

World Languages Curriculum



French I: Unit One **Grade 6-12**

Course Description

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Course Overview

The French Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for interdependent world.

Pacing Chart		
Unit 1	All About Me	4 weeks
Unit 2	School Days	5 weeks
Unit 3	Home, Sweet Home	6 weeks
Unit 4	Food, Glorious Food	6 weeks
Unit 5	Celebrations!	5 weeks
Unit 6	Migratory Animals	5 weeks
Unit 7	Going Green	4 weeks

Educational Technology

Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

21st Century Life & Career Skills

Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

Learning and Innovation Skills:

➤ **Creativity and Innovation**

- Use multiple points of view to create alternative solutions.

➤ **Critical Thinking and Problem Solving**

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

➤ **Communication and Collaboration Skills**

- Determine an individual's responsibility for personal actions and contributions to group activities.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Model leadership skills during classroom and extra-curricular activities.

➤ **Cross-Cultural Understanding and Interpersonal Communication**

- Demonstrate the ability to understand inferences.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

➤ **Career Exploration**

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Enduring Understanding

- **Sounds in languages are presented by a system that is based on letters or pictures.**
- **Individual experiences help shape identities.**
- **Language connects people.**

Grade: 6-12	Unit: One	Topic: All About Me
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C.4		
ACTFL Modes of Communication: <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Differentiate between English and French pronunciation and writing including the use of accent marks.</p> <p>Exchange culturally appropriate French introductions, greetings, and leave taking.</p>	<ul style="list-style-type: none"> • What is a tone and how does it sound? • How is learning French similar and/or different from learning English? • How are greetings and leave taking conducted in your own culture/background? • How do I use language 	<p><u>Word/Sound Recognition</u></p> <p>Students will be given a list of proper names and words to identify sounds, accents and intonation.</p> <p><u>Pronunciation</u></p> <p>Pronounce words using the appropriate sounds based on accent marks, pairing of</p>	<p><u>Les ABC</u></p> <p>http://people.southwestern.edu/~prevots/songs/?p=19</p> <p><u>Discovering French Bleu (DFB)</u></p> <p>Pronunciation pp. 21</p> <p>DVD, CD and other resources</p>	<p>Combined letters and their sounds.</p> <p>English and French names and their pronunciations.</p> <p>Formal vs. informal communication</p> <p>The French-English connections</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Standard:7.1.NM.B.3</p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>to communicate with others?</p>	<p>alphabet letters, etc... (i.e. Français <i>ai</i> makes an <i>é</i> sound, <i>ç</i> with the <i>cé</i>dille makes an <i>s</i> sound before a vowel)</p> <p>Using the digital voice recorder, practice pronunciation of learned words using the proper sounds.</p> <p><u>Media/Broadcast</u></p> <p>Listen to authentic show, broadcast and/or DFB DVD, listening activities to distinguish various French accents from the francophone world.</p> <p><u>Dialogue</u></p> <p>Students will have a brief exchange introducing one to the other.</p>	<p><u>10 French Greetings:</u> https://www.youtube.com/watch?v=i4YJqmfF6Yc</p> <p><u>"Hello" in French - "Goodbye" in French:</u> http://www.rocketlanguages.com/french/learn/hello-in-french-good-bye-in-french/</p> <p>Discovering French Bleu (DFB)</p> <p>DVD and CD resources</p> <p>Communication: greetings and leave takings pp. 15, 23</p> <p>Introductions friends, family, and relatives pp. 27, 35</p> <p><u>The Target Language Classroom:</u> https://jamesstubbs.wordpress.com</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Ask and respond to questions about physical characteristics, personality qualities, likes, dislikes, preferences, and pastime activities using digital voice recorders and face-to-face communication.</p> <p>Standard: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>Standard:7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> • How does French culture compare to that of the United States? • How does body language convey meaning when communicating in a foreign language? • How do I use my knowledge of language and culture to enrich my own community and broaden my opportunities? • What are common pastimes, likes, and dislikes in the Francophone world? 	<p><u>Introductory Video/Lecture</u></p> <p>In a whole group setting, students will view an authentic video (DFB) of various students expressing likes, dislikes, physical characteristics, personality traits and pastime activities. Students will compare and contrast their personal information with the ones observed in the video.</p> <p><u>Dialogue</u></p> <p>Students are paired to ask/respond to questions in expressing likes, dislikes and preferences.</p>	<p><u>Discovering French Bleu (DFB) Unite 3</u></p> <p>CD: Lecon 5 Le Francais Pratique Listening Actvties pp. 74 CD 2, Track 1</p> <p>CD: Ecoutez bien! pp. 80 CD 2, Track 2</p> <p><u>Anabelle- Gaëtan Vassart</u> http://people.southwestern.edu/~prevots/songs/?p=211</p>	<p>French and the gender/number agreement</p>
