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.
FF2. Spring Semester 2012.

Unit 6
Lesson A

- Ask for and give information about someone’s origin and nationality.
- Identify countries and their languages.
- Present tense or irregular verb venir
- Venir de....,d’....,du....,de la....
- Forming questions

Check point A p.3  La nationalité.

Lesson B. Professions and careers.

- Identify professions
- Forming negative sentences with indefinite articles (je n’ai pas de frère)
- Asking questions with quel and quelle.
- C’est.... versus il/elle est....

Check point A professions p.6, p.33

Lesson C.

- Identify the seasons and possible activities to do.
- Describe the weather
- Present tense of irregular verb Faire
- Expressions with faire
- Forming questions with inversion

Check point A les saisons/ la température p. 19

Unit 7
Lesson A Clothing

- Identify articles of clothing
- Discussing fashion
- Identify stores
- Future activities: aller+infinitive verb
- A+ definite articles
- Discussing what clothes to wear for specific events.

Check point A p.47
Lesson B  Colors and adjectives

- Expressing likes/dislikes about clothes
- Inquire about and compare price
- Expressing agreement and disagreement
- Position of adjectives. B.A.G.S.
- Present tense of acheter and préférer

Lesson C  Shopping

- How to ask for and give information when buying clothes
- Present tense of Vendre

Check point A. Boutiques et commerces p. 16

Unit 8
Lesson A  Food: vegetables.

- Identify vegetables (la tomate, l’oignon, les petits pois, les haricots verts, les pommes de terre, les carottes, les champignons, les poissons, la crevette, le crabe, les légumes, les oranges..)
- Expressing likes / dislikes
- Present tense of Vouloir and Pouvoir
- Asking for permission (Est-ce que je peux inviter mes amis a la boum?)
- Making suggestions (tu veux aller au cinéma ce soir?), accepting them (je veux bien. J’aime regarder les films), declining them (Non je ne peux pas. Ce soir j’ai besoin d’étudier pour l’examen.)
- Demonstrative adjectives- pointing things out (ce livre-cet anorak, cette fille, ces cahiers)

Check point A p. 21, 22 Repas en famille; au restaurant p. 23, préparation of food p. 24

Lesson B  Specialty stores and the foods sold there.

- Identify foods (le boeuf, le poulet, le porc, le saucisson, le jambon, le pate, la baguette, le pain, les croissants, le gâteau, la tarte aux fraises, les œufs, le lait, le yaourt, le fromage, le beurre, le ketchup, la moutarde, la confiture, la mayonnaise…)
- Identify stores (je vais à la crémérier, je vais à la boucherie, je vais à la charcuterie, je vais à la boulangerie, je vais à la pâtisserie, je vais au supermarché)
- Partitive article
  o (J’aime, j’adore, je préfère) le..., la..., l’, les
  o ( je veux, j’achète, je désire, je mange, il y a, j’ai, donnez-moi, voici, voilà) du..., de la... de l’, des....
- Expressing preferences: Je n’aime pas le..., la..., l’, les...... / je ne veux pas de......, d’......
• Expressing quantities
  o How much / how many: Combien de... (Vous voulez combien de pommes ?/ Il y a combien de pages dans le livre ?) Je veux 3 pommes / il ya 257 pages.
  o General expressions : un peu de......, beaucoup de......, assez de......, trop de...
  o Specific expressions : une tranche de...., un morceau de...., une boîte de...., un pot de ...., un kilo de..., une bouteille de..., une tasse de..., un sachet de..., un sac de..., etc...
  o Grocery shopping /shopping list : je voudrais un kilo de fraises, 2 baguettes, 4 tranches de jambon, une boîte de petits pois, un litre de lait, beaucoup de crevettes et un peu de beurre.

Check point A regional foods p.26

Lesson C   Fruits

  • Identify fruits
  • Asking for and stating prices
  • Shopping list for various occasions
  • Comparative of adjectives

Unit 9
Lesson A   Living arrangements

  • Identify rooms and furniture
  • De + plural adjective
  • Describe rooms: Dans ma chambre il y a.....

Check point A p. 10 Maisons et appartements

Lesson B

  • Identify the exterior of a house
  • Extend, accept and decline an invitation
  • Introduce someone else
  • Present tense of prendre
  • Identify means of public transportation (je prends le bus, le metro, le train, l'avion, un taxi, la voiture, ...)
  • Commands / Making suggestions (étudie, dansons, écoutez)

Check point A p. 11 meubles des pièces.

Lesson C   Daily Routines (meals)

  • Identify tableware
  • Identify meals of the day/ times
• Describing and asking questions about daily routines/meal time
• Present tense of Mettre
• Telling location of items (je mets la fourchette à gauche de l’assiette,...)
• Making, accepting and declining suggestions to decorate a room.