

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Intermediate low level
Length of Course: Full Year
French 4**

Course Description:

This course is designed to prepare students to communicate at the intermediate low level through the three modes of communication (Interpretive, Interpersonal, and Presentational). The culturally authentic documents used in class are selected to foster interpretive reading and listening, interpersonal speaking and writing, and presentational speaking and writing. The French 4 language and culture course continues the exploration of the French and francophone culture. It is organized around the 6 themes of the AP French Language and Culture program designed by the College Board: Families in different societies; The influence of language and culture on identity; Influences of beauty and art; How science and technology affect our lives; Factors that impact the quality of life; Environmental, political, and societal challenges. The content of each unit accurately reflects the intended learning themes as presented and recommended by the College Board.

Students will demonstrate proficiency in interpretive communication through the viewing of videos and short films, the listening of podcasts, and the reading of articles and book excerpts. They will demonstrate ability in interpersonal speaking by answering questions, discussing opinions, and working collaboratively in-group settings. Students will demonstrate mastery of language and cultural content in presentational speaking and writing (essays) that includes cultural comparisons. Proficiency-oriented assessments (formative and summative) are designed and given as an integral part of classroom instruction.

Unit 1: Physical description and daily routine

(College Board related themes and contexts: Influences of beauty and art / Beauty and Aesthetics / Ideals of beauty, Factors that impact the quality of life)

7.1 World Languages Intermediate Low by the End of Grade 12

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Big Ideas:

- Unit 1 reviews basic vocabulary of clothing and body parts. Unit 1 helps students review vocabulary of daily routine and bath items presented in French 3.
- In this unit, students will learn to use clothing and body part vocabulary in order to discuss the relationship between people and fashion.
- Through the target language, learners will identify and investigate clothing items and diverse fashion styles related to everyday fashion in France and the francophone world of Western Africa. Students will also compare these products and practices to their own culture.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are some important aspects of our daily routine? What are some healthful practices we can adopt in our daily routines?
- Do elements of clothing define our personality?
- What is Vintage fashion? Is this a fashion style adopted in your community?
- What clothing items define different fashion styles? Do accessories play a role in fashion?
- Do women in French speaking African countries adopt the same clothing style as women in France?
- Can we explain what influences African fashion in Ghana, Ivory Coast, and Congo (DRC)?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- to ask what a person looks like you need the verbs «être» (to be) and «porter» (to wear)
- what a person wears is often a choice linked to his/her personality (likes/dislikes)
- aspects of everyday life influence our daily routine and relate to the quality of life
- values and traditions have shaped and continue to influence the world of fashion
- geography (where one lives) influences the way we dress

Areas of Focus: Proficiencies (Progress Indicators)	Lessons
<p>Students will:</p> <p>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).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target Language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>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.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual personal questions on familiar topics relating to daily life.</p> <p>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.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation,</p>	<p>Instructional Focus: In the target language, students will:</p> <ul style="list-style-type: none"> review vocabulary related to physical description (height, weight, features...) and clothing items. identify and discuss reasons that push one to select a particular clothing style (fashion, peer pressure, look...). identify and list the reasons that push some people to adopt «vintage» fashion. explain how diverse fashion trends are «recycled». For example «La mode Converse», «La mode vintage», «La mode Vichy» (gingham), etc. understand why fashion in French speaking countries is different: what is «La tendance Wax» (Wax print fashion). use vocabulary, adjectives, present, past, and future tenses in cultural context. These areas are essential to describe what fashion used to be like and how it could possibly evolve. In addition, students will review how to use conditional sentences to describe new trends. <p>Instructional Strategies: <i>Interpretive:</i> Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary, write definitions of some vocabulary words and answer questions on:</p> <ul style="list-style-type: none"> «Les Français ont toujours envie de consommer de la mode» (https://boutique2mode.com/les-francais-ont-toujours-envie-de-consommer-de-la-mode) from a professional website explains why how the fashion industry contributes to the economy.