<p>Skim and scan culturally authentic French language audio, video, or written text to identify age, physical characteristics,</p>	<ul style="list-style-type: none"> • How do you express preferences using the target language? • How do people communicate without 	<p><u>DFB reading/writing Activities</u></p> <p>Teacher will distribute writing activities for students to self-assess their</p>	<p><u>Discovering French Bleu (DFB)</u></p> <p>Activités pour Tous resources</p>	<p>Common activities in French teenager’s life.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>personality qualities, pastime activities, and expressions of likes, dislikes, and preferences.</p> <p>Standard: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>using language?</p> <ul style="list-style-type: none"> • How do native speakers express their likes and dislikes? 	<p>reading and writing skills.</p> <p><u>DFB listening comprehension activities</u></p> <p>Students will self-assess their listening comprehension skills through a series of authentic audio activities.</p> <p><u>Scavenger Hunt</u></p> <p>Distribute images and descriptions and have students find the matching descriptions to the images using locations as indicators.</p>	<p>Textbook pp. 74-75 Vocabulaire préférences</p>	
<p>Model and apply appropriate intonation for asking different types of questions and statements including name, age, and expressions used to indicate location.</p> <p>Standard: 7.1.NM.B.3</p>	<ul style="list-style-type: none"> • How does intonation convey meaning in asking different types of questions and statements? • How does gender, age, and culture impact 	<p><u>Centers</u></p> <p>Students will rotate between four centers and perform culturally appropriate body language and greetings based on the unique situations:</p> <ul style="list-style-type: none"> - meeting your friend's 	<p><u>University of Texas French Intonation:</u> https://www.laits.utexas.edu/fi/html/pho/03.html</p> <p>Textbook pp. 14-15 Greeting and Meeting</p>	<p>Socially appropriate greetings based on age and status.</p> <p>The use of “vous” vs. the use of “tu”.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>statements and questions?</p> <ul style="list-style-type: none"> • How is spoken language different from written language? 	<p>parents for the first time</p> <ul style="list-style-type: none"> - running into your friend (s) at the cafe - seeing your teacher in the hallway 	<p>Friends</p> <p>http://www.watchknowlearn.org/Video.aspx?VideoID=17832&CategoryID=3486</p>	
<p>Describe self and others using gender appropriate physical characteristics and personality qualities.</p> <p>Standard: 7.1.NM.C.4</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> • What are the similarities and differences between French and American gender norms? • What is gender? • How can cultural awareness enhance my language learning? 	<p><u>Journal</u></p> <p>Students will write in their journal the following in complete sentences:</p> <ul style="list-style-type: none"> - name - age - two physical characteristics - two personality traits - two likes, two dislikes and one preference <p><u>Birth Announcement</u></p> <p>Students will create a personalized birth</p>	<p><u>Describing Personality and Appearance:</u></p> <p>http://www.brighthubeducation.com/learning-french/41033-how-to-describe-a-person-in-french/</p>	<p>The use of expressions and emotions as culturally appropriate</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		announcement using their knowledge of French.		
<p>Describe culturally specific French personal pastimes and activities. (i.e. Cafes, playing sports such as soccer, eating, singing, going to the movies, hanging out with friends, talking on the phone, traveling, watching TV)</p> <p>Standard: 7.1.NM.C.4</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> • How does common French pastimes, sports, and music reflect the culture? • How can learning and using a language help to assimilate into a new culture? • How does the study of another language and culture make the world smaller? (i.e. globalization) 	<p><u>Facebook Profile</u></p> <p>In groups of two, students will create a profile chart in French, including their picture, physical characteristics, personality qualities, pastime activities.</p>	<p><u>French Pastimes Vocab:</u> https://quizlet.com/12764247/french-1-hobbies-pastimes-verbs-flash-cards/</p>	<p>The importance of sports in a teenager’s life.</p> <p>The significance of soccer in the French and Francophone world.</p>
<p>Interpret highlights from a culturally authentic French language passage orally and/or in writing including physical characteristics, personality qualities, and preferences related to</p>	<ul style="list-style-type: none"> • How are language, culture and identity related? • How are pastimes and preferences influenced by culture? 	<p><u>Multimedia Presentation</u></p> <p><u>iMovie</u></p> <p>Create an iMovie showing a series of activities in a French teen’s daily life.</p>	<p>Textbook pp. 72-79</p> <p>Mes activités</p> <p>describing daily activities:</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>pastime.</p> <p>Standard: 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> What are culturally specific pastimes and preferences in France and the Francophone world? 	<p><u>Email/Twitter</u></p> <p>Narrate your daily activities to your French pen pal in an email.</p>	<p>Textbook pp 82-83</p> <p>Une Invitation</p> <p>Finding out where people are.</p>	

