



HS FRENCH I, II Advanced & III Honors CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born on February & September 2018

Revised: April 2022

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Content Area:	French I	Grade(s) 9-12
Unit Plan Title:	Greetings and Introductions	
Overview/Rationale		
The first unit in level one deals with the exchange of basic information in French in the context of meeting people, introducing yourself as well as family and friends, and giving identifying information such as name, age, and hometown. The concept of gender agreement is introduced. Students will learn to count and spell in French.		
Standard(s) Number and Description		
Interpretive Mode of Communication		
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.		
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.		
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.		
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.		
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
Interpersonal Mode of Communication		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		
7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.		
7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.		
7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.		
7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.		

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Presentational Mode of Communication

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, Voki, Blabberize, EdPuzzle and other appropriate and available online resources for study, practice and assessment
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure and
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

As the students progress through the levels of the French program so, too, will the interdisciplinary content progress. They will gain an insight that the study of French offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work
- Language Arts
- Follow a one-step oral direction

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- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details

- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs

- Reading
- Identify the main character (s)
- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story

- Science
- Observe weather conditions
- Explore the effects of weather

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- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different

Enduring Understandings:

Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies. Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions:

Why is it important to study French?

Where in the world is French spoken?

What is the fundamental sound system of the French language to ensure correct pronunciation and accentuation?

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What is a cognate?
What are the French accents and spelling marks?
How do I express daily classroom needs?
How do I introduce myself and react properly to introductions?
What greetings are used in formal and informal situations?
What are the customs associated with greetings in France?
How do I ask another person's name?
How do I point someone out?
How do I introduce someone and say where he is from?
How do I express how I feel and ask others how they feel?
How do I express my age and ask or express another person's age?
How do I say my telephone number?
How do I count from 0-100?
How do I express where I am from and my nationality?
How do I express where someone is from and his/her nationality?
How do I tell about my family and ask others about their family?
How do I express possession?
How do I talk about pets and animals?
How do I use gender of nouns?

PROFICIENCY LEVELS

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

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- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Ready Practices:

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.

They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an

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organization.

CRLKSP 5 Utilize critical thinking to make sense of problems.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction.

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Student Learning Goals/Objectives:

Students will know....

- basic French pronunciation and accentuation
- why it is important to study French
- where French is spoken in the world (including Martinique and Quebec)
- where France is located

Students will be able to (do)...

- count to 100
- state telephone numbers
- make appropriate classroom requests
- recognize cognates

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- | | |
|---|--|
| <ul style="list-style-type: none"> what the capital of France is socially appropriate social registers (tu vs. vous) expressions of courtesy the gender of French words | <ul style="list-style-type: none"> greet and bid farewell use appropriate body gestures to greet and bid farewell ask someone's name and respond introduce themselves and react appropriately ask how someone feels and respond use definite and indefinite articles in the singular form use first and second person singular possessive adjectives express the nationalities of France, Canada, England and the United States with appropriate gender markers express where someone is from express their and others' ages discuss one's own and others' families |
|---|--|

Key Vocabulary and Terms:

Bonjour! - Comment t'appelles-tu? - Je m'appelle... - moi - et toi? - Tu es (de)...? - Je suis (de)...?
 français/e - américain/e - anglais/e - canadien/ne
 oui - non - et - ou - aussi
 Salut! - Au revoir!
 Monsieur (M.) - Madame (Mme) - Mademoiselle (Mlle)
 Ça va? - Ça va (très bien, mal, comme ci comme ça)
 Merci - Zut!
 Voici... - Voilà...
 Qui est-ce? - Tiens!

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C'est... - un/e prof - un/e ami(e) - un garçon - une fille - un monsieur - une dame - un copain - une copine
Tu connais...? - Il est... - Elle est...
Comment s'appelle...? - Il/Elle s'appelle...
un frère - une soeur - un/e cousin(e) - un père - une mère - un oncle - une tante - un grand-père - une grand-mère
un chat - un chien
Quel âge as-tu? - J'ai...ans.
Quel âge a ton/ta...? - Il/Elle a ...?
les nombres de 0 à 1.000

Assessment Evidence:

Performance Tasks:

1. Country Project: Students will use the Internet to research and gather information about a French-speaking country. They will present their findings via a multimedia rich presentation to the class. This task will be evaluated based on a rubric measuring competent research, accurate and creative visual presentation, and effective oral presentation.
2. Family photo: Students will bring one or more pictures to class and present his/her family members, telling name, relationship, age. This task will be evaluated based on a rubric measuring completion of requirements, correct forms of "my," pronunciation, and accuracy.

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (greeting peer, adult you know/don't know, etc.)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities
- Classzone
- Textbook Cooperative activities
- Workbook activities
- Review games (Flyswatter, Who has I have, Snowball fight, Battleship, Fine Line Bingo, La Bombe, Jeopardy, etc.)

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<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
1. Welcome to French!	<p>Students will explore the question “Why study French?”</p> <p>French words you know, our common history and influence on language</p> <p>Define terms: cognate, francophone.</p> <p>General overview of France, its regions, and demographics.</p> <p>General overview of the francophone world (North/South America, Europe, Africa, Asia.)</p> <p>Why will French be the most spoken language by 2050?</p> <p>Present country projects to class (2 days). Classmates to take notes on key points.</p> <p>(5 days)</p>
2. Lesson 1 A	<p>Culture: greeting and meeting people, introducing yourself</p> <p>Greetings</p> <p>Alphabet & accents</p> <p>Numbers to 10</p> <p>(2 days)</p>
3. Lesson 1 B	<p>Culture: asking/telling nationality and where someone is from</p> <p>Martinique, Monuments that commemorate our common history (Statue of Liberty, Eiffel Tower)</p> <p>Nationalities</p> <p>Silent letters</p> <p>Numbers to 20</p> <p>(2 days)</p>
4. Lesson 1 C	<p>Culture: when to be formal/informal</p> <p>Asking and responding to “How are you?”</p> <p>Final consonants</p> <p>Numbers to 60</p> <p>(2 days)</p>
5. Lesson 2 A	<p>Culture: referring to your friends</p> <p>Tour de France</p> <p>Un and une</p> <p>Liaison and elision</p> <p>Numbers to 79</p> <p>(2 days)</p>

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6. Lesson 2 B	Culture: asking about people Quebec, teens Le and la Nasal vowels Numbers to 1,000 (2 days)
7. Lesson 2 C	Introducing your family and asking ages French families, pet names Mon and ma Nasal vowels (2 days)
Resources:	
Discovering French (Bleu). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007. Discovering French (Bleu) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007. Workbook Communipak Activities Lesson Quizzes (1A/B/C and 2A/B/C) Unit 1 Test Writing Test Speaking Listening Test www.classzone.com Teacher designed worksheets, activities, and games Powerpoints Relevant websites	
Suggested Time Frame	15 days instruction plus 1 day review plus 4 days for testing/assessment

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Content Area:	French I	Grade(s) 9-12
Unit Plan Title:	Daily Life	
Overview/Rationale		
Unit two in level one deals with aspects of day to day living in a French-speaking country. Students learn to exchange basic information in French in the context of ordering and paying the bill in a café, telling time, giving the date, and talking about weather. Cultural practices and perspectives like socializing, appropriate register, when, what and where French teens eat/drink, tipping and the euro are explored. Students will learn to name parts of the body in French. The concept of gender agreement is explored further.		
Standard(s) Number and Description		
Technology Standard(s) Number and Description		
<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration</p> <ul style="list-style-type: none">• Quizlet, Quia, Tex’s French Grammar, Le Point du FLE, Kahoot, Classzone, Voki, Blabberize, EdPuzzle and other appropriate and available online resources for study, practice and assessment such as http://madameshepard.com, Alain Lelait (for songs), and ENSEIGNER.TV5MONDE.COM (for IPA’s).• Use of podcasts, news broadcasts and CDs for listening comprehension• Use of videos, movies as appropriate and available• Use of data projector and Elmo• Use of authentic French websites for cultural exposure• Student/ teacher created presentations using i.e. PowerPoint• Use of CD listening materials		
Interdisciplinary Standard(s) Number and Description		
<p>As the students progress through the levels of the French program so, too, will the interdisciplinary content progress. They will gain an insight that the study of French offers much to their overall education.</p> <p>Some suggestions for content-based topics that may be used:</p> <ul style="list-style-type: none">· Art· Draw with various media· Observe art work· Language Arts· Follow a one-step oral direction		

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- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
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- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
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- Sing songs in a limited range
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- Identify the main character (s)
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- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
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- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
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Enduring Understandings:

Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies. Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions:

Where do French teenagers go to have a snack and what do they eat and drink?

How do I express which foods I like and dislike?

How do I offer or ask for food in French?

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How do I order snacks and beverages in a café?
How do I ask about prices and pay for food?
How do I use French money and what are the customs involved with it?
What is the value of the Euro?
How do I ask a friend to lend me money?
How do I ask about and express time using both the twelve-hour and twenty-four hour clock?
How do I say when an event is scheduled?
How do I talk about my school schedule?
What is the school day like in France?
What are some of the holidays in France?
How do I express the days of the week?
How do I express the date?
How do I describe the geography and the culture of France?
What are some basic facts about France?
How do I talk about weather and seasons?
How do I change nouns and definite articles from singular to plural?
What connections can I make from what I learn about France?

PROFICIENCY LEVELS

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- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Ready Practices:

Career Readiness, Life Literacies, and Key Skills Practices

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New Jersey Student Learning Standards

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They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an

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organization.

CRLKSP 5 Utilize critical thinking to make sense of problems.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction.

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Student Learning Goals/Objectives:

Students will know....

- Basic French pronunciation and accentuation
- Basic facts about France and its regions.
- How French money works and is used

Students will be able to (do)...

- Recycle previously applied vocabulary
- Apply vocabulary to create simple sentences
- Give the date

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- | | |
|---|--|
| <ul style="list-style-type: none"> Socially appropriate social registers (tu vs. vous) Expressions of courtesy The gender of French words How to replace a noun with a pronoun French eating customs The 24 hour clock and its uses | <ul style="list-style-type: none"> Tell time in French and ask others what time it is Talk about school subjects and schedules Talk about snacks and drinks Demonstrate ordering and paying the check in a café Convert euros to US dollars and vice versa Ask about and express the time, date and season Identify French holidays Express seasons and weather conditions Relate the weather in France with its geography Use definite articles in both singular and plural forms |
|---|--|

Key Vocabulary and Terms:

How to say that you are hungry: J'ai faim, Tu as faim?

How to offer a friend something: Tu veux...? Qu'est-ce que tu veux?

How to ask a friend for something: Je voudrais..., Donne-moi..., S'il te plait...

Foods: un croissant, un sandwich, un steak, un steak-frites, un hamburger, un hot dog, une salade, une pizza, une omelette, une crêpe, une glace

How to say that you are thirsty: J'ai soif, Tu as soif?

How to order in a café: Vous désirez?, Je voudrais...

How to request something: S'il te plait donne-moi..., S'il vous plait donnez-moi...

Beverages: un soda, un jus d'orange/de pomme/de tomate/de raisin, une limonade, un café, un thé, un chocolat

How to ask how much something costs: C'est combien?, Ça fait combien?, Ça fait..., Combien coûte...?, Il/Elle coûte...

How to ask a friend to lend you something: Prête-moi...

How to talk about money: un euro, un centime, l'argent, un billet, une pièce

How to talk about the time: Quelle heure est-il?, Il est...heures.

Numbers: une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze

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Time Expressions: et demie, et quart, moins le quart
 Time of day expressions: du matin, du soir, de l'après-midi
 How to ask at what time something is scheduled: À quelle heure est...?, Le/la (event) est à...
 How to say that you have an appointment or date: J'ai un rendez-vous à...
 How to talk about days of the week: Quel jour est-ce? Aujourd'hui/Demain, c'est...
 How to tell people when you will see them again: À + day of the week
 Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche
 How to talk about the date: Quelle est la date?, C'est le...
 How to talk about birthdays: C'est quand ton anniversaire?, Mon anniversaire est le...
 Months: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre
 How to talk about the weather: Quel temps fait-il?, Il fait beau/bon/chaud/froid/frais/mauvais, Il pleut/neige
 Seasons: le printemps, l'été, l'hiver, l'automne
 Parts of the body: le bras, le ventre, le dos, le pied, le nez, le cou, la main, la tête, la jambe, la bouche, l'oreille, l'oeil, les yeux, les cheveux

Assessment Evidence:

Performance Tasks:

3. Create French calendar with French holidays: On an authentic French weather web site, look up the weather in an assigned French city for various times and then play the role of a meteorologist to report it to the class. Students will be assessed on spelling/vocabulary, effort, organization, accuracy/research, and presentation.
4. Café Skit: With a partner students will create a typical French café scene (including a menu) and then write and perform a dialogue. Students will order, make "small talk" and then pay for their snack and drinks. A rubric accompanies this project.
5. Mr. Potato Head: Students will make a poster with a hand-drawn or printed image of a person of his/her choice and label the parts of the body in French. The rubric for this project measures completion,

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignment: write about three places in France and their weather on a particular French holiday
- Role playing (Customer asks waiter for bill, asks "how much?")
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities
- Classzone

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accuracy, neatness, color, and creativity.	<ul style="list-style-type: none"> ➤ Textbook Cooperative activities ➤ Workbook activities ➤ Review games (Flyswatter, Who has I have, Snowball fight, Battleship, Fine Line Bingo, La Bombe, Jeopardy, Tic Tac Toe, etc.)
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
8. Lesson 3 A	Culture: Where French teens eat Food vocabulary Singular articles French intonation (2 days)
9. Lesson 3 B	Culture: French cafés Beverage vocabulary Accenting (l'accent final) (2 days)
10. Lesson 3 C	Culture: European currency Money vocabulary Liaisons and elision The French "r" (2 days)
11. Lesson 4 A	Culture: 24 hr clock and the time differences Telling time Discussing plans (scheduled events, appointments) Liaison, elision and the silent "h" (2 days)
12. Lesson 4 B	Culture: French holidays, calendar differences, birthday celebrations Days and months vocabulary How to give the date in French (the "regular" way and with numbers) (2 ½ days)

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13. Lesson 4 C	Culture: weather in different regions of France and Canada Weather and seasons vocabulary How to talk about the weather in various places and at different times of the year (1 ½ days)
Resources:	
Discovering French (Bleu). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007. Discovering French (Bleu) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007. Workbook Communipak Activities Lesson Quizzes (3A/B/C and 2A/B/C) Unit 2 Test Writing Test Speaking Listening Test www.classzone.com Teacher designed worksheets, activities, and games Powerpoints Relevant websites	
Suggested Time Frame	12 days instruction plus 1 day review plus 4 days for testing/assessment

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French I	Grade(s) 9-12
Unit Plan Title:	At Home and at School	
Overview/Rationale		
This unit deals with the exchange of basic information while discussing daily activities for work and pleasure, extending and accepting/declining invitations, talking about likes and dislikes, and describing location. The concept of verb conjugation is presented. Students will learn to ask/answer questions both affirmatively and negatively in French.		
Standard(s) Number and Description		

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Interpretive Mode of Communication

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Technology Standard(s) Number and Description

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8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, Voki, Blabberize, EdPuzzle and other appropriate and available online resources for study, practice and assessment such as www.flevideo.com, www.epals.com, and <http://apprendre.tv5monde.com/>
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

As the students progress through the levels of the French program so, too, will the interdisciplinary content progress. They will gain an insight that the study of French offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work
- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature

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- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details

- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs

- Reading
- Identify the main character (s)
- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story

- Science
- Observe weather conditions
- Explore the effects of weather

- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places

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- Recognize human needs
- Define family in various ways
- State how people are more alike than different

Enduring Understandings

Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies. Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions:

How do I express what I like and do not like to do?