<p>and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>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.</p> <p>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.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>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.</p>	<ul style="list-style-type: none"> • «Pourquoi l'imprimé Vichy est-il toujours tendance?». Students will discuss origin of this trend and why it is still attractive. • Videos: «La mode retro - La Converse» (Apprendre le français avec TV5 Monde). Students will understand that French fashion is often influenced by the United States. • «La mode vintage» (Example of a French television news segment), students will identify and discuss the attractiveness of this fashion for teenagers. Is vintage only favored by adults? • «Les Africaines et la mode pagne Wax», students will analyse information from several videos on this topic and share their reaction with the class. • Song: «La valise». A song from French artist Dorothée to help students review vocabulary of clothing. <p><i>Interpersonal speaking:</i> Students will discuss information from articles and videos to form a personal opinion (choice) of their fashion preferences. They will share their likes/dislikes with the class: where do they go shopping? How do they choose their clothing items (price/fashion/peer pressure)? Which ones? Likes/dislikes?</p> <p><i>Presentational:</i> Students will record a 2 minute presentation on a topic related to the theme and discuss current fashion trends that may affect their quality of life. They will compare choices made in French speaking regions and compare them to their own family and community. Students will write an essay about the influences of beauty on our lifestyle: Quelle est l'importance de la mode dans votre communauté?</p>
Differentiation	Assessments
<ul style="list-style-type: none"> • Interdisciplinary Connections <p>Students will make connections with social studies and learn about France's former colonies in Western Africa, they will review the history of French settlements in</p>	<p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> • Multiple Choice Questions quizzes (check for

some African countries and why the language chosen for business and education is French.

- Technology Integration

Students use «Twisted wave»

<https://twistedwave.com/online> or «Go Formative» <https://goformative.com> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Google Classroom.

- Media Literacy Integration

Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television:

<https://www.france24.com/fr/video/20180701-russie-le-mondial-tous>, tv5 monde, Fr3 (France 3), <https://ici.radio-canada.ca...> and listen to podcasts from <http://www.canalacademie.com/apprendre/>

- Global Perspectives

All the sources used in this unit are from different parts of the francophone world (including Western Africa) and present a diversity of cultural products and practices that students will compare/contrast with their own.

Career Readiness, Life Literacies, and Key Skills Practices:

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective

mastery of essential vocabulary of physical features and clothing).

- Simple oral and written questions (check for understanding).
- Reading articles (interpretative reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts.

Summative:

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. For example: An invitation to an African fashion show.
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). Present some important aspects of routine/ lifestyle that contribute to quality of life.
- MCQ - reading comprehension.
- Email answer: correctly formulate an answer to a fashion show invitation with use of appropriate register.
- Email answer: write an answer to accept or decline an invitation to go shopping in a vintage store.
- Essay writing: 4 paragraphs using all information presented in class about the topic of fashion and look. Analyze advantages and disadvantages of being a fashion addict (accro à la mode). Given the choice, which would you prefer? And why?

Projects/Post Assessment:

- IPA designed to check for understanding of vocabulary and the author's ideas and messages. The IPA is always related to the theme and the last question always asks for a cultural comparison and expression of opinion.

management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher resources:

Textbook: Discovering French Rouge. Valette Valette. McDougal Littell. 1997. Pages 36, 37, 38, 42, 43.

Articles:

«Comment porter les look boyish masculin-féminin habilement?» (Le journal des femmes, Jan 9, 2019)
<https://www.journaldesfemmes.fr/mode/conseils-mode/1347891-comment-porter-look-boyish-masculin-feminin-conseil/>

«Pourquoi l'imprimé Vichy est-il toujours tendance?»
<https://www.cosmopolitan.fr/pourquoi-l-imprime-vichy-est-il-toujours-tendance,1992323.asp>

Mabel Suglo «A 20 ans elle fonde son entreprise : Echo Shoes» au Ghana:
<https://fr.maryglasgowplus.com/magazines/issues/Chez-Nous-septembre-octobre-2018-120195>
(Mary Glasgow Magazine «Chez Nous» Oct. 2018)

«Diarra Bousso, la Sénégalaise qui réinvente la mode grâce aux mathématiques» (Entreprendre, Apr. 21, 2021)
<https://www.agenceecofin.com/entreprendre/2104-87437-diarra-bousso-la-senegalaise-qui-reinvente-la-mode-grace-aux-mathematiques>

Videos:

«La valise» Dorothée (chanson 1982) <https://www.dailymotion.com/video/x1qkue>

«L'histoire de la Converse» :
https://apprendre.tv5monde.com/fr/search/site/converse?f%5B0%5D=im_field_collection%3A371

«La Mode Vintage au 6ème salon du Vintage à Paris» (France 3, Apr 28, 2012)

<https://www.youtube.com/watch?v=yxKlwpbJ3uA>

«Le super wax Vlisco - documentaire» (La mode congolaise)

<https://www.youtube.com/watch?v=2z5JhyucwuM>

«Le marché du pagne en Côte d'Ivoire» Reportage Made in Africa (RTI) Jul 27, 2020

<https://www.youtube.com/watch?v=UsdYVdst2qY>

Unit 2 : Chores, child labor, and teen jobs.