Unit 1 Vocabulary

Unité 1: Vocabulaire : C'est moi!

<u>Greetings / Les Salutations</u>	<u>Introductions / Les Présentations</u>	<u>Self Description/Description de Soi</u>	<u>Preferences / Les Préférences</u>																																																																																				
<p>Bonjour Salut Au revoir Comment allez-vous? Comment vas-tu? Ça va? Et vous? Et toi? Ça va très bien. Ça va bien. Ça va mal. Comme ci, comme ça. Merci. S'il vous plaît. S'il te plaît.</p> <p><u>Asking for information</u></p> <p>Où ? Quand ? Avec qui ? À quelle heure ?</p> <p><u>Numbers /Les numéros</u></p> <table style="width: 100%; border: none;"> <tr> <td>Zéro</td> <td>huit</td> <td>seize</td> </tr> <tr> <td>Un</td> <td>neuf</td> <td>dix-sept</td> </tr> <tr> <td>Deux</td> <td>dix</td> <td>dix-huit</td> </tr> <tr> <td>Trois</td> <td>onze</td> <td>dix-neuf</td> </tr> <tr> <td>Quatre</td> <td>douze</td> <td>vingt</td> </tr> <tr> <td>Cinq</td> <td>treize</td> <td>vingt et un</td> </tr> <tr> <td>Six</td> <td>quatorze</td> <td>vingt-deux</td> </tr> <tr> <td>Sept</td> <td>quinze</td> <td>trente...</td> </tr> </table>	Zéro	huit	seize	Un	neuf	dix-sept	Deux	dix	dix-huit	Trois	onze	dix-neuf	Quatre	douze	vingt	Cinq	treize	vingt et un	Six	quatorze	vingt-deux	Sept	quinze	trente...	<p>Comment vous appelez-vous? Comment t'appelles-tu? Ça s'écrit comment ? Comment on écrit _____ ? Quel âge as-tu? J'ai _____ ans. C'est quand, ton anniversaire ? Mon anniversaire est le _____. C'est le _____. Où habites-tu? J'habite à _____. Où étudies-tu ? Dans quelle école étudies-tu ? Quel âge a-t-il ? Quel âge a-t-elle ? Il a ____ ans. / Elle a ____ ans.</p> <p><u>Where are they ?/Où sont-ils?</u></p> <p>Pierre est...</p> <table style="width: 100%; border: none;"> <tr> <td>ici</td> <td>en vacances</td> </tr> <tr> <td>là</td> <td></td> </tr> <tr> <td>là-bas</td> <td></td> </tr> <tr> <td>à (Paris)</td> <td></td> </tr> <tr> <td>à la maison</td> <td></td> </tr> <tr> <td>au café</td> <td></td> </tr> <tr> <td>au cinéma</td> <td></td> </tr> <tr> <td>au restaurant</td> <td></td> </tr> <tr> <td>en classe</td> <td></td> </tr> <tr> <td>en France</td> <td></td> </tr> <tr> <td>en ville</td> <td></td> </tr> </table>	ici	en vacances	là		là-bas		à (Paris)		à la maison		au café		au cinéma		au restaurant		en classe		en France		en ville		<p>J'ai _____ Il a / Elle a _____ les cheveux blonds les cheveux bruns les cheveux roux les cheveux noirs les cheveux courts les cheveux longs les yeux bleus les yeux verts les yeux marron les yeux noisette</p> <p>Je suis...