How do I express what I must do, want to do or can do?

What is an infinitive?

How do I describe some of my daily activities?

How do I express my actions and those of others in the present tense?

How do I express what I and others are not doing?

How do I ask where others are and what they are doing?

How do I express where I and others are?

What do French teenagers typically do both in and outside of school?

How do I invite friends to do things with me?

How do I politely accept or refuse an invitation?

How do I ask questions to seek information?

How do I answer questions asked of me?

How do I make a telephone call in France?

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What connections can I make from what I learn about France?
What are French high schools like and how do they compare to American ones?
How do I talk about school?
How do I express approval or regret?
How do I express mild doubt or surprise?

PROFICIENCY LEVELS

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Ready Practices:

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in

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<p>9.4 Life Literacies and Key Skills</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p>	<p>ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> <p>CRLKSP 2 Attend to financial well-being.</p> <p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> <p>CRLKSP 3 Consider the environmental, social and economic impacts of decisions.</p> <p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> <p>CRLKSP 4 Demonstrate creativity and innovation.</p> <p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRLKSP 5 Utilize critical thinking to make sense of problems.</p> <p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRLKSP 6 Model integrity, ethical leadership and effective management.</p> <p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
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CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction.

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

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Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Student Learning Goals/Objectives:

Students will know....

- Location words and phrases
- Subject pronouns in French
- Vocabulary (verbs) to describe daily activities
- How to conjugate a regular verb
- How to conjugate an irregular verb
- How to express the near future
- How to ask and answer questions
- French attitudes toward cell phones and the Internet
- How French school schedules and attitudes toward school are similar/different
- Customs and culture of francophone countries outside of Europe (including Senegal)
- How French teens spend their leisure time

Students will be able to (do)...

- Recycle previously acquired vocabulary
- Apply vocabulary to create simple sentences
- Identify infinitives
- Express what they must, can, want and like to do
- Conjugate the verb FAIRE and use its associated expressions
- Conjugate the verb ÊTRE
- Conjugate regular –er verbs
- Conjugate –er verbs whose infinitives end in -ger
- Use present tense verbs in the negative
- Form yes-no and information questions using *est-ce que*
- Answer yes-no and information questions

Key Vocabulary and Terms:

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Talking about likes and preferences: Est-ce que tu aimes, J'aime, Je n'aime pas, Je préfère, Je veux, Je voudrais, Je ne veux pas + infinitive

Inviting a friend: Est-ce que tu veux/peux + infinitive (avec moi)?

Accepting or declining an invitation: Oui, bien sûr, d'accord, je veux bien, merci OR Non, je regrette, je ne peux pas, je dois + infinitive

Expressing approval, regret, or surprise: Super! Dommage! Ah bon?

Answering a yes/no question: (Mais) oui/non, Bien sûr, Peut-être

Asking for information: (à/de/avec/pour) qui, qu'est-ce que, où, quand, à quelle heure, pourquoi, parce que, comment

Saying where people are: ici, là, là-bas, à + city, au café/restaurant/cinéma, à la maison, en classe/France/vacances/ville

Saying how well, how often, and when: (très) bien/mal, beaucoup, un peu, rarement, maintenant, souvent, toujours

ER verbs: aimer, chanter, danser, dîner (au restaurant), écouter (la radio), étudier, habiter (à + city), inviter, jouer (au basket/foot/tennis), jouer aux jeux video, manger, nager, organiser une boum, parler (anglais, espagnol, français), regarder (la télé), téléphoner (à + person), travailler, visiter (place), voyager

Irregular verbs: être (d'accord), faire (un match, une promenade un voyage, attention)

Useful words: à, aussi avec, de, et, mais, pour, ou

Assessment Evidence:

Performance Tasks:

6. A Typical Day: Students will make a poster or power point presentation showing their daily activities in school and outside of school. They will include pictures and full-sentence captions describing what they do. Projects will be presented formally to class. Students will be asked to compare their activities to those of a typical French teenager. This task will be evaluated based on a rubric measuring completion of requirements, pronunciation, accuracy, and creative visual presentation, and effective oral presentation.
7. Famous person interview: Students will create a poster/power point with questions and answers from a mock "interview" of a famous person of their choice. This task will be evaluated based on a rubric measuring completion of requirements, correctly formed questions

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (Make a phone call to invite a friend to do something with you.)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Puzzles

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<p>using the formal “vous,” pronunciation, and accuracy.</p>	<ul style="list-style-type: none"> ➤ Peer assessment ➤ Listening activities ➤ Classzone ➤ Cooperative activities (Who has I have, Battleship, Tête à Tête, À la queue leu leu) ➤ Workbook activities ➤ Review activities (Flyswatter, Snowball fight, Bingo, La Bombe, Jeopardy, etc.)
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p>14. Lesson 5</p>	<p>Lesson opener comparing leisure activities of French and American teens Vocabulary to express Preferences: pronounce, role play Vocabulary to express Wishes: pronounce, role play Vocabulary to express Invitations: pronounce, role play Cell phones: culture reading, role play (5 days)</p>
<p>15. Lesson 6</p>	<p>Culture: Wednesday afternoons The verb “to be” Subject pronouns (including «on») Locations Yes/No questions with <i>est-ce que</i> Making a sentence negative Useful words The vowel sound /a/ (6 days)</p>
<p>16. Lesson 7</p>	<p>Culture: parties Conjugating regular -er verbs Adding <i>ne...pas</i> to say what you do NOT do (negation) Adding adverbial expressions to say how well/often you do something Present “A Typical Day” projects to class (1 day). Talking about what you’re going to do with the construction verb + infinitive: Answer “What are you going to do</p>

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	<p>this weekend?"</p> <p>The vowel sounds /u/ and /i/</p> <p>(6 days)</p>
17. Lesson 8	<p>Culture: Senegal and African music</p> <p>Information questions and question words/phrases</p> <p>The verb FAIRE and idiomatic expressions</p> <p>The vowel sound /y/</p> <p>Present "Interview" projects to class (1 day).</p> <p>(6 days)</p>
18. School	<p>Read article about the school week</p> <p>Watch video about school lunches</p> <p>Interact with French-speaking exchange student, connect virtually with penpal in France/Canada, and/or read/watch video about (textbook character) Nathalie Aubin's <i>lycée</i></p> <p>Study/compare French American school schedules, systems, and grade levels</p> <p>Introduce <i>le baccalauréat</i></p> <p>Look at pictures (realia) of French high schools</p> <p>(2 days)</p>
Resources:	
<p>Discovering French (Bleu). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Bleu) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes (5,6,7,8)</p> <p>Unit 3 Test</p> <p>Writing Test</p> <p>Speaking</p> <p>Listening Test</p> <p>www.classzone.com</p> <p>Teacher designed worksheets, activities, and games</p>	

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Powerpoints	
Relevant websites	
Suggested Time Frame	25 days instruction plus 1 day review plus 4 days for testing/assessment

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French I	Grade(s) 9-12
Unit Plan Title:	Family, Friends, and Possessions	
Overview/Rationale		
In unit four, students learn to describe people and the world they live in. Students learn to talk about the things that are important to them, their family, and their friends. Cultural values are explored. Words and phrases to identify people/things, articles, word order, and adjective agreement are key grammar concepts in this unit.		
Standard(s) Number and Description		
Interpretive Mode of Communication		
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.		
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.		
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.		
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.		
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
Interpersonal Mode of Communication		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		
7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.		
7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.		
7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily		

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interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, Voki, Blabberize, EdPuzzle and other appropriate and available online resources for study, practice and assessment such as <http://madameshepard.com>, Alain Lelait (for songs), and ENSEIGNER.TV5MONDE.COM (for IPA's).
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

As the students progress through the levels of the French program so, too, will the interdisciplinary content progress. They will gain an insight that the study of French offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
- Draw with various media
- Observe art work

- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details
- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs
- Reading
- Identify the main character (s)
- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story

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- Science
- Observe weather conditions
- Explore the effects of weather
- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different

Enduring Understandings:

Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies. Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

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Essential Questions :

How do I express need, fear and physical feelings with the idiomatic use of the verb **avoir**?
How do I describe people and things?
How do I describe my room and what is in it?
How do I express and describe what someone owns?
How must adjectives change to agree with the nouns they modify?
Which adjectives are placed before the noun they modify and which are placed after it?
How do I describe the location of objects?
How do I use the Internet in France?
How do I get someone's attention?
How do I express my opinion?
How do I talk about regular events?
How do I contradict a negative statement or question?
How do I introduce a conclusion?
How do I use colors to describe objects?
How do I write an informal letter?
How do I describe life, geography and culture in the Provence region of France?

PROFICIENCY LEVELS

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
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- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

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- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Ready Practices:

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4 Life Literacies and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

New Jersey Student Learning Standards

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.

They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an

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organization.

CRLKSP 5 Utilize critical thinking to make sense of problems.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction.

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Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Student Learning Goals/Objectives:

Students will know....

- Vocabulary associated with bedroom furniture and objects in a bedroom
- How to talk about what they have
- How to designate people and things
- How to identify people and things

Students will be able to (do)...

- Form plural of definite and indefinite articles
- Form the singular and plural of nouns
- Form the singular and plural of adjectives
- Identify adjective position (before or after noun they modify)
- Identify the location of people and objects using prepositions

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- How to express negation
- How to make generalizations
- How to discuss repeated events
- How to describe people and objects
- How to express opinions
- How French teenagers get around
- Basic information about Haiti
- What the French city of Toulouse is known for

- Conjugate the verb **avoir** and use some expressions with avoir
- Use the expression IL Y A
- Use the negative article PAS DE
- Use the definite article with days of the week and with nouns in a general or collective sense Identify colors and use with appropriate gender markers
- Write an informal letter in the French format

Key Vocabulary and Terms:

Talking about people: Qui est-ce? Comment est-il/elle? Quel âge a-t-il/elle?

Talking about things: Qu'est-ce que c'est? C'est... Est-ce que tu as? Oui, j'ai..., Regarde ça, Quoi?, Qu'est-ce qu'il y a... ? Est-ce qu'il y a...? Il y a...

Expressing opinions: C'est...bien, chouette, difficile, drôle, facile, faux, génial, mal pénible, super, vrai

People: un/e camarade, un/e élève, un/e étudiant(e), un/e prof, un/e voisin(e), un professeur, une personne

Some possessions: un appareil-photo, un cahier, un crayon, un livre, un objet, ordinateur, un portable, un sac, un scooter un stylo, un téléphone, un vélo, une affiche, une auto, une bicyclette, une calculatrice, une chose, une guitar, une mobylette, une montre, une moto, une radio, une raquette, une télé, une voiture

Bedroom vocabulary: un bureau, un lit, une chaise une fenêtre, une lampe, une porte, une table

Prepositions of location: dans, derrière, devant, sous, sur

Descriptive words: amusant, beau, bête, blond, bon, brun, gentil, grand, intelligent, intéressant, jeune, joli, mauvais, méchant, mignon, petit, sportif, sympathique, timide, (assez, très, super, hyper)

Nationalities: américain, anglais, canadien, chinois, espagnol, français, italien, japonais, mexicain, Suisse

Colors: blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert

Computer vocabulary: un clavier, un écran, un jeu d'ordinateur, un mail, un ordinateur portable, un PC, une imprimante, une souris, chatter, envoyer un

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mail, surfer sur l'Internet, télécharger

Verbs: marcher, avoir (faim, soif, # ans, envie de/besoin de + NOUN, INFINITIVE)

Useful expressions: Dis! Dis donc! alors, Je sais, Je ne sais pas, Si! le + day of week, time of the year, etc.

Assessment Evidence:

Performance Tasks:

8. Ma Chambre. Students describe their room in full sentences, then draw and label the things they have in it. Projects are presented in class and are evaluated based on meeting requirements, accuracy (including gender and spelling), use of color, preparation, and presentation.
9. Penpal Letter. Students will describe their bedrooms in a brief, informal letter to their French pen pal. The description will include the room itself, what is and is not in it, and what you the student does in his room. Evaluation is based on correct use of the descriptive vocabulary presented in this chapter.
10. My favorite actors. Students will give an oral presentation on their favorite actor and actress. Elements to include are: name, picture, age, nationality, appearance, personality, and a film that he/she plays in. Evaluation is based on correct use of the descriptive vocabulary presented in this chapter, as well as correct use of the verb **avoir**.

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignment
- Role playing (At a party, ask a friend who another person is and what that person is like)
- Listening activities (cloze songs)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities
- Classzone
- Textbook Cooperative activities
- Workbook activities
- Review games: Dice game, Flyswatter, Who has/I have, Snowball fight, Battleship, Bingo, La Bombe/Jeopardy, Tic Tac Toe, etc.)