(College Board related themes and contexts: Contemporary life / Education / Professions, Families and Communities / Beliefs and Values)

7.1 World Languages Intermediate Low by the End of Grade 12

Interpretive Mode of Communication

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Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Big Ideas:

- Students will explore how education and culture influence chores and child work in French speaking societies. This unit is a natural continuation to the discussion started in Unit 1 when students reviewed how to present their daily routine, which often includes mild participation in house chores. In this unit, they will recognize that the lack of education is a contributing factor of poverty and child labor. Students will

also compare and contrast their own culture regarding schooling and summer jobs with the culture of some developing French speaking African countries, and they will explore the causes and effects of youth in the labor force. Unit 2 will follow up with a study of the French system regarding teen jobs and its legal challenges that restrict work before 18 years of age.

- The unit's primary focus is Contemporary Life and includes the contexts of Education and Professions. The discussion on teenage job opportunities is part of the theme: Families and Communities with the context of Beliefs and Values.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What kind of house work/chores are currently expected of teenagers in your community? • Looking at the life of a young girl in Madagascar, what sort of chores does she accomplish? • How do chores affect you as an individual and your family as a whole? • What challenges do children from French-speaking African countries face and what contributes to those challenges? • What is more important: education or working for a salary? • How do teens in your community balance school work and a job? • Are French teenagers allowed to work? What are the reasons that make it difficult for a French teen to have a job? • What are some examples of acceptable paid teen jobs? • Why are internships a necessity in today's work market? 	Students will understand that: <ul style="list-style-type: none"> • children are often required to participate in household chores. • information discussed in Unit 1 about our daily routine is extended to include household chores with review of reflexive verbs. • many children around the world and in French speaking countries of Africa don't receive an education because they have to work. • UNESCO (based in Paris) is an organization created to promote education in poor countries. • efforts made by UNESCO to end child labor by 2016 did not succeed. • access to teenage jobs in France is extremely difficult due to very strict laws. • French teens find ways to earn some money while babysitting or dog walking. • some summer jobs are accessible to French teens. • there is a difference between a job and an internship.
Areas of Focus: Proficiencies (Progress Indicators)	Lessons

Students will:

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.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 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.

Instructional Focus:

In the target language, students will:

- justify the need for participation in household chores. Students will review what chores are essential, compare/contrast the French culture with their own and debate their value. Do they help unite a family? Are chores a source of stress or resentment in your family?
- identify the countries and regions where French is spoken around the world where young children have to work. How can children in underdeveloped countries have a right to education? Are parents trying to preserve this cultural heritage or is child labor a real necessity to survive? What is the value of work for a youth born in the Ivory Coast? What kind of work do children do in this French speaking country? Could this be compared to slavery? why? why not?
- explain why some teenagers in France find a way to earn some money despite very strict French laws regarding teen work.
- infer what factors make child labor so hard to eradicate in India, South America, and Africa.
- debate if a work opportunity gives a sense of identity to the young adults who live in France and in the United States where cultural values are so diverse.
- examine different job opportunities for teenagers. Should they be reserved to teens who need them to pay for college tuition in the United States? What cultural comparison can we make with France?
- discuss the important value (and cultural heritage) promoted in the United States regarding teen jobs and internships. Students will evaluate the difficulties encountered by some French students and present a comparison with their own culture.
- use vocabulary, adjectives, present, past, and future tenses in cultural context. Review reflexive verbs in present and past tenses are essential to describe daily routines such as in the video «Ziva à Madagascar». In addition, students will identify and use a new verb mood: the subjunctive in order to express a necessity.

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.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.

Instructional Strategies:

Interpretive:

Students will read a variety of print sources (authentic articles, texts, and charts) to practice reading for understanding. They will select essential vocabulary from these readings, write definitions of some vocabulary words and answer questions on child labor, teen work and internships.

Several articles on these topics are presented from a variety of French publications and websites such as:

- «Le travail des enfants» (Dossier UNICEF).
<https://www.unicef.fr/dossier/exploitation-et-travail-des-enfants>
- «Travail des enfants : Ils portent des sacs lourds 10 heures par jour». (RFI Jun 12, 2021).
<https://www.rfi.fr/fr/économie/20210612-travail-des-enfants-ils-portent-des-sacs-lourds-dix-heures-par-jour>
- «Comment lutter contre le travail des enfants» (Un jour Une actu Jun 12, 2015).
<https://www.1jour1actu.com/monde/journee-travail-des-enfants-85257?output=pdf>
- «Les jobs d'été pour les ados»
<https://jobetudiant.net/job/job-d-ete-16-ans>

The purpose of using many sources on the same topic (here «le travail des enfants/ados») is to make sure that students become very familiar with the specific vocabulary being used. It is also a good strategy for students who may not understand the information in the first article but will acquire a strong knowledge of the issue after it has been presented several times from varied sources.

