Brooklyn Technical High School

LOTE – Languages other than English

COMMON CORE LEARNING STANDARDS: Language, Reading, Writing, Speaking and Listening

Language

L1: Demonstrate command of the conventions of standard grammar and usage when writing or speaking.

L2: Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.

L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrase by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Speaking and Listening

SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing

W.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reason and relevant and sufficient evidence.

W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7. Conduct short, as well as more sustained research projects based on focused questions, demonstrating understanding or the subject under investigation.

W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading

R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2. Determine central ideas or themes of a text and analyze their development; summarize key support details and ideas.

R.3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

R.6 Assess how point of view or purpose shapes the content and style of a text.

R.7 Integrate and evaluate content presented in diverse formats and media including visually and quantitatively as well as in words.

R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.10. Read and comprehend complex literary and informational texts independently and proficiently.
Brooklyn Technical High School

Randy Asher, Principal

John Arias, AP

Course of study

FF1. Fall Semester 2011

WEEK ONE– Unit 1 – Lesson A:

- Greet someone
- Introduce one’s self
- Introduce someone else
- Ask someone’s name
- Tell someone’s name

WEEK TWO – Unit 1 – Lesson B:

- Great someone
- Leave someone
- Thank someone
- Give telephone number
- Restate information

WEEK THREE – Unit 2 - Lesson A:

- Express likes and dislikes,
- Agree and disagree
- Subject pronouns
- tu vs. vous,
- Infinitives

WEEK FOUR - Unit 2 – lesson B:

- Ask for information
- Give opinion,
- Present tense of regular verbs ending in –ER,
- Position of adverbs
-
WEEK FIVE - Unit 2 – lesson C:

- Music, Invitation
- Refuse invitation
- Negation with ne (n’) ... pas

WEEK SIX - Unit 3 – lesson A:

- Invitation,
- Accept and refuse an invitation,
- Present tense of the irregular verb ALLER
- Telling time on the hour,

WEEK SEVEN - Unit 3 – lesson B:

- French cuisine
- Order food and beverages
- Ask for price
- State prices Gender and noun Indefinite article,

WEEK EIGHT - Unit 3 – lesson C:

- Ask what time is it
- Ask how someone is
- Definite articles
- Plurals a

WEEK NINE - Unit 4 – lesson A

- Express need
- Ask what something is
- Identify objects

WEEK TEN - Unit 4 – lesson B

- Tell location
- Ask for information
- Give information
- Agree and disagree
WEEK ELEVEN - Unit 4 – lesson C

- Express emotions
- Describe daily routines
- Invite
- State exact time

WEEK TWELVE - Unit 5 – lesson A

En Famille

- Ask for information
- Give information
- Explain something

WEEK THIRTEEN - Unit 5– lesson B

- Ask and tell what the date is. Aujourd’hui c’est le……
- Tell location with être (Je suis en vacances, je suis au Zenith, …)
- Identify pets.

WEEK FOURTEEN – Unit 5 – lesson C

- Describe character using adjectives of personality (Je suis sympa, diligent, ….)
- Review how to describe physical traits (il a les yeux bleus, il a les cheveux noirs …)
- Tell when someone’s birthday is. (Mon anniversaire est le……)