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

19. Lesson 9

Read/discuss Lesson Opener: Interests and attitudes of French teens
Vocabulary to describe people physically: Listen/pronounce/practice

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	<p>Vocabulary to describe objects and personal possessions, including a computer: Listen/pronounce/practice</p> <p>Vocabulary to describe a bedroom and things in it: Listen/pronounce/practice</p> <p>Read about the French city of Toulouse</p> <p>Review and quiz</p> <p>(8 days)</p>
20. Lesson 10	<p>Read/discuss Lesson Opener: Haiti</p> <p>Irregular conjugation of verb AVOIR and idiomatic expressions: Take notes/practice in context</p> <p>Articles as gender and number markers: Take notes/practice in context</p> <p>Expressing “some” versus “not any”: Take notes/practice in context</p> <p>Using verbs of preference to talk about things in a general sense: Take notes/practice in context</p> <p>Some special uses of the definite article: Take notes/practice in context</p> <p>Pronouncing le and les</p> <p>(8 days)</p>
21. Lesson 11	<p>Read/discuss Lesson Opener: Friendship</p> <p>Adjectives as gender and number markers: Take notes/practice in context</p> <p>Vocabulary to describe someone’s personality and nationality: Listen/pronounce/practice</p> <p>Silent and pronounced final consonants</p> <p>(7 days)</p>
22. Lesson 12	<p>Read/discuss Lesson Opener: Driving in France</p> <p>Colors in French: Listen/pronounce/practice</p> <p>Compare word order in French and English (adjective before/after the noun)</p> <p>Using <i>C’est</i> with a noun and <i>il / elle est</i> with an adjective: Take notes/practice in context</p> <p>Expressing your opinion in French: Take notes/practice in context</p> <p>Read about transportation French teens use to get around and some popular French carmakers.</p> <p>Pronunciation of French words with “ch”</p> <p>(6 days)</p>
Resources	
<p>Discovering French (Bleu). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Bleu) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p>	

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Workbook
 Communipak Activities
 Lesson Quizzes (9, 10, 11, 12)
 Unit 4 Test
 Writing Test
 Speaking
 Listening Test
 www.classzone.com
 Teacher designed worksheets, activities, and games
 Powerpoints
 Relevant websites
 Graphic organizers, mnemonics, and songs

Suggested Time Frame

29 days instruction plus 1 day review plus 3 days for testing/assessment

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French I	Grade(s) 9-12
Unit Plan Title:	My Family and Town	
Overview/Rationale		
This unit gives students the skills to talk about where they live, places around town, their house, and their family and pets. In the target language, students will ask for and give directions and describe what they are going to do and where they are coming from. Additionally, they will learn to talk about the sports and instruments they play. The concept of possession is presented. Students will learn ordinal numbers and contractions in French. Places of interest in Tours and Paris are highlighted.		
Standard(s) Number and Description		
Interpretive Mode of Communication		
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.		

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7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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resources for study, practice and assessment such as www.flevideo.com, www.epals.com, and <http://apprendre.tv5monde.com/>

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Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions

How do I talk about the rooms in my home?

How do I talk about my house?

What is in my neighborhood and in a typical city neighborhood?

How do I express which floor in a building someone or something is on?

How do I talk about the members of my family?

What connections can I make with what I learn about France?

How do I talk about which sports, games and instruments I play?

How do I talk about places in a city?

How do I express where I and others go?

How do I express how I and others go?

How do I ask and give directions?

How do I express what I am going to do using previously learned infinitives?

Where in France do people meet?

How does public transportation affect the French way of life?

How do I say where I have been?

How do I ask someone to come along?

How do I put things in order?

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How do I contradict someone?

How do I express doubt or surprise?

What are the important cultural, historic and practical places in Paris?

What is living in Paris like?

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<p>and use creative skills and ideas</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p>	<p>in activities that serve the greater good.</p> <p>CRLKSP 2 Attend to financial well-being. Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> <p>CRLKSP 3 Consider the environmental, social and economic impacts of decisions. Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> <p>CRLKSP 4 Demonstrate creativity and innovation. Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRLKSP 5 Utilize critical thinking to make sense of problems. Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRLKSP 6 Model integrity, ethical leadership and effective management. Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p> <p>CRLKSP 7 Plan education and career paths aligned to personal goals. Students take personal ownership of their own education and career goals, and they regularly</p>
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CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction.

Modifications

Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)

Individualized Education Plans (IEPs):

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
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- ⇒ Visual aids
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- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

Advanced/Gifted Students:

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- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Student Learning Goals/Objectives:

Students will know....

- How to talk about where one lives
- How to identify places in one's hometown
- How to ask for and give directions
- How to describe one's home
- How to talk about where one is going
- How to talk about future plans
- How to say who is coming and where people are coming from
- How to use pronouns to refer to people already mentioned
- How to express "my, your, his, her, our, and their" when talking relationships/possessions
- How to indicate rank or sequential order

Students will be able to (do)...

- Recycle previously learned vocabulary and grammar (including avoir, être and infinitives)
- Name the places in a typical city and give directions to these places
- Identify the location of people and things using prepositions of location
- Conjugate the verb aller
- Express future actions using the futur proche with the verb aller
- Identify modes of transportation
- Use contractions with à and de • Use the preposition chez
- Conjugate the verb venir
- Express games and sports that one plays using jouer + à
- Express instruments that one plays using jouer + de
- Name the rooms in a house or apartment
- Use possessive adjectives (all forms)
- Use stress pronouns
- Use the construction noun + de + noun
- Name the members of an extended family
- Show possession using de
- Identify important places in Paris

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Key Vocabulary and Terms:

Asking where people are going: Où vas-tu? Je vais à/chez...

Asking where people are coming from: D'où est-ce que tu viens? Je viens de...

Asking for directions: Excusez-moi, où est...? Pardon, où est/sont...? Est-ce que c'est loin/près? Tournez à gauche/droite, Continuez tout droit, en haut/en bas

Talking about future plans: Qu'est-ce que tu vas faire? Je vais...

Expressing possession: C'est mon (ton, son...) livre.

Means of transportation: à pied, à vélo, en bus, en metro, en taxi, en train, en voiture

The Town/City: un boulevard, café, centre commercial, cinéma, hôpital, hôtel, magasin, musée, parc, quartier, restaurant, stade, supermarché, théâtre, village; une adresse, avenue, bibliothèque, école, église, piscine, plage, rue, ville,

The House: un appartement, garage, immeuble, jardin, salon; une chambre, cuisine, maison, salle à manger, salle de bains; les toilettes

Events: un concert, endroit, événement, film, pique-nique, rendez-vous; une boum, fête, soirée

Family: les parents, grands-parents; le grand-père, père, mari, enfant, fils, frère, cousin; l'oncle; la famille, grand-mère, mère, femme, enfant, fille, soeur, tante, cousine

Regular verbs: arriver, rentrer, rester, jouer à + sport, jouer de + instrument

Irregular verbs: aller, faire une promenade à pied/à vélo/en voiture, venir, revenir

Sports: le baseball, basketball, football, ping-pong, tennis, volleyball

Games: les échecs, jeux d'ordinateur, jeux vidéo, cartes, dames

Instruments: le clavier, piano, saxophone, violon; la batterie, clarinette, flûte, guitare

Ordinal numbers: premier/ère, deuxième, troisième, etc.

Useful expressions: Pas du tout! Vraiment?! Tu es sûr/e? Vas-y! Va-t'en!

Assessment Evidence:

Performance Tasks:

11. My Paris Apartment. Develop a floor plan for your culturally-appropriate apartment in Paris. Label all rooms and prepare a description of at least three. In a presentation to the class, describe the apartment and tell what is in your neighborhood. Use

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (Tourist asks for directions to Paris attraction)

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either a poster or a PowerPoint presentation as a visual aid during your presentation. This task will be evaluated based on a rubric measuring completion of requirements, pronunciation, accuracy, and creative visual presentation, and effective oral presentation.

12. Ma Ville Project. Prepare a map of our city for French-speaking tourists who visit in summer. Label key places and buildings in French. Maps will be evaluated on neatness/organization, color/creativity, requirements, and spelling (including accents, articles, elision).
13. Monument/Museum/Famous place Project. Students explore location, history, and significance of a famous site in Paris, then create a detailed fact sheet and visual aid (Power Point or poster) to present to the class in their role as “tour guide.” This task will be evaluated with a rubric rating content, following directions, spelling/grammar, and visual aids.
14. Family Tree. Students will show 10 different relationships and include 4 descriptions of relatives as well as 6 pictures in a PowerPoint or poster format. Finished products will be presented in class and evaluated on Heading/Title, Creativity/Effort, and Neatness/ Organization.

- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities
- Classzone
- Cooperative activities (Who has I have, Battleship, Tête à Tête, Échanges)
- Workbook activities
- Review activities (Flyswatter, Snowball fight, Bingo, La Bombe, Jeopardy, etc.)

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<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
23. Lesson 13	<p>Read/discuss Lesson Opener: French cities (cultural connection: Tours)</p> <p>Vocabulary to describe where one lives: Listen/pronounce/practice</p> <p>Vocabulary to talk about one's hometown: Listen/pronounce/practice</p> <p>Vocabulary to ask for directions: Listen/pronounce/practice/role play using maps from "Ma Ville"</p> <p>Vocabulary to talk about one's house: Listen/pronounce/practice</p> <p>Web quest: take a virtual tour of a French home. Follow directions to explore different parts of the house and answer questions.</p> <p>My Paris apartment or Ma Ville project</p> <p>Review and quiz</p> <p>(7 days)</p>
24. Lesson 14	<p>Read/discuss Lesson Opener: A weekend in the capital city (cultural connection: Paris)</p> <p>Read about Paris and some important tourist attractions (including "Images" section)</p> <p>Watch Expedia video and answer questions</p> <p>Paris monuments project</p> <p>The verb "to go"</p> <p>Preposition À and contractions</p> <p>Vocabulary to talk about places and events people "go" to</p> <p>Powerpoint with contextualized speaking practice</p> <p>TPR (Go to school, the library, the café, the restrooms, etc.)</p> <p>Futur proche (aller + infinitive)</p> <p>The semi vowels /w/ (e.g. oui) and /j/ (e.g. chien)</p> <p>Penpal letter: what are you going to do this summer?</p> <p>Review and quiz</p> <p>(7 days)</p>
25. Lesson 15	<p>Read/discuss Lesson Opener: After classes (cultural connection: cafés)</p> <p>The verb "to come"</p> <p>Preposition DE and contractions</p> <p>TPR (X, come here. Where is X coming from?)</p> <p>Vocabulary to talk about sports and instruments we play</p> <p>Stress pronouns</p> <p>Using de with a pair of nouns (e.g. computer game = game + "de" + computer)</p>

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	<p>Vowel sounds represented by “eu” and “oeu” (e.g. deux, soeur)</p> <p>Penpal letter: what sports/musical instruments/games you play</p> <p>Review and quiz</p> <p>(6 days)</p>
26. Lesson 16	<p>Read/discuss Lesson Opener: My neighbors (cultural connection: family pets)</p> <p>Showing possession with “de” (e.g. Marie’s book = the book of Marie)</p> <p>Vocabulary to talk about family members</p> <p>Possessive adjectives</p> <p>Family tree project</p> <p>Ordinal numbers</p> <p>Review and quiz</p> <p>(7 days)</p>
27. Pop culture (Film and Music)	<p>Read about/discuss French cinema, “the 7th art”</p> <p>Watch excerpt from popular French movie</p> <p>Read about/discuss French rap</p> <p>Listen to song by MC Solaar</p> <p>(1 day)</p>
Resources:	
<p>Discovering French (Bleu). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Bleu) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes (13, 14, 15, 16)</p> <p>Unit 5 Test</p> <p>Writing Test</p> <p>Speaking</p> <p>Listening Test</p> <p>www.classzone.com</p> <p>Teacher designed worksheets, activities, and games</p> <p>Powerpoints</p>	

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Relevant websites

Web Quest: Virtual visit of a house/town

Expedia video on Paris (<https://www.youtube.com/watch?v=AQ6GmpMu5L8&t=40s>)

Suggested Time Frame

25 days instruction plus 1 day review plus 5 days for testing/assessment

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

Content Area:	French I	Grade(s) 9-12
Unit Plan Title:	Clothes and Shopping	
Overview/Rationale		
In this final unit of level one, students explore how to shop for clothing and how to talk about their preferences. They will compare products, practices, and perspectives to their own. In addition to clothing vocabulary, students will learn how to work with the last two groups of regular verbs (IR and RE) and how to compare one thing to another using adjectives. Finally, they will expand on what they learned about giving directions in town to giving suggestions or advice.		
Standard(s) Number and Description		
Interpretive Mode of Communication		
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.		
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.		
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.		
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.		
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.		
Interpersonal Mode of Communication		
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		
7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.		

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7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, Voki, Blabberize, EdPuzzle and other appropriate and available online resources for study, practice and assessment such as www.flevideo.com, www.epals.com, and <http://apprendre.tv5monde.com/>
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

As the students progress through the levels of the French program so, too, will the interdisciplinary content progress. They will gain an insight that the study of French offers much to their overall education.

Some suggestions for content-based topics that may be used:

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- Art
- Draw with various media
- Observe art work

- Language Arts
- Follow a one-step oral direction
- Compare and contrast language
- Recall presented materials
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Read and respond to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details

- Mathematics
- Reason, connect mathematical understandings
- Observe/compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Music
- Sing songs in a limited range
- Perform a repertoire of songs

- Reading
- Identify the main character (s)
- Describe the main character (s)

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- Identify the plot
- Identify the outcome of the story
- Science
- Observe weather conditions
- Explore the effects of weather
- Social Studies
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Define the Earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different

Enduring Understandings:

Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies. Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

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Essential Questions :

How do I count from 100 to 1,000?
How do I describe articles of clothing and clothing sizes?
How do I find the correct size of clothing in France?
How do I express my opinion about clothes?
What connections can I make from what I learn about France?
How do I describe the stores where I can buy clothes?
How do I make plans to go shopping?
How do I ask for help and find prices in a store?