Interpersonal speaking:

Students will discuss information from articles and videos to form a personal opinion on the value of work in different communities. Is work for a teenager an indicator of social background and/or cultural heritage? From their interpretation of culturally authentic material on the debate about child labor in the world, students will present an opinion on its evolution. For example, sources presented in class strongly suggest that child labor will be eliminated. An additional source will be considered: «2021: International year for the elimination of child labor»

	<p>https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_766351/lang--en/index.htm</p> <p>Students in groups will examine and explain the evolution of child labor. As an aspect of the francophone culture in French speaking countries how can you explain that child labor still exists?</p> <p><i>Presentation:</i></p> <p>Students will record a 2 minute presentation on the question presented in the debate. After discussion with peers based on several audio and print documents, students will have a few minutes to prepare their own argumentation and record it.</p>
Differentiation	Assessments
<ul style="list-style-type: none"> • Interdisciplinary Connections Students will make connections with social studies and review France's former colonies. They will review the reasons why former French colonies in Africa have adopted the French language. • Technology Integration Students use «Twisted wave» https://twistedwave.com/online and Go Formative https://goformative.com to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Google Classroom. • Media Literacy Integration Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: France 24, tv5 monde, Fr3 (France 3), https://ici.radio-canada.ca.... They will listen to podcasts from http://www.canalacademie.com/apprendre/ RFI https://www.rfi.fr/fr/ • Global Perspectives Through the use of French, students identify and investigate some typical products related to everyday life in France and in the Francophone world. Students will compare and contrast these products with their own regarding schooling, its benefits, and its challenges. They will establish comparisons between jobs offered to American and French-speaking teenagers. 	<p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> • Multiple Choice Questions quizzes to check for mastery of essential vocabulary of chores and education. https://quizlet.com/340119108/les-travaux-meners-flash-cards/ • Simple oral and written questions (check for understanding). • Reading articles (interpretive reading) - articles are used as sources of cultural information, vocabulary, and language structure. For example Un jour, une actu: «Comment aider les écoliers du monde entier?» (March 1, 2017). https://www.1jour1actu.com/monde/aider-les-ecoliers-du-monde-entier-78274 • Listening interpretation from videos and podcasts. For example, the video on child labor in Ivory Coast and the lack of schooling. Children in Côte d'Ivoire engage in the worst forms of child labor, including in the harvesting of cocoa and coffee, sometimes as a result of human trafficking: https://www.franceinter.fr/emissions/le-telephone-e-sonne/le-telephone-sonne-28-novembre-2017 • IPA designed to check for understanding of vocabulary and authors' ideas and messages on a particular topic. For this unit the IPA is linked to a reading exercise on internships: «Le stage est une expérience d'autonomie» https://www.cidj.com/emploi-jobs-stages/nos-co

Career Readiness, Life Literacies, and Key Skills Practices:

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

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

[nseils-pour-trouver-un-stage/le-stage-est-une-experience-d-autonomie](#)

Summative:

- Interpersonal speaking: using AP exam format of 5 questions / 5 answers with recorded answers. A job offer working at McDonald's: would you accept or turn it down?
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded): Present your opinion: «The pros and cons of teenage jobs ».
- MCQ - Reading comprehension (AP format) - articles and literary readings from attached list.
- Email answer: correctly formulate an answer to a job opportunity as a pet sitter/dog walker in your neighborhood.
- Essay writing: 4 paragraphs. Students will read a text from a French teenager Mélanie who struggles to harmonize her work and school schedule thus creating a lot of stress. Students will refer to this source and those presented in class about teen work to answer this question: «On dit que l'éducation est la priorité des adolescents. Qu'en pensez-vous?»

Projects/Post Assessment:

- For this project students will work in pairs and create an interview - recorded as a podcast: One student will answer questions from «the journalist» about his/her job (fictitious or real). Quel est ton job? Est-ce que c'est bien payé? Est-ce que tu l'aimes? Est-ce que tu peux le recommander à un autre ado?

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher resources:

Textbook: Discovering French Rouge. Valette Valette. McDougal Littell. 1997. Pages 71, 72.

Articles:

«Journée mondiale contre le travail des enfants 2013» (OIT - Organisation International du Travail) 2013. <https://www.ilo.org/ipec/Campaignandadvocacy/wdacl/2013/lang--fr/index.htm>

«Le travail des enfants» (Dossier UNICEF).

<https://www.unicef.fr/dossier/exploitation-et-travail-des-enfants>

«Travail des enfants : Ils portent des sacs lourds 10 heures par jour». (RFI Jun 12, 2021).