</p> <table style="width: 100%; border: none;"> <tr> <td>grand(e)</td> </tr> <tr> <td>petit(e)</td> </tr> <tr> <td>beau/belle</td> </tr> <tr> <td>amusant(e)</td> </tr> <tr> <td>sérieux/sérieuse</td> </tr> <tr> <td>sportif/sportive</td> </tr> <tr> <td>timide</td> </tr> <tr> <td>sociable</td> </tr> <tr> <td>Paresseux/paresseuse</td> </tr> <tr> <td>Travailleur/travailleuse</td> </tr> <tr> <td>intelligent/intelligente</td> </tr> <tr> <td>intéressant(e)</td> </tr> <tr> <td>méchant(e)</td> </tr> </table> <p>Monsieur/M. Madame/Mme Mademoiselle/Mlle</p>	grand(e)	petit(e)	beau/belle	amusant(e)	sérieux/sérieuse	sportif/sportive	timide	sociable	Paresseux/paresseuse	Travailleur/travailleuse	intelligent/intelligente	intéressant(e)	méchant(e)	<p>Qu'est-ce que tu aimes faire? J'aime... J'aime beaucoup...Je n'aime pas...J'aime un peu...Je préfère</p> <table style="width: 100%; border: none;"> <tr> <td>parler anglais</td> </tr> <tr> <td>parler français</td> </tr> <tr> <td>parler espagnol</td> </tr> <tr> <td>regarder la télé</td> </tr> <tr> <td>regarder (les gens)</td> </tr> <tr> <td>téléphoner (à Céline)</td> </tr> <tr> <td>organiser une boum</td> </tr> <tr> <td>écouter de la musique</td> </tr> <tr> <td>écouter la radio</td> </tr> <tr> <td>étudier</td> </tr> <tr> <td>travailler</td> </tr> <tr> <td>visiter (Paris)</td> </tr> <tr> <td>voyager</td> </tr> <tr> <td>manger</td> </tr> <tr> <td>nager</td> </tr> <tr> <td>danser</td> </tr> <tr> <td>chanter</td> </tr> <tr> <td>dîner au restaurant</td> </tr> <tr> <td>jouer aux jeux vidéo</td> </tr> <tr> <td>jouer au tennis</td> </tr> <tr> <td>jouer au foot</td> </tr> <tr> <td>jouer au basket</td> </tr> <tr> <td>faire du sport</td> </tr> <tr> <td>faire une promenade</td> </tr> <tr> <td>faire un voyage</td> </tr> </table>	parler anglais	parler français	parler espagnol	regarder la télé	regarder (les gens)	téléphoner (à Céline)	organiser une boum	écouter de la musique	écouter la radio	étudier	travailler	visiter (Paris)	voyager	manger	nager	danser	chanter	dîner au restaurant	jouer aux jeux vidéo	jouer au tennis	jouer au foot	jouer au basket	faire du sport	faire une promenade	faire un voyage
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faire une promenade																																																																																							
faire un voyage																																																																																							

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Design and create a postcard or video message that you will send to your French pen pal. Include personal information, name, age, as well as description of yourself.</p> <p>Provide Rubric</p>	<p>2. Create a PowerPoint, Glogster, or Imovie presentation about yourself from childhood. Share with your audience your personal information, birthplace, given name, description of you as an infant, toddler and now. Use physical characteristics, personality traits, likes and dislikes and pastime activities. You may include pictures of yourself in different stages of your life.</p> <p>Provide Rubric</p>