PROFICIENCY LEVELS

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Ready Practices:

Career Readiness, Life Literacies, and Key Skills Practices

9.2 Career Awareness, Exploration, Preparation, and

New Jersey Student Learning Standards

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<p>Training</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.4 Life Literacies and Key Skills</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p> <p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p>	<p>CRLKSP 1 Act as a responsible and contributing community members and employee. Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> <p>CRLKSP 2 Attend to financial well-being. Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> <p>CRLKSP 3 Consider the environmental, social and economic impacts of decisions. Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> <p>CRLKSP 4 Demonstrate creativity and innovation. Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CRLKSP 5 Utilize critical thinking to make sense of problems. Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CRLKSP 6 Model integrity, ethical leadership and effective management. Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear</p>
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- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments

Student Learning Goals/Objectives

Students will know....

- How to talk about shopping for clothes
- How to talk about what they are wearing and what they wear in certain circumstances
- Why France is known worldwide for fashion
- Numbers to 1,000
- Some places to buy clothes in France
- How to point out people/things (this one)
- How to ask for clarification (which one?)
- How to describe actions (with regular verbs)
- How to describe people/things as new, old, beautiful
- How to express comparisons (more/less/as + adj. + than)
- How to give command

Students will be able to (do)...

- Recycle previously learned vocabulary and grammar (including avoir and money)
- Learn and use vocabulary associated with stores, money, clothing and clothing size
- State their opinions about clothing
- Inquire about and describe preferences using interrogative and demonstrative adjectives
- Understand and explain cultural differences between shopping in France and in the United States
- Use expressions associated with money
- Recycle knowledge of euros, including converting euros to dollars and vice versa
- Give commands
- Identify places in Paris where one can go shopping

Key Vocabulary and Terms:

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Shopping for clothes: Pardon, Vous désirez? Je cherche, Quel est le prix de...? Combien coûte...?

Expressing opinions and making comparisons: Je préfère..., À mon avis, Il/Elle est plus/moins/aussi + adj. + que

Stores: un magasin, un grand magasin, une boutique

Clothing and accessories: un blouson, chapeau, chemisier, imperméable, jean, jogging, maillot de bain, manteau, pantalon, polo, pull, short, survêtement, sweat, tee-shirt; une casquette, ceinture, chemise, cravate, jupe, robe, veste; des baskets, collants, tennis, bottes, chaussettes, chaussures, lunettes (de soleil), sandales

Description: à la mode, beau, bon marché, cher, chouette, court, démodé, élégant, génial, grand, joli, long, meilleur, moche, nouveau, pauvre, petit, riche, vieux

ER verbs: chercher, coûter, porter, acheter, préférer, payer

IR verbs: choisir, finir, grossir, maigrir, réussir (à un examen)

RE verbs: attendre, entendre, perdre, rendre (visite à), répondre à, vendre

Numbers 100 to 1,000

Useful words/expressions: combien + VERB, combien de + noun, trop + adjective, ce/cette/cet/ces, quel(s)/quelle(s)

Assessment Evidence:

Performance Tasks:

15. Students will assume the role of designer at Paris Fashion Week. Working with a partner, they will create a fashion show and take turns modeling and describing clothing. Members of the “audience” will write a review (description and opinion of their favorite designer).
16. Penpal assignment. Students will write about where they like to buy their clothes, what they wear to school, how much things (e.g. jeans, sneakers) cost, tell how Americans in general dress for various occasions and ask questions to compare cultural perspectives.
17. Life’s Little Instructions. Named after the collection of maxims by H. Jackson Brown, Jr., this project invites students to write their own advice for living a positive life. Students will create 10 suggestions in French (e.g. Eat healthy. Be kind. etc.) and include an illustration for

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (Tourist telling salesperson what he is looking for, comparing items, and asking how much)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment

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each. There are a variety of formats possible, including digital.

- Listening activities
- Classzone
- Cooperative activities (Who has I have, Battleship, Tête à Tête, Échanges)
- Workbook activities
- Review activities (Flyswatter, Snowball fight, Bingo, Command chain, etc.)

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

28. Lesson 17

Read/discuss Lesson Opener: French fashion (including culture readings on popular French department stores and boutiques)
 Vocabulary to talk about shopping for clothes and accessories: Listen/pronounce/practice
 Vocabulary to get help from a salesperson: Listen/pronounce/practice/role play
 Vocabulary to talk about prices – numbers 100 to 1,000 – and expressions with *combien* :
 Listen/pronounce/practice
 Penpal letter: where you shop and what you wear
 Review and quiz
 (4 days)

29. Lesson 18

Pointing out people/things using demonstrative adjectives: Take notes/practice in context
 Asking for clarification using interrogative adjectives: Take notes/practice in context
 The letters «e» and «è»
 Review and quiz

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	(3 days)
30. Lesson 19	<p>Describing actions with IR verbs Take notes/practice in context</p> <p>Describing people/things with the adjectives <i>beau, nouveau, vieux</i>: Take notes/practice in context</p> <p>Expression comparisons using the construction <i>plus/moins/aussi</i> + adj. + que: Take notes/practice in context</p> <p>Additional Vocabulary (descriptive words) for making comparisons and expressing opinions</p> <p>Expression opinions with <i>Je préfère, À mon avis</i>: Take notes/practice in context</p> <p>The letters «ill»</p> <p>Paris Fashion Week project</p> <p>Review and quiz</p> <p>(5 days)</p>
31. Lesson 20	<p>Describing actions with RE verbs: Take notes/practice in context</p> <p>Making suggestions, giving orders/advice with the imperative: Take notes/practice in context</p> <p>Life's Little Instructions project</p> <p>Review and quiz</p> <p>(3 days)</p>
Resources:	
<p>Discovering French (Bleu). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Bleu) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes (17, 18, 19, 20)</p> <p>www.classzone.com</p> <p>Teacher designed worksheets, activities, and games</p> <p>Powerpoints</p> <p>Relevant websites</p>	
Suggested Time Frame	15 days instruction plus 2 days for testing/assessment

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

FRENCH II Advanced

CURRICULUM

Content Area:	French II Adv	Grade(s) 9-12
Unit Plan Title:	Review	
Overview/Rationale (Describe and Justify)		
<p>The first unit in level two is a review and expansion of key concepts from French I. We will take a second, deeper look at the three main groups of regular verbs and how they are used to communicate our actions in the present. Some of the more difficult topics from last year will be revisited including, but not limited to: possessive adjectives, contractions, numbers, interrogatives, and demonstratives. Vocabulary to talk about clothing, school and our health will be taught if not taught in French I. If necessary, we will review telling the time, date, and weather.</p>		
Standard(s) Number and Description (Established Goals)		
<p>Interpretive Mode of Communication</p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p>		

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- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational Mode of Communication

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, EdPuzzle and other appropriate and available online resources for study, practice and assessment
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using e.g. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

Geography, English, Sociology, Math

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Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

Communicating with people in their language facilitates the building of rapport.
 Communicating in another language facilitates participation in global economies.
 Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies.
 Culture is reflected in the products, practices and perspectives of a society.
 Societies are enriched by the variety of cultures that exist within them.
 Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do I express how I feel and ask others how they feel?
 How do I talk about what clothes I wear on particular occasions?
 How do I talk about the subjects I study at school?
 How do I point something/someone out?
 How do I clarify what someone is talking about?
 How do I count from 0-1,000?
 How do I talk about prices?
 How do I tell the date, time, and weather?
 How do I express possession?
 How do I say what is happening now?
 What do you do during the weekend? On weekends? During vacation?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Creativity and Innovation

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X	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E,T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T,A	Leadership and Responsibility
		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>			
E,T	CRP1. Act as a responsible and contributing citizen and employee		
E,T,A	CRP2. Apply appropriate academic and technical skills		
E	CRP3. Attend to personal health and financial well-being		
E,T,A	CRP4. Communicate clearly and effectively with reason		
E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
E	CRP6. Demonstrate creativity and innovation		
E	CRP7. Employ valid and reliable research strategies		
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
E	CRP9. Model integrity, ethical leadership, and effective management		

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	E	CRP10. Plan education and career paths aligned to personal goals
	E,T,A	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none">• parts of the body in French• clothing words in French• school subjects in French• demonstrative adjectives in French• interrogative adjectives in French• numbers to 1,000• days of the week and months of the year• possessive adjectives in French• the present tense of regular verbs	Students will be able to (do)... <ul style="list-style-type: none">• ask/tell if they have an ache or pain• talk about what they wear• talk about school life• point out people and things• get clarification about about a topic (what? which?)• count to 1,000• convert dollars to euros and vice versa• ask/tell the date• say to whom someone/something belongs• talk about what is happening now	
Key Vocabulary and Terms:		
Clothing vocabulary: des vêtements, un pantalon, un jean, un short, un pull, un sweat, un survêtement, un maillot de bain, un chemisier, un tee-shirt, un blouson, un manteau, un imperméable, une chemise, une veste, une cravate, une ceinture, une casquette, une jupe, une robe, des chaussures,		

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des chaussettes

School vocabulary: un collège, un lycée, une école privée/publique, un cours, une classe, l'histoire, l'économie, les maths, les sciences, l'informatique, le français, l'anglais, l'espagnol, la musique, les arts plastiques, le sport, l'éducation physique

Health and body vocabulary: Qu'est-ce que tu as? J'ai mal à..., avoir mal à + part of body; la tête, l'oreille, le bras, les dents, etc.

Possessions/objects: un objet, un crayon, un stylo, un cahier, un livre, un sac, un bureau, un lit, un ordinateur, un appareil-photo, un portable, un vélo, une chose, une table, une chaise, une affiche, une télé, une voiture

Places: un endroit, un quartier, un café, un centre commercial, un cinéma, un hospital, un hôtel, un magasin, un musée, un restaurant, un stade, un supermarché, une ville, une maison, une rue, une bibliothèque, une boutique, une école, une église, une piscine, une plage

ER Verbs: travailler, étudier, manger, dîner, parler + langue, regarder + nom, écouter + nom, téléphoner à/rencontrer/retrouver + personne, habiter (à/en), rentrer, rester (à la maison), aider (ses parents), préparer + nom, prêter (5 euros), chanter, danser, nager, marcher, organiser + nom, apporter + chose, inviter + personne, louer/acheter/porter/gagner + chose, jouer à + sport, jouer de + instrument, visiter (une ville), voyager (en voiture/train/avion)

IR verbs: choisir, finir, grossir, maigrir, réussir (à un examen)

RE verbs: attendre, entendre, perdre, rendre (visite à), répondre à, vendre

Days: lundi, mardi, mercredi, jeudi, vendredi samedi, dimanche

Months: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Weather expressions: Quel temps fait-il? Il fait...beau/bon/chaud/froid/mauvais. Il pleut. Il neige.

Seasons: le printemps, l'été, l'automne, l'hiver

Possessive adjectives: mon/ma/mes, ton/ta/tes, son/sa/ses, notre/nos, votre/vos, leur/leurs

Interrogative adjectives: Quel(s)? Quelle(s)?

Demonstrative adjectives: ce, cet, cette, ces

les nombres de 0 à 1.000

Assessment Evidence:

Performance Tasks:

18. Tell about your school day and/or leisure activities. Students will be evaluated based on correct use of school vocabulary.
19. Tell what you're wearing. Students will be evaluated based on correct use of clothing vocabulary.
20. Tell what sports and/or instruments you play. Students will be evaluated based on correct use of À and DE contractions.
21. Tell where something is located. Write and illustrate 8

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing
- Review Quizzes

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<p>sentences in a comic strip format. Place an object or person of your choice in different locations for each. Title you strip "Where is...?"</p>	<p>Students will reflect upon and self-assess their learning through:</p> <ul style="list-style-type: none"> ➤ Puzzles ➤ Peer assessment ➤ Listening activities ➤ Classzone ➤ Textbook Cooperative activities ➤ Workbook activities ➤ Review games (Flyswatter, Who has I have, Snowball fight, Battleship, etc.)
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design – Wiggins and McTighe) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H= Hook all students and Hold their interest? E= Equip students, help the Experience the key ideas and Explore the issue? R=Provide opportunities to Rethink and Revise their understandings and work? E=Allow students to Evaluate their work and its implications? T=be Tailored (personalized to the different needs, interests and abilities of learners)? O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>32. Getting acquainted</p>	<p>Faisons connaissance questions (from text) - what are they asking? Read along and listen; answer questions Culture notes: le bac, French school names School life vocabulary. Questions from transparency: Qui étudie les maths? Qu'est-ce que Céline étudie? etc. Et vous? partner activity Tell about your school day and/or leisure activities (3 day)</p>
<p>33. Rappel 1</p>	<p>Review numbers, dates, time and weather Culture notes: French currency, time difference, 24 hour clock Quiz</p>

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	(3 days)
34. Rappel 2	<p>How to talk about things</p> <ul style="list-style-type: none"> ■ Review clothing and expressions (C'est... etc.) – pages 12-13 ■ Review de contractions and pas de – page 14 <p>How to say where things are</p> <ul style="list-style-type: none"> ■ Review prepositions of location – page 15 ■ Review possessive adjectives – page 16 <p>How to ask about/point out specific people or things</p> <ul style="list-style-type: none"> ■ interrogative and demonstrative adjectives – page 17 <p>Quiz</p> <p>(3 days)</p>
35. Rappel 3	<p>Review regular verbs (affirmative, negative, interrogative, imperative)</p> <p>Review irregular verbs and idiomatic expressions</p> <p>Review how to ask specific questions</p> <p>Review expressing preferences</p> <p>Verb quiz</p> <p>(3 days)</p>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Rappel 1 Quiz</p> <p>Rappel 2 Quiz</p> <p>Verb Quiz</p> <p>www.classzone.com</p> <p>Teacher designed worksheets, activities, and games</p> <p>Powerpoints</p> <p>Relevant websites</p>	
Suggested Time Frame (Days):	12 days instruction including testing/assessment

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*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French II Adv	Grade(s) 9-12
Unit Plan Title:	Who am I?	
Overview/Rationale (Describe and Justify)		
In this unit, students will learn various ways to identify themselves. We will address the questions “How are we (and the French) alike? What makes us (and them) diverse?” Students will learn how to exchange basic information about themselves and their families. Describing people will be reviewed and extended. Students will learn expressions to use when making a phone call or introducing someone. They will review how to talk about what’s going to happen and learn how to talk about what just happened. At the same time, we will review/refine other irregular verbs from last year and their corresponding idiomatic expressions.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.		
7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.		
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.		
Interpersonal Mode of Communication		
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.		
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.		
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.		
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.		
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		