<https://www.rfi.fr/fr/économie/20210612-travail-des-enfants-ils-portent-des-sacs-lourds-dix-heures-par-jour>

«Comment lutter contre le travail des enfants» (Un jour Une actu Jun 12, 2015).

<https://www.1jour1actu.com/monde/journee-travail-enfants-85257?output=pdf>

«Les jobs d'été pour les ados» <https://jobetudiant.net/job/job-d-ete-16-ans>

Videos:

«Une journée à l'école à Madagascar» (La journée de Ziva).

<https://www.youtube.com/watch?v=GOMZPEwxeko>

«Togo : sur le chemin de l'école, les conditions d'enseignement» (2012).

https://www.youtube.com/watch?v=vd9G_-ODuA8

«La fin du travail des enfants: l'objectif de 2016» (International Labor Organization Nov 17, 2010). https://www.youtube.com/watch?v=naljiZi__Tms

«168 millions d'enfants au travail dans le monde»

(<https://www.youtube.com/watch?v=VsY5RJrVmug>)

«L'école du chien» (Educateur canin: Pascal Tréhorel)

<https://www.youtube.com/watch?v=BFz42eDiq10>

«Les visiteurs à domicile» (TF1 Aug 27, 2014)

<https://www.youtube.com/watch?v=HngaMbOwZsM>

«Tibod est dog-sitter : il promène les chiens» (Brut Apr 27, 2021).

https://www.youtube.com/watch?v=dcKz_5yp8CU

«Mon job d'été : Placeuse dans un camping» (CIDJ.com Aug 1, 2016).

<https://www.youtube.com/watch?v=mxO8bWt9zAg>

Podcasts:

«Peut-on mettre un terme au travail des enfants dans le monde?» (RFI - Débat du jour, June 12, 2015) <https://www.rfi.fr/fr/emission/20150612-mettre-terme-travail-enfants-monde>

Unit 3: Nineteenth Century France and the Impressionists.

(College Board related themes and contexts: Science and Technology / Social Impacts of Technologies, Beauty and Aesthetics / Contribution to World Artistic Heritage / Literature/ Visual Arts)

7.1 World Languages Intermediate Low by the End of Grade 12

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Big Ideas:

- Students will evaluate how the technological and societal transformations of the French landscape in the 19th century influenced the artistic world. Unit 3 is divided into 2 sections: part 1 of this unit examines the history of France in the 19th century and presents a cultural perspective related to the technological advancements of the industrial revolution. Part 2 focuses on the artistic contributions of French painters during the 19th century.
- Students will explore different themes related to the influences of beauty and art in France, which provides meaningful contexts to acquire and develop essential vocabulary. Students will develop a deeper understanding of the contributions that visual arts and literature have made to the world's artistic heritage and explore a prodigious aspect of the French «patrimoine culturel».

<ul style="list-style-type: none"> Students will evaluate different forms of beauty such as visual and plastic arts as well as literature. Students will explore how painting is an art form that influences the quality of life of millions of people in France and in the world. They will consider the rich artistic creations in Paris and in France in the 19th century and its effects on the world today. They will discover how the arts capture and reflect the history of a community. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> What are some characteristics of the various political periods of the 19th century in France? How did scientific / industrial advancements transform life in the 19th century? How did the industrial revolution in France change society? What societal transformations had positive or, on the contrary, negative effects on factory and mine workers? How did miners live in France in the 19th century? How does art both challenge and reflect cultural perspectives? Why does impressionist art still attract visitors to museums around the world? Why was the Impressionists' art style considered revolutionary in the 19th century but is valued today? How is this art form (Impressionism) a characteristic of the historical transformation of Paris and of the French society? What artistic talents became famous in Paris in the 19th century? 	Students will understand that: <ul style="list-style-type: none"> the succession of rulers in 19th century France is partly due to several revolutions. France's industrial revolution is a consequence of the development of trains and railways. France's society was transformed during the industrial revolution. workers and miners in 19th century France suffered from poor living conditions similar to those in England and in the United States. Emile Zola's literary style reflects the evolution of the art scene. art in the form of visual and literary production influenced the quality of life of the French people in the 19th century and today. France plays a huge role in the art world thanks to the contribution of influential engineers, painters, and authors. the transformation of the art form in the 19th century contributed to it being recognized as one of the most beautiful in the world. the concept of beauty in painting defines the French culture and is an essential part of its contribution to the world artistic heritage.
Areas of Focus: Proficiencies (Progress Indicators)	Lessons
Students will: 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.	Instructional Focus: In the target language, students will: <ul style="list-style-type: none"> understand historical information about the 19th century and the transformation of French society during the industrial revolution. identify and list the major transformations of France from 1800 to 1870. infer reasons that explains why France in the 19th century was both troubled and

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.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 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.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

peaceful.

