Internet Activities <p>Speaking, Listening, Reading, Writing and Culture are assessed through:</p> <ul style="list-style-type: none"> ✓ Vocabulary quizzes and Unit Exam

	<p><u>Project:</u> Design a calendar of your birthday month in French, including any French holidays that exist during that month.</p>
<p>Common Core Standards:</p>	<p>COMMON CORE STANDARDS: CCS ELA Informational Text 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CCS ELA Writing 1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCS ELA Speaking and Listening 1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Differentiated Instruction:</p> <p>DIFFERENTIATED INSTRUCTION ELLs: Students will be able to make linguistic connections between French and their home language and English. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p>SWDs: Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p>

	<p>High-Achievers: Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
Resources/Books	C'est a Toi Level 1 with video and audio resources by EMC Publishing, French-English and French dictionaries

Homework: Per Teacher



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Marking Period 2

Topic and Essential Question : Au Café

Unit/Topics

Essential Questions:

- What are some of the cultural differences between foods in France and the United States?
- What are some of the establishments that teens eat at in France? How does this differ for teens in the United States?
- How can we invite someone to go out?
- How can we accept and/or refuse invitations?
- What information would you need to know to engage in a conversation with a waiter/waitress in a French restaurant?

SWBAT/Objectives

Students will be able to ...

- talk about different foods, drinks and desserts
- invite someone to go out to eat
- accept and refuse invitations
- order foods and beverages
- ask for a price
- conjugate the irregular verb 'aller'
- use 'aller' to ask how someone is feeling
- understand the gender of nouns
- use indefinite articles
- use definite articles
- use plurals
- review time on the hour
- count up to 100
- understand the Euro Dollar
- identify different foods and drinks that make up French cuisine
- negation
- conjugate regular -ER verbs
- identify activities and music that are popular for French adolescents.

Vocabulary/Key Terms

Qu'est-ce que tu aimes manger?
On y va au café ou au fastfood?
Vous désirez?

<p>Assessments:</p>	<p>Ça fait combien?</p> <p>Speaking and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Student-to-student dialogue practices ✓ Food/Drink Flash Cards <p>Listening and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Dialogues ✓ Textbook DVD Program ✓ Listening to authentic French speakers through a variety of exercises ✓ French movie ‘L’Argent de Poche’ <p>Writing and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Worksheets ✓ Graphic Organizers ✓ Verb Tic-Tac-Toe ✓ Pictionary (vocabulary dictionary) <p>Reading and culture are assessed through:</p> <ul style="list-style-type: none"> ✓ Dialogues ✓ Cultural readings ✓ Internet Activities <p>Speaking, Listening, Reading, Writing and Culture are assessed through:</p> <ul style="list-style-type: none"> ✓ Vocabulary quizzes and Unit Exams <p><u>Project:</u></p> <p>Create a menu for a French restaurant in Paris. The menu should include 7 foods, 7 drinks, and 5 desserts and the price in Euro Dollar for each item. Give the restaurant an authentic name, address, and phone number. Include illustrations.</p>
<p>Common Core Standards:</p>	<p>COMMON CORE STANDARDS:</p> <p>CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

<p>Differentiated Instruction:</p>	<p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>ELLs:</p> <p>Students will be able to make linguistic connections between French and their home language and English. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p>SWDs:</p> <p>Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p>High-Achievers:</p> <p>Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
<p>Resources/Books</p>	<p>C'est a Toi Level 1 with video and audio resources by EMC Publishing, French-English and French dictionaries</p>

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Marking Period 3

Topic and Essential Question : À L'École

Unit/Topics	Essential Questions: <ul style="list-style-type: none">• What are the similarities and differences between schools in France and the United States?• How do your school subjects differ from those that French students study?• How is your school schedule different from a French student's schedule?
SWBAT/Objectives	<i>Students will be able to ...</i> <ul style="list-style-type: none">• express need• talk about school supplies and items found in the classroom• talk about school subjects• ask what something is• tell location by using prepositions• ask for information• give information• agree and disagree• describe daily routines• conjugate irregular verb 'avoir'• conjugate regular -IR verbs• review time• identify similarities and differences between schools in France and the United States• understand how students in France are graded in their classes
Vocabulary/Key Terms	Qu'est-ce que c'est? Où est le crayon? À quelle heure est-ce que tu finis la classe de français? Qui sont tes professeurs?
Assessments:	Speaking and culture skills are assessed through: <ul style="list-style-type: none">✓ Student-to-student dialogue practices

	<ul style="list-style-type: none"> ✓ Identification of school supplies <p>Listening and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Dialogues ✓ Textbook DVD ✓ Listening to authentic French speakers through a variety of exercises <p>Writing and culture skills are assessed through:</p> <ul style="list-style-type: none"> ✓ Worksheets ✓ Graphic Organizers ✓ Verb Tic-Tac-Toe ✓ Pictionary (vocabulary dictionary) ✓ Paragraph Writing (50+ words) <p>Reading and culture are assessed through:</p> <ul style="list-style-type: none"> ✓ Dialogues ✓ Cultural readings ✓ Internet Activities <p>Speaking, Listening, Reading, Writing and Culture are assessed through:</p> <ul style="list-style-type: none"> ✓ Vocabulary quizzes and Midterm Exam <p><u>Project:</u> Create a replica of your class schedule in French. Include the subjects, days of the week, teachers, classroom numbers, and illustrations.</p>
<p>Common Core Standards:</p>	<p>COMMON CORE STANDARDS: CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

<p>Differentiated Instruction:</p>	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>ELLs: Students will be able to make linguistic connections between French and their home language and English. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p>SWDs: Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p>High-Achievers: Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
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