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7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentation Mode of Communication

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, EdPuzzle and other appropriate and available online resources for study, practice and assessment
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using e.g. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

Geography, English, Sociology, Math, History

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

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Communicating with people in their language facilitates the building of rapport.
 Communicating in another language facilitates participation in global economies.
 Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies.
 Culture is reflected in the products, practices and perspectives of a society.
 Societies are enriched by the variety of cultures that exist within them.
 Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do I identify myself?
 How do I describe my family?
 How do I discuss professions?
 How do I make introductions in French?
 How do I make phone calls in French?
 How do I say where people are and what they are like?
 How do I talk about what I am in the middle of doing?
 How do I describe people and things?
 How do I point out people and things?
 How do I talk about someone's possessions, needs, and feelings?
 How do I describe what people are doing?
 How do I ask questions?
 How do I talk about where one is going and what one is going to do?
 How do I talk about where one is coming from and what just happened?
 How do you say for how long something has been going on?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness		E,T,A	Critical Thinking and Problem Solving
		Environmental Literacy		E,A	Creativity and Innovation
	X	Health Literacy		E,T,A	Communication and Collaboration

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	X	Civic Literacy	E,T	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E,T,A	Leadership and Responsibility
			E,T,A	Informational Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		
	E,T,A	CRP4. Communicate clearly and effectively with reason		
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
	E,A	CRP6. Demonstrate creativity and innovation		
	E	CRP7. Employ valid and reliable research strategies		
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
	E	CRP10. Plan education and career paths aligned to personal goals		

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	E,T,A	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know....</i> <ul style="list-style-type: none"> • vocabulary to identify oneself and one's family • vocabulary to describe professions • vocabulary to make introductions and phone calls • the irregular verb être and idiomatic expressions • forms and position of French adjectives, both regular and irregular • appropriate uses of the phrases <i>C'est</i> and <i>Il est</i> • the irregular verb avoir and idiomatic expressions • the irregular verb faire and idiomatic expressions • formal and informal ways to ask questions • the irregular verb aller and the <i>futur proche</i> construction • the irregular verb venir and idiomatic expressions • use of the present tense with <i>depuis</i> 		<i>Students will be able to (do)...</i> <ul style="list-style-type: none"> • identify French names and personal information • ask for and provide information about self, family and friends such as name, age and nationality • name and describe various professions • introduce self and others • use physical and personality trait vocabulary to describe self and others • say what someone is in the middle of doing • point out people and things and identify someone's profession • talk about possessions, needs and feelings • describe what people are doing • recognize and use inversion correctly • talk about what is going to happen

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- talk about what just happened
- tell how long something has been happening

Key Vocabulary and Terms:

Introducing people: Je te présente..., Je voudrais vous présenter, Enchanté/e.

Talking about future plans: Qu'est-ce que tu voudrais faire plus tard? Je voudrais être [médecin].

Making a phone call: Est-ce que je pourrais parler à...? Ne quittez pas. Je suis désolée/e... Je rappellerai.

Asking what's wrong: Qu'est-ce que tu as? Qu'est-ce qu'il y a?

L'identité: l'âge, un domicile, le lieu, un nom, un numéro de telephone, un prénom, une adresse, la date, la date de naissance, une nationalité, une profession

Les gens: un/e ami/e, un/e copain/copine, un/e camarade, un/e voisin/e, les gens, une personne

La famille: un parent, enfant; le mari, père, beau-père, fils, frère, demi-frère, cousin, neveu, grand-père, petit-fils; l'oncle; une famille, enfant; la femme, mère, belle-mère, fille, soeur, demi-soeur, tante, cousine, niece, grand-mère, petite-fille

Adjectifs (la famille): célibataire, divorcé/e, marié/e, plus âgé/e, plus jeune, unique

Irregular Verbs: aller, (re)(de)venir, être, avoir, faire + idiomatic expressions associated with these verbs (aller chercher, venir de, être en train de, avoir besoin de, faire attention, etc.)

Useful expressions: assez, très, trop, depuis, depuis quand?, depuis combien de temps?, plus tard

The following professions and adjectives are listed in the masculine form only...

Professions: un acteur, un avocat, un cinéaste, un comptable, un dentiste, un dessinateur, un docteur, un écrivain, un employé de bureau, un homme d'affaires, un infirmier, un informaticien, un ingénieur, un journaliste, un mannequin, un médecin, un patron, un pharmacien, un photographe, un programmeur, un secrétaire, un technicien, un vendeur, un vétérinaire, un bureau

Adjectives placed before the noun: beau, bon, grand, jeune, joli, mauvais, nouveau, petit, vieux

Adjectives of nationality: allemand, américain, anglais, belge, cambodgien, canadien, chinois, coréen, cubain, espagnol, français, haïtien, indien, italien, japonais, mexicain, portoricain, russe, suisse, vietnamien

Descriptive adjectives: actif, aimable, ambitieux, bête, consciencieux, content, curieux, drôle, égoïste, ennuyeux, généreux, génial, heureux, imaginatif, impoli, impulsif, injuste, intellectuel, intuitif, juste, libéral, malheureux, meilleur, mignon, naïf, original, paresseux, pauvre, pénible, poli, ponctuel, riche, sensible, sérieux, spirituel, sportif, sympathique, timide, triste

Assessment Evidence:

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Performance Tasks:

22. Say what you prefer and what you prefer to do. Students will be evaluated based on correct use of the construction **verb + infinitive** to express likes/dislikes and preferences.
23. Tell about your goals for the upcoming school year. What are you going to do? What aren't you going to do. Students will be evaluated based on correct use of the construction **aller + infinitive** to express the near future.
24. Make an acrostic using the first letters of your first name. Each letter of your name appears in a French adjective of your choosing which describes you or your personality. Make the acrostic colorful and illustrate it so the letters from your name stand out.
25. Postcard from (Cape May County town). Our area draws thousands of tourists every year and lots of people think you are very lucky to live here. You will be "sending" a postcard to someone in a French-speaking country who wants to get to know you. On one side of the postcard, you will glue a picture of a place in your town or a picture of something that is very representative of your town. On the other side, you will address (in the French style) and stamp the postcard and write a message with the following information: when and where you were born, your age, where you live, your nationality, where you are a student, information about your family, including parents' professions, and a description of yourself (what type of personality you have and what type of

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (making a phone call, introducing someone formally and informally, etc.)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam
- Cloze activities (song)

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities
- Classzone
- Textbook Cooperative activities
- Workbook activities
- Review games (Flyswatter, Who has I have, Snowball fight, Battleship, Fine Line Bingo, Family Feud, Basketball, Who am I? etc.)

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student you are). Sign the postcard with your French first name and your last name.

26. You're famous! Decide which French magazine is lucky enough to have your face on it. The cover of a magazine almost always has a colorful photo and some catchy phrases on it. Your cover will be dedicated to you. Include the name of the magazine, your picture, 4 short sentences about you, 6 or more adjectives that describe you, your "profession," date and place of publication, price per copy, illustrations. Evaluation is based on a rubric measuring requirements met, grammar, spelling, neatness, and following directions.
27. The Family. Students create a family tree. The family may be real or imaginary. For each person, the student will present to the class: relationship, name, age, profession, and a description. A rubric measuring accuracy, pronunciation, completion, and neatness will be used in the evaluation.

Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)

<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>36. Leçon 1</p>	<p>Lesson Opener: Who am I? (Cultural comparison) Vocabulary for identifying oneself: Listen/pronounce/practice</p>

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	<p>Vocabulary for describing one's family: Listen/pronounce/practice</p> <p>Vocabulary for describing professions: Listen/pronounce/practice</p> <p>Vocabulary for making introductions: Listen/pronounce/practice</p> <p>Vocabulary of making phone calls: Listen/pronounce/practice</p> <p>(5 days)</p>
37. Leçon 2	<p>Lesson Opener: Read/discuss</p> <p>The irregular verb être and idiomatic expressions: Take notes/practice in context</p> <ul style="list-style-type: none"> ■ How to agree with someone ■ How to say what someone is busy doing ■ How to say what belongs to someone ■ How to talk about being on time <p>Adjective agreement and word order: Take notes/practice in context</p> <p>Vocabulary to describe someone: Listen/pronounce/practice</p> <p>Irregular adjectives ending in –eux, -al, -if, -el, -on, and –en: Take notes/practice in context</p> <p>Vocabulary to describe someone's personality: Listen/pronounce/practice</p> <p>Review how the expressions <i>C'est</i> and <i>Il est</i> are used differently for pointing out people/things: Take notes/practice in context</p> <p>(6 days)</p>
38. Leçon 3	<p>Lesson Opener: Read/discuss</p> <p>The irregular verb avoir and idiomatic expressions: Take notes/practice in context</p> <ul style="list-style-type: none"> ■ How to talk about age ■ How to describe certain feelings and states ■ How to express needs, desires and intentions ■ How to ask what's wrong <p>The irregular verb faire and idiomatic expressions: Take notes/practice in context</p> <ul style="list-style-type: none"> ■ How to talk about subjects you study and sports/pastimes you do ■ How to talk about some other common activities <p>Asking questions using inversion: Take notes/practice in context</p> <p>(6 days)</p>
39. Leçon 4	<p>Lesson Opener: Read/discuss</p> <p>The irregular verb aller and idiomatic expressions: Take notes/practice in context</p> <ul style="list-style-type: none"> ■ How to talk about going to get someone/something ■ How to talk about what one is going to do

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	<p>The irregular verb venir and idiomatic expressions: Take notes/practice in context</p> <ul style="list-style-type: none"> ■ How to talk about where you're coming from ■ How to talk about what you've just done ■ Verbs like venir <p>Use of the present tense with the time expression <i>depuis</i>: Take notes/practice in context (6 days)</p>
40. Images of the Francophone World	<p>Regions of France and points of interest</p> <p>The Tour de France</p> <p>(3 day)</p>
<p>+Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes</p> <p>Practice tests (tests de contrôle)</p> <p>Study Guide</p> <p>Unit 1 Test</p> <p>Writing Test</p> <p>Speaking</p> <p>Listening Test</p> <p>www.classzone.com</p> <p>Teacher designed worksheets, activities, and games</p> <p>Powerpoints</p> <p>Relevant websites</p>	
Suggested Time Frame (Days):	26 days instruction plus 1 day review plus 3 days for testing/assessment = 30 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

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Content Area:	French II Adv	Grade(s) 9-12
Unit Plan Title:	Bon appétit!	
Overview/Rationale (Describe and Justify)		
In this unit, students will learn to talk about eating and shopping for food. They will learn some typical French and French Canadian dishes as well as vocabulary to communicate in a restaurant, kitchen, and market. Students will extend and refine how to state preferences and talk about what they eat/drink. They will acquire skills to specify amounts, talk about they want or have to do, what they buy, and what they pay for. Traditional and modern attitudes toward food and eating will be explored. If time permits, we will also visit some rules of etiquette and common misconceptions that can lead to cultural misunderstandings.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.		
7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.		
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.		
Interpersonal Mode of Communication		
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.		
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.		
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.		
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.		
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		
7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.		

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Presentational Mode of Communication

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, EdPuzzle and other appropriate and available online resources for study, practice and assessment (e.g. Comme une Française TV on YouTube: Buying your groceries in France, When to eat in France, Social occasions)
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using e.g. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

English, Sociology, Math, Culinary, Health and Nutrition

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

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Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies. Culture is reflected in the products, practices and perspectives of a society. Societies are enriched by the variety of cultures that exist within them. Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Where do the French shop for food?
 How are mealtimes, eating habits, and attitudes toward food the same/different?
 How do I discuss meals and table settings?
 How do I say what food I like/don't like?
 How do I order food in a café or restaurant?
 What vocabulary and phrases do I need to know to buy food at the market?
 How do I talk about what I can, could, or should do?
 How do I express "some" in French (e.g. I would like some dessert.)?
 How do I express "not any" in French (e.g. I don't want any dessert.)?
 How do I talk about what one is drinking?
 How do spelling-change verbs work in French? What patterns can I observe to make learning them easier?
 What is the difference between the 3 types of articles: definite, indefinite, partitive? When do I use each?
 How do I specify different types of quantities/packaging (e.g. a dozen eggs, a box of cereal, a lot of food, some fries, the whole pie)
 How do I express what it is necessary to do?
 What are some cultural differences that can lead to misunderstanding?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E,A	Creativity and Innovation
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E,T,A	Communication and Collaboration
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E,T	Flexibility and Adaptability

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<div>Financial, Economic , Business and Entrepreneurial Literacy</div>		E,T	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T,A	Leadership and Responsibility
		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>			
	E,T	CRP1. Act as a responsible and contributing citizen and employee	
	E,T,A	CRP2. Apply appropriate academic and technical skills	
	E	CRP3. Attend to personal health and financial well-being	
	E,T,A	CRP4. Communicate clearly and effectively with reason	
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E,A	CRP6. Demonstrate creativity and innovation	
	E	CRP7. Employ valid and reliable research strategies	
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
	E	CRP10. Plan education and career paths aligned to personal goals	
	E,T,A	CRP11. Use technology to enhance productivity	

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	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> • vocabulary to discuss meals, courses, table setting, and ordering in a café or restaurant • how to use the verbs vouloir, pouvoir, and devoir correctly • the partitive articles and how they are used • when to use the partitive versus the definite article • how to use the verb boire correctly • how to conjugate “boot” verbs • the quantities and packaging of certain foods • the expression IL FAUT for expressing obligation 		Students will be able to (do)... <ul style="list-style-type: none"> • discuss meals and table settings • order food in a café • discuss food preferences • shop for food in a market • talk about what one wants, can do, or must do • discuss quantities • make negative statements regarding quantities • talk about what one drinks • discuss purchases and preferences • express obligation or necessity
Key Vocabulary and Terms:		
Ordering at a café: Vous désirez?, Et comme dessert?, Le service est compris. Expressing food preferences: Quel est ton plat préféré?, J’adore..., Je n’aime pas tellement... Shopping for food: Vou désirez?, Et avec ça?, C’est tout?, Ça fait combien? At the restaurant: un couteau; le déjeuner, dîner, petit déjeuner, plat, pourboire, repas, service, verre; l’addition; une assiette, cuillère, fourchette,		

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serviette, tasse; la cantine, cuisine

Food: le beurre, un croque-monsieur, le gâteau, des haricots verts, un hors d'oeuvre, le ketchup, le lait, une banane, les céréales, l'eau minérale, un oeuf sur le plat, le poisson, le porc, le riz, le sel, un yaourt, la soupe, etc.