- explain why the arts (music, danse, literature, and visual) blossomed in France in the 19th century.
- differentiate impressionism from classicism.
- compare some painters' and authors' names and their masterpieces.
- understand the effects new technology had on painters and their choice of themes. For example, several painters (Monet, Manet, Caillebotte) painted steam engines (trains) and train stations.
- recognize the monetary value of Impressionists' paintings today.
- use vocabulary and adjectives in context to describe poor living conditions of factory workers and miners.
- review and use colors and shades to describe paintings.
- review past and subjunctive tenses to discuss Impressionism and its contribution to World Heritage. In addition, students will review when to use the subjunctive tense when presenting the Impressionists' art form and its specific differences from classicism. For example: is it possible to see differences between the 2 forms of art? Is our appreciation of beauty related to a historical era or «intemporel» (timeless)? Why is it essential that the Impressionists paint outdoors?

Instructional Strategies:

Interpretive:

Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary, write definitions of some vocabulary words and answer questions on:

- «Chronologie de l'histoire de France, XIXe siècle»

<http://www.lyc-monod-clamart-thucydide.ac-versailles.fr/wp-content/uploads/sites/248/2018/09/Histoire-de-France-au-XIXe-siècle-chronologie.odt.pdf>

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.

- «Les conditions de vie des ouvriers au 19ème siècle» (Les travaux du Lycée Collège Marcel Gambier - «Autour de Germinal» - La condition ouvrière)
<https://www.bmlisieux.com/litterature/gambier/gambier.htm>

Students will examine the importance of the industrial revolution and its effects on the French society and the artistic world with several videos:

- «Révolution industrielle - Train à vapeur»
<https://www.youtube.com/watch?v=9u-l7G19zBU>
- «Révolution industrielle - Les mines»
<https://www.youtube.com/watch?v=CmWBMw-9IY4>
- «Le travail dans les mines de charbon au XIXe siècle»
<https://www.youtube.com/watch?v=d4dNFPxguBq>
- «Les luttes sociales en France (1/3) Les mineurs au 19e siècle»
<https://www.youtube.com/watch?v=WpBk-KP9oPQ>

Students will discuss importance of Impressionism for the French economy with:

- «Regain d'intérêt des collectionneurs pour les toiles impressionnistes de qualité»
https://www.lepoint.fr/culture/regain-d-interet-de-s-collectionneurs-pour-les-toiles-impressionnistes-de-qualite-21-06-2010-468826_3.php
- «Un rare tableau de Van Gogh en vente chez Christie's»
<https://www.admagazine.fr/art/marche-art/diaporama/rare-tableau-van-gogh-christies/62319>

Interpersonal Speaking:

Students will discuss information from articles, videos, and podcasts to reflect on the term «beauty» and form a personal opinion on what can be considered beautiful. Possible questions for class discussion are: Pourquoi peut-on dire que l'art impressionniste nous

	<p>donne des renseignements sur le 19e siècle en France? Pourquoi les œuvres des impressionnistes ont-elles encore une si grande valeur? Croyez-vous que les tableaux des impressionnistes soient beaux? Quelle est selon vous une définition de la beauté quand on parle d'un tableau d'un impressionniste? Est-ce que le célèbre tableau de Monet «Impression, soleil levant» est beau?</p> <p><i>Presentational:</i></p> <p>After watching several videos on the Parisian art scene of the 19th century with excerpts from «Moulin rouge» (1952 - John Huston's movie) https://www.youtube.com/watch?v=CKyh4zKkths https://www.youtube.com/watch?v=exrcnq6Uac4 and the life of Henri de Toulouse-Lautrec, students will collaborate to prepare a 2 minute presentation on a topic related to the theme: Is it possible to compare the lives of 2 extremely famous artists: Toulouse-Lautrec and Van Gogh?</p>
Differentiation	Assessments
<ul style="list-style-type: none"> • Interdisciplinary Connections Students will make connections with the arts (as expressions of creativity) and recognize beauty in artistic productions. • Technology Integration Students use «Twisted wave» https://twistedwave.com/online to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Google Classroom. • Media Literacy Integration Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: https://www.france24.com/fr/video/20180701-russie-le-mondial-tous, tv5 monde, Fr3, https://ici.radio-canada.ca.... They will listen to podcasts from http://www.canalacademie.com/apprendre/ 	<p>Sample Assessments: <i>Formative:</i></p> <ul style="list-style-type: none"> • Multiple Choice Questions quizzes (check for mastery of essential vocabulary of beauty, the art, and painting tools). Create MCQ with www.quizlet.com/ and www.padlet.com/ and www.kahoot.com/ • Simple oral and written questions (check for understanding). • Reading articles (interpretative reading) - articles are used as sources of cultural information, vocabulary, and language structure. • Listening interpretation from videos and podcasts. For example: TF1 news segment (from the «Journal de 13h») «Sur les pas des impressionnistes» that explains where the painters were when they painted several of their masterpieces. • Collaborate with a partner to write a paragraph

- Global Perspectives

Students will compare/contrast the value of the Impressionists' paintings in today's world. Wealthy buyers from around the world spend millions of dollars to purchase a painting from a famous Impressionist.

Career Readiness, Life Literacies, and Key Skills Practices:

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

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups

definition of Impressionism on Google Jamboard <https://jamboard.google.com/> using vocabulary presented in class. To be followed by a whole class review and feedback.

Summative:

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. Answer a friend's proposition to visit a New York museum and a specific exhibit on Van Gogh.
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). For example: Select a painter and one favorite painting. Explain why this painter/painting perfectly represents the impressionism art form.
- MCQ - reading comprehension based on 19th century historical events. Emile Zola wrote a book «Germinal» that explains the hardship miners faced and their call for a strike when no other option was left. Students will read an excerpt and relate Zola's work to information presented in class.
- Reading comprehension IPA format based on Zola's novel: «Les conditions de vie des mineurs en France au 19e siècle».
- Essay writing: 4 paragraphs using all information presented in class about the topic of artistic creations in 19th century France. The world of art is vast (painting, writing, music, architecture, fashion...) Do you believe that the Impressionists were influenced by the French industrial revolution or on the contrary by nature and the outdoors?

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher resources:

Textbook: Discovering French Rouge. Valette Valette. McDougal Littell. 1997. (pages 60, 61, 62, 63, 64)

Articles:

«Chronologie de l'histoire de France, XIXe siècle»

<http://www.lyc-monod-clamart-thucydide.ac-versailles.fr/wp-content/uploads/sites/248/2018/09/Histoire-de-France-au-XIXe-siècle-chronologie.odt.pdf>

«Les conditions de vie des ouvriers au 19ème siècle» (Les travaux du Lycée Collège Marcel Gambier - «Autour de Germinal» - La condition ouvrière)

<https://www.bmlisieux.com/litterature/gambier/gambier.htm>

«5 choses à savoir sur l'impressionnisme» (Kazoart Blog - July 25, 2018)

<https://www.kazoart.com/blog/5-choses-savoir-limpressionnisme/>

«Regain d'intérêt des collectionneurs pour les toiles impressionnistes de qualité» (Le Point - Jun 21, 2010)

https://www.lepoint.fr/culture/regain-d-interet-des-collectionneurs-pour-les-toiles-impressionnistes-de-qualite-21-06-2010-468826_3.php

«Un rare tableau de Van Gogh en vente chez Christie's» (AD magazine - May 6, 2021)

<https://www.admagazine.fr/art/marche-art/diaporama/rare-tableau-van-gogh-christies/62319>

Book excerpts:

«Germinal» Emile Zola https://fr.wikisource.org/wiki/Germinal/Texte_entier (pages 242 and 243 when the miners meet the director)

Vidéos:

«Le XIXe siècle - un peu d'histoire» (Apr 26, 2017)

https://www.youtube.com/watch?v=maGn_ojcSrA

«Histoire de France 1815 - 1880» <https://www.youtube.com/watch?v=q0ok0l3jlkM&t=464s>

«Révolution industrielle - Train à vapeur» (Apr 12, 2018)

<https://www.youtube.com/watch?v=9u-l7G19zBU>

«Révolution industrielle - Les mines (Feb 5, 2017)

<https://www.youtube.com/watch?v=CmWBMw-9lY4>

«Le travail dans les mines de charbon au XIXe siècle» (March 23, 2020)

<https://www.youtube.com/watch?v=d4dNFPxguBg>

«Les luttes sociales en France (1/3) Les mineurs au 19e siècle» (Feb 22, 2018)

<https://www.youtube.com/watch?v=WpBk-KP9oPQ>

«Les luttes sociales en France (2/3) Le roman Germinal, miroir de la lutte sociale des mineurs»

(Feb 22, 2018) <https://www.youtube.com/watch?v=HnjT86GGOFw>

«L'épopée des gueules noires (extrait : Le travail à la mine, Zola et Jaurès)» (Apr 24, 2020)