Quantities: un kilo, litre, morceau, paquet, pot, sac; une boîte, bouteille, douzaine, livre, tranche

Expressions of quantity: assez/beaucoup/combien/peu/un peu/trop/ne...plus DE, un(e) autre, d'autres, plusieurs, quelques, tout(e)(s)/tous, tout(e) le (la), tous (toutes) les, tout le monde, tout le temps

Verbs: acheter, amener, commander, déjeuner, detester, dîner, envoyer, espérer, nettoyer, payer, préférer, boire, devoir, pouvoir, vouloir, mettre la table, prendre le petit déjeuner, il faut + infinitive

Assessment Evidence:

Performance Tasks:

28. Menu project. Students make a menu for a restaurant they are opening in a French-speaking country. There will be a variety of categories and items within each. Items will be priced in the local currency. Other information included will be an address (in the French style) and the restaurant name.
29. Restaurant skit. Students act out a scene between a customer and a waiter/waitress. The customer order foods, asks for suggestion, says how the food is after eating, and asks for bill. The waiter greets the customer, make srecommendations, asks if the customer wants or needs anything else. Skits will be presented in class.
30. Give advice to next year's French I class. Begin each statement with the expression *il faut*, then add an infinitive (e.g. *il faut étudier votre vocabulaire*). Illustrate your advice.

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (vendor/cashier and customer at market, make a shopping list)
- TPR (setting a table)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam
- White board practice

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities
- Classzone
- Textbook Cooperative activities
- Workbook activities
- Review games (Flyswatter, Who has I have, Ball Toss, Battleship, La

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		Bombe, Tic Tac Toe, etc.)
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		
<i>Instructional Strategies and Activities (add rows as needed)</i> *D	Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners? O =be Organized to maximize initial and sustained engagement as well as effective learning?	
Title	Description with Modifications, number of days, etc.	
41. Leçon 9	Lesson Opener: Specialty shops where the French buy food (Cultural comparison) Vocabulary for discussing meals and table settings: Listen/pronounce/practice Vocabulary for ordering food in a café/restaurant: Listen/pronounce/practice Review tipping protocol; [Different types of eating establishments - e.g. bistro, brasserie,... – and Michelin stars] Vocabulary for discussing food preferences: Listen/pronounce/practice Vocabulary for shopping for food: Listen/pronounce/practice (6 days)	
42. Leçon 10	Lesson Opener: Read/discuss The irregular verbs vouloir, pouvoir, and devoir : Take notes/practice in context The partitive articles <ul style="list-style-type: none"> ■ Review definite and indefinite articles ■ Use of <i>du, de la, des</i> ■ Use of <i>pas de</i> (6 days)	
43. Leçon 11	Lesson Opener: Read/discuss The irregular verb boire : Take notes/practice in context Boot verb patterns and associated verbs <ul style="list-style-type: none"> ■ acheter, etc. (e to è) ■ préférer, etc. (é to è) 	

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	<p>■ payer, etc. (y to i)</p> <p>Partitive versus Definite/Indefinite article (6 days)</p>
44. Leçon 12	<p>Lesson Opener: Read/discuss</p> <p>More quantities (packages, containers, weights, servings, amounts): Take notes/practice in context</p> <p>The adjective <i>tout</i>: Take notes/practice in context</p> <p>The expression <i>il faut</i>: Take notes/practice in context (6 days)</p>
45. Cultural Misunderstanding	<p>The Four Surprises: Read/discuss/present in cooperative groups (2 days)</p>
<p>+Resources: (All textbooks, websites, and other major resources associated with the course)</p>	
<p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes</p> <p>Practice tests (tests de contrôle)</p> <p>Study Guide</p> <p>Unit 3 Test</p> <p>Writing Test</p> <p>Speaking</p> <p>Listening Test</p> <p>www.classzone.com</p> <p>Teacher designed worksheets, activities, and games (e.g. cloze activities, folds, graphic organizers and mnemonic devices)</p> <p>Movies: <i>Julie and Julia</i>, <i>Ratatouille</i></p> <p>Powerpoints</p> <p>Relevant websites</p>	
Suggested Time Frame (Days):	26 days instruction plus 1 day review plus 3 days for testing/assessment = 30 days

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*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French II Adv	Grade(s) 9-12
Unit Plan Title:	Free Time and Entertainment	
Overview/Rationale (Describe and Justify)		
In this unit, students will learn how, where, and when French young people spend their leisure time and make comparisons with their own culture. What sort of entertainment do they prefer? What kinds of entertainment are available and popular? Who are some famous French or French-speaking celebrities? The language goal of this unit is pronouns. How do we use them to connect our actions to someone else? Students will acquire skills necessary to talk about what they know, what they read/write, and what they say. Finally, students will learn more about the French influence in the Americas and France’s overseas territories. We will explore the lives of some famous people in our shared history.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication		
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.		
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.		
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.		
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).		
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.		
7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).		
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.		
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.		
Interpersonal Mode of Communication		
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.		
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.		
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.		
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.		
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily		

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interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational Mode of Communication

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Quizlet, Quia, Tex's French Grammar, Le Point du FLE, Kahoot, Classzone, EdPuzzle and other appropriate and available online resources for study, practice and assessment (<https://www.lawlessfrench.com/tag/pronouns/> et al.)
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using e.g. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

English, Sociology, History, Geography, Music, Art

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

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Students will understand that...

Communicating with people in their language facilitates the building of rapport.

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies.

Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

Where do French young people like to go in their free time?

What kind of entertainment do French young people prefer?

How do I describe and discuss various forms of entertainment?

How do I discuss the types of movies that I like?

How do I talk about my favorite stars?

How do I extend, accept, and turn down invitations?

How do I describe my relationships with other people

Where and why does one speak French in the Americas?

Who are some famous people of French origin who have a place in American history?

What are some French territories and possessions? What is a territory/possession?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Interdisciplinary Themes		21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,A	Creativity and Innovation
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication and Collaboration

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	X	Civic Literacy	E,T	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E,T,A	Leadership and Responsibility
			E,T,A	Informational Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
	E	CRP3. Attend to personal health and financial well-being		
	E,T,A	CRP4. Communicate clearly and effectively with reason		
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
	E,A	CRP6. Demonstrate creativity and innovation		
	E	CRP7. Employ valid and reliable research strategies		
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
	E	CRP10. Plan education and career paths aligned to personal goals		

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	E,T,A	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... <ul style="list-style-type: none"> • vocabulary to talk about entertainment • vocabulary to talk about the movies • words and phrases to invite someone • the object pronouns (to) me, (to) you, (to) us • the imperative with me, te, nous, and vous • correct word order of object pronouns in the present, near future, and past • how to use the verb <i>connaître</i> • uses of the pronouns le, la, les • how to use the verbs <i>dire, lire, and écrire</i> • uses of the pronouns lui, leur • how to use the verb <i>savoir</i> • contrasting uses of two verbs meaning “to know” 		Students will be able to (do)... <ul style="list-style-type: none"> • say how often one goes out, where one goes, and what one does • ask/answer questions about a movie • invite someone and accept/turn down an invitation • refer to oneself and to those one is addressing • give orders • make and respond to requests • talk about whom or what one knows • talk about people and things • describe what people say, read, and write • say to whom or for whom something is done • use the verb <i>savoir</i> with information and the <i>connaître</i> with people

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Key Vocabulary and Terms:

Extending an invitation: Est-ce que tu es libre [samedi]?

Accepting an invitation: D'accord, Je veux bien, Avec plaisir, Volontiers, Bonne idée!

Turning down an invitation: Je regrette, Je suis désolé(e), Je voudrais bien mais..., Je te remercie mais..., J'ai d'autres projets, Je n'ai pas le temps

Entertainment: un film, un groupe, un match, un orchestre, une chanson, une comédie musicale, une équipe, une exposition, une pièce de théâtre

Film genres: un dessin animé, un drame psychologique, un film d'aventures/d'horreur/de science-fiction, un film policier, une comédie

People: un acteur (une actrice), un chanteur (une chanteuse), un joueur (une joueuse)

At the movies: un billet, un genre, une place, une séance, une sorte

What we read/write/say: un journal, un magazine, un mail, un mensonge, un poème, un roman, une bande dessinée, une carte (postale), une histoire, une lettre, une revue, la vérité

Regular verbs: chercher, commencer, coûter, garder, laisser, oublier, raconter, regretter, remercier, trouver

Irregular verbs: connaître, savoir (+ infinitive), dire, lire, écrire

Object pronouns: me, te, nous, vous, le, la, les, lui, leur

Time expressions: une (deux, trois) fois, par semaine (mois, an)

Assessment Evidence:

Performance Tasks:

31. Some francophone singers and actors have made the transition to American music and movies. Celine Dion, Gerard Depardieu are some examples of this trend. Research to find the names of 3 other francophone singers or actors. Write a paragraph about each one and put it on a poster with a picture(s) of each. Tell us who they are, where they are from, what they are known for, what they do, whether or not you like them and why. You will present this to the class. Play 1 song or show a movie clip for the class on one of your people. Your paragraphs will be in French. Students will be evaluated on completion, accuracy, and neatness.

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing (e.g. phone call to a cinema)
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam
- White board practice

Students will reflect upon and self-assess their learning through:

- Puzzles
- Peer assessment
- Listening activities

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	<ul style="list-style-type: none"> ➤ Classzone ➤ Textbook Cooperative activities ➤ Workbook activities ➤ Review games (Flyswatter, Who has I have, Ball Toss, Battleship, La Bombe, Tic Tac Toe, etc.)
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p style="text-align: center;">Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>46. Leçon 13</p>	<p>Lesson Opener: French singers, actors/actresses, and venues (Cultural comparison)</p> <p>Vocabulary for talking about entertainment: Listen/pronounce/practice</p> <p>Vocabulary for talking about movies: Listen/pronounce/practice</p> <p>Culture note: French cinema, “the 7th art”</p> <p>Vocabulary for extending and accepting/declining invitations: Listen/pronounce/practice (5 days)</p>
<p>47. Leçon 14</p>	<p>Lesson Opener: Read/discuss</p> <p>The pronouns <i>me</i>, <i>te</i>, <i>nous</i>, and <i>vous</i></p> <ul style="list-style-type: none"> ■ English comparison ■ Take notes/practice in context ■ Some verbs for communicating what you do for others <p><i>Me</i>, <i>te</i>, <i>nous</i>, and <i>vous</i> in commands</p> <p><i>Me</i>, <i>te</i>, <i>nous</i>, and <i>vous</i> with an infinitive (6 days)</p>

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48. Leçon 15	<p>Lesson Opener: Read/discuss</p> <p>The irregular verb connaître: Take notes/practice in context</p> <p>The pronouns <i>le, la, and les</i></p> <ul style="list-style-type: none"> ■ English comparison ■ Take notes/practice in context <p><i>Le, la, and les</i> in the past</p> <p>(6 days)</p>
49. Leçon 16	<p>Lesson Opener: Read/discuss</p> <p>The irregular verbs dire, lire, écrire</p> <ul style="list-style-type: none"> ■ Vocabulary to describe what you say, read, and write ■ Take notes/practice in context <p>The pronouns <i>lui</i> and <i>leur</i></p> <ul style="list-style-type: none"> ■ English comparison ■ Take notes/practice in context ■ More verbs for communicating what you do for others <p>Multiple pronoun word order</p> <p>The irregular verb savoir: Take notes/practice in context</p> <p>Contrast uses of connaître versus savoir</p> <p>(7 days)</p>
50. French Influence Abroad	<p>French Overseas Territories</p> <p>[Québec: government, population, tourism, holidays]</p> <p>[The Acadians]</p> <p>Historic figures in American history who are of French origin</p> <p>(5 days)</p>
<p>+Resources: (All textbooks, websites, and other major resources associated with the course)</p> <p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes</p> <p>Practice tests (tests de contrôle)</p>	

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Study Guide

Unit 4 Test

Writing Test

Speaking

Listening Test

www.classzone.com

Teacher designed worksheets, activities, and games (e.g. cloze activities, folds, graphic organizers and mnemonic devices)

Powerpoints

Relevant websites

Suggested Time Frame (Days):

29 days instruction plus 1 day review plus 3 days for testing/assessment = 33 days

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

FRENCH III CURRICULUM

Content Area:	French III	Grade(s) 10-12
Unit Plan Title:	Le sport, la santé, et la routine (Health, sports, and routines)	
Overview/Rationale (Describe and Justify)		
Students will learn to talk about sports and what they do to stay in shape, their daily routine. They will learn to talk about what is wrong when they feel sick. Students will compare French and American sports and attitudes toward fitness.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication		
7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).		
7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.		
7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.		
7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.		
7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.		
7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community		
7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.		
7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.		
7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		
7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.		
7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.		

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7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and

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strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.

- Quizlet, Quia, UTex.edu, Le Point du FLE, Kahoot, Classzone, Voki, Blabberize as study and assessment tools
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

Geography, Sociology, English, Science, Physical Education

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

The amount of leisure time available and how it is spent varies among cultures.

Daily routines help us with time management.

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Medical and public health efforts enable people to live healthier and have better lives.

Knowing how and when to navigate the health care system is critical to maintaining good health.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What sports are popular in France and other French-speaking countries?

What are some reasons for playing sports?

How do we use French to talk about sports and activities that we do?

How do we identify physical features and parts of the body?

How do we use French to communicate when we are sick or injured?

How can we use pronouns to replace locations and quantities?

What are some verbs and expressions to express our opinions and what we believe?

How do we talk about daily routines and personal care?

How does the health care system work in France? In Canada?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness		E,T,A	Critical Thinking and Problem Solving
	X	Environmental Literacy		E,A	Creativity and Innovation
	X	Health Literacy		E,T,A	Communication and Collaboration

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	X	Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E	Leadership and Responsibility
			E,T,A	Informational Literacy Skills
			E,T,A	Media Literacy Skills
			E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E, T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A	CRP2. Apply appropriate academic and technical skills		
	E, T	CRP3. Attend to personal health and financial well-being		
	E,T,A	CRP4. Communicate clearly and effectively with reason		
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
	E	CRP7. Employ valid and reliable research strategies		
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
	E	CRP10. Plan education and career paths aligned to personal goals		

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	E,T, A	CRP11. Use technology to enhance productivity
	E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... Vocabulary to name and describe different sports and activities. Expressions to talk about health and well-being. Pronouns when to use the pronouns Y and EN. Conjugations of certain irregular verbs. Vocabulary and conjugations (present and past) of reflexive verbs.		Students will be able to (do)... Name favorite sports and activities and use vocabulary in context. Tell someone when they have an ache/pain or don't feel well. Avoid repetition by using pronouns in place of locations and quantities. Say whether they run to stay in shape. Express their opinion in a variety of ways and say what they believe. Talk about daily activities, personal care, and hygiene.
Key Vocabulary and Terms:		
<p><u>Talking about one's health:</u> Je suis en forme (en bonne santé), Je me sens bien, Ça va mieux, Qu'est-ce que tu as?, Où as-tu mal?</p> <p><u>Individual sports:</u> le jogging, le patin à roulettes, le patinage, le roller, le skate, le ski (nautique), le snowboard, le surf (des neiges), le paddle, le vélo, le VTT, l'équitation, l'escalade, la gym, la marche à pied, la natation, la planche à voile, la voile</p> <p><u>Parts of the body:</u> un bras, les cheveux, un coeur, un corps, un cou, un doigt, un dos, un estomac, un genou, un nez, un oeil (les yeux), un pied, un ventre, une bouche, une dent, une épaule, la figure, une jambe, une main, une oreille, une tête,</p> <p><u>Personal care:</u> du dentifrice, un peigne, un rasoir, du rouge à lèvres, du savon, du shampooing, une brosse à cheveux (à dents)</p> <p><u>Adjectives:</u> malade, fatigué, pressé, prêt, sportif (-ive)</p> <p><u>Avoir expressions:</u> avoir mal à + part of the body, avoir la grippe, avoir un rhume</p> <p><u>Faire expressions:</u> faire du sport/du ski/du vélo, faire de la voile, faire de l'escalade</p> <p><u>Verbs:</u> lever, plier, pratiquer, courir, croire</p> <p><u>Reflexive verbs:</u> s'amuser, s'arrêter, se brosser (les dents), se coucher, se dépêcher, se couvrir, s'excuser, s'habiller, se laver (les cheveux), se lever, se maquiller, se peigner, se promener, se raser, se reposer, se réveiller, se souvenir de</p> <p><u>Useful expressions:</u> Assieds-toi, Asseyez-vous, Tais-toi, Taisez-vous</p> <p><u>Expressions of time:</u> à toute vitesse, de temps en temps, ne...pas encore, ne...presque jamais, parfois, quelquefois, rarement, souvent, toujours, tout de suite</p> <p><u>Expressions of opinion:</u> à mon avis, selon moi, d'après moi, je pense/trouve/crois que</p>		

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Assessment Evidence:

Performance Tasks:

1. Students will use their voice and blabberize themselves or make a Voki to tell what they do to get ready for school in the morning. They will use sequencing words (e.g. first, next, last) and share their blabber/avatar via the website. This task will be evaluated based on a rubric measuring the students' accuracy, content, pronunciation, and communication.
2. Students will create a French product that is used for personal care (e.g. shampoo, toothpaste). They will give an original name to their product (e.g. Bonbon Savon) and write an advertisement, explaining why consumers should buy their product. Finally, they must film a commercial or act it out in class. They must bring their product to class or design a billboard for the product to show. This task will be evaluated based on a rubric measuring: following directions, use of reflexive verbs, creativity, presentation, pronunciation, and preparation.

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing
- Voki or Blabber
- Speaking Tests
- Lesson Quizzes
- Unit Test/Quarterly Exam

Students will reflect upon and self-assess their learning through:

- Peer assessment
- Tests de contrôle
- Listening activities
- Classzone
- Textbook Cooperative activities
- Workbook activities
- Review game

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<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i>	Consider how will the design will: (<i>WHERE TO – Understanding By Design – Wiggins and McTighe</i>) W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? H = Hook all students and Hold their interest? E = Equip students, help the Experience the key ideas and Explore the issue? R =Provide opportunities to Rethink and Revise their understandings and work? E =Allow students to Evaluate their work and its implications? T =be Tailored (personalized to the different needs, interests and abilities of learners)? O =be Organized to maximize initial and sustained engagement as well as effective learning?
Title	Description with Modifications, number of days, etc.
51. Lesson 17 opener	Listen to Le Sport et la Santé and follow along with CD. Answer comprehension questions. Complete Venn of France and USA with topic “sports and health.” Compare/contrast the French and American philosophy on sports and health Complete cultural comparison, citing reasons why people play sports and reflect on our own reasons. Explain whether or not students play the same sports as their French counterparts and why. (1 day)
52. Sports/Activities/ Body vocabulary	Repeat new vocabulary after teacher or CD. Practice using contextualized textbook speaking and writing activities. Practice listening skills with workbook activities. Review contractions and which sports are expressed with jouer à versus faire de. Answer questions about what sports and activities you and others play/do/don’t play/do in different seasons. Answer “What do you do to stay in shape?” Learn parts of the body with games (Jacques a dit) and songs (le Boogy woogy, Tête, Épaules, Où est ma tête?). Tell where people are hurting based on pictures. Answer “How are you doing?” and “What’s wrong?” Role play scene in a doctor’s office. (7 days)
53. The Pronoun Y	Watch and discuss video-scène. Take notes on how/when to use Y and word order. Practice with contextualized speaking/listening/writing activities, white boards, translations.

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	(4 days)
54. The Pronoun EN	<p>Copy verb chart for CROIRE and vocabulary to express opinions Take notes on how/when to use EN and word order. Practice with contextualized speaking/listening/writing activities, translations. Make foldable with uses and examples for the pronouns Y and EN.</p>
55. Reflexive verbs	<p>(5 days)</p> <p>Watch and discuss video-scènes. Complete guided notes on reflexive verbs in the present tense. Sing BINGO song to remember reflexive pronouns. Copy, pronounce, and practice reflexive verb vocabulary. Game: charades, pictionary Copy verb charts for boot verbs lever and promener. Do stations set up around classroom to assess comprehension? Use TPR and flashcards to learn reflexive verb vocabulary. Copy, pronounce, and practice vocabulary for personal care items. Game: Slap Take notes on reflexive verbs in the passé composé. Take notes on reflexive verbs in the imperative. Practice with contextualized speaking/listening/writing activities, worksheets, translations. Complete and illustrate statement Pour être heureux _____. Student presentations of Voki or Blabber and/or French product advertisement and commercial.</p>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007. Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007. Workbook Communipak Activities Lesson Quizzes (17-20) Unit 5 Test Writing Test Speaking Listening Test www.classzone. com</p>	

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Teacher designed worksheets, activities, and games

Powerpoints

Suggested Time Frame (Days): 34 31 days instruction plus 1 day review plus 2 days testing

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French III Honors	Grade(s) 10-12
Unit Plan Title:	Chez Nous (At home)	
Overview/Rationale (Describe and Justify)		
Students will learn to talk about their homes, compare French and American housing, and discuss the past.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		

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7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.

- Quizlet, Quia, UTex.edu, Le Point du FLE, Kahoot, Classzone as study and assessment tools
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

Geography, Government, Economics, History

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

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Housing varies in construction by geographical location and conditions.

Cultural differences are manifested in how people use their living space.

Our language is reflected in the way we talk about our past.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do we use French to discuss people and possessions?

How do we French to make clarifications?

How do we talk about the past?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E, A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E, T, A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial	<input checked="" type="checkbox"/> E	Initiative and Self-Direction
		<input checked="" type="checkbox"/> E, T	Social and Cross-Cultural Skills

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	Literacy

E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T,A	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

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<p><i>Students will know....</i></p> <p>Similarities and differences between French and American housing Vocabulary describing living including neighborhoods, types of housing, rooms, furniture, and appliances Verbs, expressions, and past tenses to narrate simple events</p>	<p><i>Students will be able to (do)...</i></p> <p>Compare and contrast French houses and American ones Describe how and where they live Describe themselves as children and tell stories from their childhood</p>
<p>Key Vocabulary and Terms:</p>	
<p><u>La ville:</u> le centre-ville, un lotissement, un panneau, un quartier, la banlieue <u>La résidence:</u> un appartement, un couloir, un escalier, les escaliers, un étage, le premier étage, un garage, un grenier, un immeuble, un jardin, un living, un mur, un plafond, le rez-de-chaussée, un salon, le sol, un sous-sol, un toit, une cave, une chambre (à coucher), une clé, une cuisine, une fenêtre, une pièce, une porte, une salle à manger, une salle de bains, les toilettes, les WC <u>Le mobilier et l'équipement de la maison:</u> un appareil, un bureau, un évier, un fauteuil, un four à micro-ondes, un four, un grille-pain, un lavabo, un lave-vaisselle, un lit, un meuble, le mobilier, un placard, un réfrigérateur, un(des) rideau (-x), un sofa, un tableau, un tapis, une baignoire, une chaise, une cuisinière, une douche, une étagère, une glace, une lampe, une machine à laver, une table <u>Verbes:</u> allumer, fermer, éteindre, mettre, vivre, ouvrir, couvrir, découvrir <u>Useful expressions for describing habitual events:</u> le soir, tous les soirs, le mardi, tous les mardis, chaque jour, tous les jours, autrefois, parfois, d'habitude, habituellement, un soir, mardi, un mardi, un jour, le 4 mai, une fois, deux fois, plusieurs fois <u>Other:</u> ancien (-ne)</p>	
<p>Assessment Evidence:</p>	
<p><i>Performance Tasks:</i></p> <p>3. Students will develop and deliver a presentation in French, researching (using digital tools as well as other sources), selecting, drawing, and labeling an authentic home in the Francophone world. Additionally, they will research the culture and history to write an accompanying paragraph in the TL describing the place. This task will be evaluated based on a rubric measuring the students' cultural accuracy,</p>	<p><i>Other Assessment Measures:</i></p> <ul style="list-style-type: none"> ➤ Bell ringers ➤ Homework ➤ Class discussions ➤ Communicative Writing assignments ➤ Speaking Tests ➤ Lesson Quizzes ➤ Unit Test/Quarterly Exam

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<p>content, pronunciation, and communication.</p> <p>4. Mon été. Students describe the events that took place over their summer break using the passé composé with a poster and oral presentation assessed by both teacher and peers.</p> <p>5. Students will give a short oral presentation using props called “The Story of My Youth.” The rubric measures knowledge of the different ways to talk about the past.</p>	<p>Students will reflect upon and self-assess their learning through:</p> <ul style="list-style-type: none"> ➤ Peer assessment ➤ Tests de contrôle ➤ Listening activities ➤ Classzone ➤ Textbook Cooperative activities ➤ Workbook activities ➤ La Bombe unit review game
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>56. Lesson 21 opener</p>	<p>Listen and follow along with CD. Read and discuss cultural introduction on French homes and answer comprehension questions. Complete cultural comparison, citing similarities and differences with respect to the rooms of a house. (1 day)</p>
<p>57. House vocabulary</p>	<p>Repeat new vocabulary after teacher or CD. Practice using contextualized textbook speaking and writing activities. Practice listening skills with workbook activities. Read classified ads for French apartments/homes, answer questions, and create a conversation between a real estate agent and a prospective client.</p>

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	Tour a French home via a virtual visit in the computer lab and answer accompanying comprehension questions. (8 days)
58. Vivre and related verbs	Watch and discuss video-scène. Complete verb charts for suivre and vivre. Practice with contextualized speaking/listening/writing activities, white boards, translations. Design and illustrate slogan with "Vive ___!" Explain differences between habiter and vivre. (4 days)
59. Passé composé review	Review graphic organizers for PC with avoir/être (including House of Etre, DRMRSVANDERTRAMP). Practice with contextualized speaking/listening/writing activities, white boards, translations. Play Battleship to practice asking/answering questions in the PC or play Save the Minions for formation practice. Present "Mon été" project. (5 days)
60. Relative pronouns QUI and QUE	Take notes on how to use connecting words to combine sentences. Practice with contextualized speaking/listening/writing activities, worksheets, translations. Complete cloud activity comparing/contrasting uses of QUI and QUE. (4)
61. Formation and uses of the IMPERFECT	Take notes on how to form the imperfect. Practice with contextualized speaking/listening/writing activities, white boards, worksheets, translations. Play "Le Prof dit" game. Make DUWIT graphic organizer to recall uses of the IMPERFECT. Present the "Story of My Youth." Incorporate movement with Bricklayer activity (tap for Imperfect, snap for PC). (12 days)
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes (21-24)</p> <p>Unit 6 Test</p> <p>Writing Test</p>	

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Speaking

Listening Test

www.classzone. com

Teacher designed worksheets, activities, and games

PowerPoints'

Suggested Time Frame (Days): 37 34 days instruction plus 1 day review plus 2 days testing

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	French III	Grade(s) 10-12
Unit Plan Title:	Soyez à la mode (French Fashion)	
Overview/Rationale (Describe and Justify)		
Students will learn to shop for clothing and accessories, talk about French and American attitudes toward fashion, and compare people and things.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.		

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7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

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7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.

- Quizlet, Quia, UTex.edu, Le Point du FLE, Kahoot, Classzone as study and assessment tools
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

Visual Arts, Family and Consumer Sciences, Economics

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings

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are predictable?)

Students will understand that...

Different cultures have different attitudes toward fashion.

Current trends and issues influence popular culture.

By comparing ourselves to one another, we see similarities as much as we see differences.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

How do we use French to describe our clothing and accessories?

How do we count beyond 100 in French?

How do we use French to rank and compare people and things?

How do we French to ask and tell preferences?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
X	Environmental Literacy	E,A	Creativity and Innovation
	Health Literacy	E,T,A	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
X	Financial, Economic ,	E	Initiative and Self-Direction

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	Business and Entrepreneurial Literacy

E,T	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T,A	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are *E*-Encouraged, *T*-Taught, or *A*-Assessed in this unit by marking *E, T, A* on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E,T,A	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E,T,A	CRP4. Communicate clearly and effectively with reason
E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually

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be able to do as a result of such knowledge and skill?)

Students will know....

Vocabulary describing clothing size and fit, color, design, fabric and material.

Expressions to talk about preferences when shopping for clothes.

Adjectives, adverbs, and constructions for making comparative and superlative statements.

Students will be able to (do)...

Talk about what they wear.

Respond to questions and ask for help when shopping for clothes.

Compare people and things.

Key Vocabulary and Terms:

L'achat des vêtements: un catalogue, un grand magasin, un magasin, un rayon, une boutique, une boutique de soldes, la couleur, la pointure, la taille

Les vêtements: un accessoire, des baskets, un blazer, un blouson, un chapeau, un chemisier, des collants, un costume, un foulard, des gants, un impermeable, un jean, un maillot de bain, un manteau, un pantalon, un parapluie, un polo, un portefeuille, un pull, des bottes, une casquette, une ceinture, une chaussette, des chaussures, une chemise, une cravate, une jupe, des lunettes de soleil, une robe, des sandales, une veste, un sac, un short, un survêtement, un sweat, un tailleur, un tee-shirt, des tennis, un vêtement

Les bijoux: un bijou, un bracelet, un collier, une bague, des boucles d'oreilles, une chaîne, une médaille

Les tissus et les autres matières: l'argent, le caoutchouc, le coton, le cuir, le nylon, l'or, le plastique, le polyester, le tissu, le velours, le velours côtelé, la fourrure, la laine, la matière, la soie, la toile

Les couleurs: blanc, beige, bleu, bleu clair, bleu foncé, gris, jaune, marron, noir, orange, rose, rouge, vert, violet

Le dessin: à carreaux, à fleurs, à pois, à rayures, uni

Assessment Evidence:

Performance Tasks:

6. Students will develop and present a fashion show in the TL, researching (using digital tools and magazines) different French fashion designers. Additionally, they will write an accompanying paragraph to contrast French and American fashion. This task will be evaluated based on a rubric measuring the students' cultural accuracy, content, pronunciation, and communication.

Other Assessment Measures:

- Bell ringers
- Homework
- Class discussions
- Communicative Writing assignments
- Role playing
- Speaking Tests
- Lesson Quizzes

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<p>7. Students will role play shopping for clothing in a department store. One student will play the salesperson, another the customer. The customer will compare like items and state a preference. He will have a problem with the size or fit. The salesperson will ask questions to help the customer find something he likes and will use numbers to compare prices. This task will be evaluated based on a rubric measuring the students' grammatical accuracy, correct use of vocabulary, pronunciation, and communication.</p>	<p>➤ Unit Test/Quarterly Exam</p> <p>Students will reflect upon and self-assess their learning through:</p> <ul style="list-style-type: none"> ➤ Peer assessment ➤ Tests de contrôle ➤ Listening activities ➤ Classzone ➤ Textbook Cooperative activities ➤ Workbook activities ➤ Review game
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i> *D</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
<p>Title</p>	<p>Description with Modifications, number of days, etc.</p>
<p>62. Lesson 25 opener</p>	<p>Listen and follow along with CD. Read and discuss cultural introduction on French teens' attitudes toward fashion and answer comprehension questions. Complete cultural comparison, citing similarities and differences with respect to the importance of fashion to teens and to the French in general. (1 day)</p>
<p>63. Clothing/Accessory/</p>	<p>Repeat new vocabulary after teacher or CD. Practice using contextualized textbook speaking and writing activities.</p>

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Shopping vocabulary	Practice listening skills with workbook activities. Find out your European shoe and clothing size and compose a dialog between a salesperson and customer. Watch videos/advertisements about sanctioned semi-annual sales, and fashion week. (7 days)
64. Adjectives and Adverbs	Watch and discuss video-scène. Build on prior learning to construct numbers to 1,000,000. Learn how to change a cardinal number to an ordinal number and where it goes with respect to the noun. Review irregular adjectives and their position with respect to the noun. Learn how to change an adjective into an adverb. Watch School House Rocks (Lolly, Lolly) Practice with contextualized speaking/listening/writing activities, white boards, translations. (7 days)
65. Comparative and Superlative	Complete notes on how to say something is “more,” “less,” or “as” + adjective/adverb. Show understanding of comparisons through TPR (Line up by height. Who is tallest? Who is shorter, X or Y?), Survey (who is the best athlete in the school?), questioning (Who gets up later? When do you go to bed earlier?), role playing (Which shoes are you buying? These shoes; they are more comfortable.) Practice with contextualized speaking/listening/writing activities, translations. (6 days)
66. Interrogative and Demonstrative pronouns	Review the interrogative adjective “quel.” Complete guided notes from PowerPoint on how to ask “which one?” Review the demonstrative adjective “ce.” Complete guided notes from PowerPoint on state “the one” you are talking about. Practice with contextualized speaking/listening/writing activities, worksheets, translations. (6 days)
Resources: (All textbooks, websites, and other major resources associated with the course)	
<p>Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.</p> <p>Workbook</p> <p>Communipak Activities</p> <p>Lesson Quizzes (25-28)</p> <p>Unit 7 Test</p> <p>Writing Test</p>	

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Speaking

Listening Test

www.classzone. com

Teacher designed worksheets, activities, and games

PowerPoints'

Suggested Time Frame (Days): 30 27 days instruction plus 1 day review plus 2 days testing

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education

Content Area:	French III Honors	Grade(s) 10-12
Unit Plan Title:	Bonnes vacances! (Travel)	
Overview/Rationale (Describe and Justify)		
Students will learn to discuss vacation plans, including general destinations, names of specific countries, and places to stay.		
Standard(s) Number and Description (Established Goals)		
Interpretive Mode of Communication		
7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).		
7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.		
7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.		
7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.		
7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.		
7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community		
7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials		

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related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written

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presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Technology Standard(s) Number and Description

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.

- Quizlet, Quia, UTex.edu, Le Point du FLE, Kahoot, Classzone, EdPuzzle as study and assessment tools
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Student/ teacher created presentations using i.e. PowerPoint
- Use of CD listening materials

Interdisciplinary Standard(s) Number and Description

Geography, Math, History, Visual Arts, English, Meteorology, Environmental Science

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Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

Vacation is needed to relax and recharge

Travel documentation is needed for identification purposes and entry to a foreign country

The cultural richness of each region with its identifiers

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What is the importance of taking a vacation?

When do the French take vacation?

What words and expressions would make up a vital vocabulary to effectively make travel plans in a foreign country?

How are French and American vacations different? How are they similar?

How do we use French to make plans for activities that will happen in the future?

How do we use French to talk about what one would do under certain conditions?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E,A	Creativity and Innovation
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E,T,A	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E	Flexibility and Adaptability
<input checked="" type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input checked="" type="checkbox"/> E	Initiative and Self-Direction
		<input checked="" type="checkbox"/> E,T	Social and Cross-Cultural Skills
		<input checked="" type="checkbox"/> E,T,A	Productivity and Accountability
		<input checked="" type="checkbox"/> E	Leadership and Responsibility

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		E,T,A	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E	CRP1. Act as a responsible and contributing citizen and employee	
	E,T,A	CRP2. Apply appropriate academic and technical skills	
	E	CRP3. Attend to personal health and financial well-being	
	E,T,A	CRP4. Communicate clearly and effectively with reason	
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
	E	CRP7. Employ valid and reliable research strategies	
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
	E	CRP10. Plan education and career paths aligned to personal goals	
	E,T,A	CRP11. Use technology to enhance productivity	
	E,T,A	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)			
Students will know....		Students will be able to (do)...	
Vocabulary necessary to make travel plans including lodging and transportation in a French-speaking country		Describe vacation plans and plan a camping trip. Travel by plane or train.	

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<p>Geography terms such as direction words and names of countries and continents</p> <p>Verbs to talk about daily activities</p> <p>Future tense to make plans</p> <p>Conditional tense to describe hypothetical situations and to speak in formal register</p> <p>Transportation options available in France</p>	<p>Name many countries of the world</p> <p>Talk about going to and arriving from different places</p> <p>Conjugate verbs in present, past, future, imperfect and conditional both alone and in infinitive constructions</p> <p>Talk about their plans and describe what they will do in the future</p> <p>Describe what they would do in a variety of circumstances</p> <p>Make informed decisions about the best way to get from one place to another</p>
<p>Key Vocabulary and Terms:</p> <p><u>Train station and Airport:</u> un aller et retour, un aller simple, un billet d’avion, un billet de train, un horaire, en première/seconde classe</p> <p><u>Countries and continents:</u> le Brésil, le Cambodge, le Canada, le Guatemala, Israël, le Japon, le Liban, le Mexique, le Moyen Orient, le Portugal, le Sénégal, le Viêt-Nam, les États-Unis, l’Afrique, l’Allemagne, l’Amérique Centrale/du Nord/du Sud, l’Angleterre, l’Argentine, l’Asie, l’Australie, la Belgique, la Chine, la Corée, l’Égypte, l’Espagne, l’Europe, la France, l’Inde, l’Irlande, l’Italie, la Russie, la Suisse</p> <p><u>Vacations:</u> un continent, un état, un passeport, un pays, un sac à dos, un visa, une caravane, une carte, la mer, la montagne, une région, une valise, une villa</p> <p><u>Camping equipment:</u> un réchaud, un sac de couchage, une casserole, une couverture, une lampe de poche, une poêle, une tente</p> <p><u>Compass points:</u> l’est, l’ouest, le nord, le sud, le nord-est, le sud-est, le nord-ouest, le sud-ouest</p> <p><u>Verbs:</u> loger, louer, passer, transporter, utiliser, apercevoir, recevoir, faire un séjour, faire ses valises, faire un voyage</p> <p><u>With DE:</u> accepter, arrêter, cesser, décider, essayer, finir, oublier, refuser, rêver</p> <p><u>With À:</u> apprendre, commencer, continuer, hésiter, réussir</p> <p><u>Other expressions:</u> à l’étranger, prêt à</p>	
<p>Assessment Evidence:</p>	
<p>Performance Tasks:</p> <p>8. Students will make a poster and present it to the class. It will be entitled “Ma Vie” (My Life) and describes what has shaped, shapes, and will shape who they are. They must write 3 sentences for each tense – past, present, and future – and include illustrations. The poster will be assessed on: meeting requirements, accuracy, neatness, and aesthetic value. The</p>	<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> ➤ Bell ringers ➤ Homework ➤ EdPuzzle ➤ Class discussions ➤ Communicative Writing assignments ➤ Role playing

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<p>presentation will be assessed on : fluidity, pronunciation, accuracy, grammar structures, and conveyed meaning.</p> <p>9. Students will complete a Webquest "Treasure Hunt." They will select 6 of 10 questions for further research and display their responses in a creative way (Prezi/Powerpoint, Scrapbook/Portfolio, Display board, YouTube video). Students will be evaluated on : evidence of research, organization, presentation, use of language, and meeting requirements.</p>	<ul style="list-style-type: none"> ➤ Speaking Tests ➤ Lesson Quizzes ➤ Unit Test/Quarterly Exam <p>Students will reflect upon and self-assess their learning through:</p> <ul style="list-style-type: none"> ➤ Peer assessment ➤ Tests de contrôle ➤ Listening activities ➤ Classzone ➤ Textbook Cooperative activities ➤ Workbook activities ➤ Review game
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p> <p style="text-align: center;">Title</p>	<p>Consider how will the design will: (WHERE TO – Understanding By Design –Wiggins and McTighe)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Description with Modifications, number of days, etc.</p>
<p>67. Lesson 29 opener</p>	<p>Listen and follow along with CD.</p> <p>Read and discuss cultural introduction on the French attitude toward vacation and answer comprehension questions.</p> <p>Complete cultural comparison, comparing vacations in France and the U.S.</p> <p>Choose your preferred approach to exploring France (Eurailpass? Youth hostel?)</p> <p>(1 day)</p>

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68. Vacation/Foreign travel/ Plane and Train vocabulary	Repeat new vocabulary after teacher or CD. Practice using contextualized textbook speaking and writing activities. Practice listening skills with workbook activities and teacher designed cloze activities. Watch videos/advertisements about destinations, airport security, being a pilot, the SNCF . (7 days)
69. Geographic Prepositions	Watch and discuss video-scène. Read “lecture” about vacations abroad. Make foldable with how to express “to/in” and “from” a country/continent. Matching game with countries and capitals Complete graphic organizer with place names (e.g. bakery, France, café...) Practice with contextualized speaking/listening/writing activities, white boards, translations. (4 days)
70. Irregular verbs	Complete verb charts for recevoir and apercevoir. Guessing game (e.g. I am at the Great Wall. Where am I?) Practice with contextualized speaking/listening/writing activities, white boards, translations, drills. (3 day)
71. Infinitive Constructions	Make foldable for when to use À and when to use DE before an infinitive. Practice with contextualized speaking/listening/writing activities, white boards, translations, drills. (3 day)
72. Future tense	Powerpoint and graphic organizer on simple future formation Special uses of the future, such as after quand (e.g. When I will graduate, I will...) Practice with contextualized speaking/listening/writing activities, white boards, translations, and drills. Tête à tête partners activity about where people will go on vacation Writing activity about a vacation you will take Ma vie project (7 days)
73. Conditional tense	Review the imperfect tense for endings that will be used in the new tense being learned, Conditional tense. Powerpoint and graphic organizer on Conditional formation and use for polite register Practice with contextualized speaking/listening/writing activities, white boards, translations, and drills. If I had a million dollars cloze activity (Song) Make fold on combination of tenses to form “If...then” statements. (6 days)
Resources: (All textbooks, websites, and other major resources associated with the course)	

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Discovering French (Blanc). Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.

Discovering French (Blanc) Video Series. Jean-Paul and Rebecca Valette. McDougall Littell. Evanston, IL, 2007.

Workbook

Communipak Activities

Lesson Quizzes (29-32)

Unit 8 Test

Writing Test

Speaking

Listening Test

www.classzone.com

Teacher designed worksheets, activities, and games

Powerpoints

Suggested Time Frame (Days): 34	31 days instruction plus 1 day review plus 2 days testing
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*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)