<https://www.youtube.com/watch?v=ySgkI26UmUE>

«L'impressionnisme» (Arts Plastiques Mar 3, 2020)

<https://www.youtube.com/watch?v=CkBEFKgfkyc>

«Sur les traces de la maison de Claude Monet à Giverny» (TF1 - Apr 28, 2021)

<https://www.lci.fr/regions/video-sur-les-traces-de-la-maison-de-claude-monet-a-giverny-2184664.html>

«Bougival, Louveciennes, Croissy sur Seine, sur les pas des impressionnistes» (TF1 - 13h -

Nov 13, 2010) <https://www.youtube.com/watch?v=ef1zFrsA8ig>

«Les Impressionnistes : expo au musée Marmottan Monet» (Entrée Libre - Apr 15, 2015)

<https://www.youtube.com/watch?v=5UHR-knlts>

«L'absinthe : sorcière ou fée verte» (Oct 19, 2008)

<https://www.youtube.com/watch?v=S7uvXuWU25I>

«Le dernier secret de Van Gogh dévoilé, 130 ans après» (CNEWS - Jul 29, 2020)

<https://www.youtube.com/watch?v=wOJIDPFzn1o>

(France culture - Aug 18, 2020) https://www.youtube.com/watch?v=PGI_sluFuvY

Film excerpts:

«Germinal» (1993 film directed by Claude Berry - with English subtitles on Amazon):

www.amazon.com/

«Moulin Rouge» (1952 film directed by John Huston) - excerpt: French Cancan -

<https://www.youtube.com/watch?v=exrcnq6Uac4>

Official trailer: <https://www.youtube.com/watch?v=CKyh4zKkths>

Unit 4: Nature, Wildlife, and Environmental Issues

(College Board related themes and contexts: Global Challenges / Environmental Issues, Contemporary Life / Leisure and Sports)

7.1 World Languages Intermediate Low by the End of Grade 12

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Big Ideas:

- Students will explore how the technological and societal transformations of the 20th century influenced the world we live in today. Unit 4 in this curriculum is divided into 2 sections: part 1 of this unit explores sports and nature: outdoor activities mostly in a protected environment (i.e. nature/wildlife sanctuaries and parks). While part 2 presents how the French enjoy their vacation time (i.e. what do French people do when on vacation).
- Students will evaluate the relationship between outdoor activities and the protection of the environment, which provides meaningful contexts to acquire and develop essential vocabulary. The context of environmental issues will stimulate awareness of global pollution and practices to protect our oceans. This unit proposes different forms of vacation that help improve the quality of life for millions of people in France and in the world.

Essential Questions

Enduring Understandings

<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What kind of outdoor activities and sports can we do in a natural reserve? • Where do we find natural reserves in France and in some French territories (Département d'Outre Mer) and how has France pioneered conservation? • Why is it important to protect the environment while enjoying the outdoors? • What can we do to ensure that our outdoor activities don't contribute to the destruction of the environment? • What kind of pollution is impacting ocean wildlife? • How do French people enjoy vacationing and how does that compare to other cultures? • How do the different styles of campgrounds contribute to the popularity of camping in France? Which style do you prefer? • Why is tourism so important in France? How could this affect the environment? What consequences can you foresee in the affluence of foreigners during the summer? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> • the French government has created (and continues to supervise) many wildlife refuges and natural reserves to foster the protection of the French countryside • there are many outdoor activities one can enjoy while contributing to the protection of the environment • the Cousteau family has been essential in promoting some necessary changes in our lifestyle. They made the preservation of our oceans a priority • Jacques-Yves Cousteau was a pioneer in this field: protection of the oceans. His sons continue his legacy • French people enjoy long summer vacations. For most French people camping is the favored accommodation during their summer vacations • there are many different campgrounds. France has the second largest number of campgrounds after the United States • some campgrounds in France have a very «green» objective, keeping in mind the protection of the environment, while some look like an amusement park • many campers come from different European countries (Holland, Belgium, Germany, England). Despite a common concept Dutch campers are less numerous than the French campers. • this touristic affluence is essential for the French economy
Areas of Focus: Proficiencies (Progress Indicators)	Lessons
<p>Students will:</p> <p>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).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p>	<p>Instructional Focus:</p> <p>In the target language, students will:</p> <ul style="list-style-type: none"> • identify and list outdoor activities. • infer reasons that explain why our society should protect the environment when enjoying outdoor activities. • explain why natural reserves are essential in our society .

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.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 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.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

- differentiate natural reserves in Madagascar and in Auvergne.
- evaluate the effects that our lifestyle has on our planet.
- compare / contrast a few different French campsites to present an opinion.
- recognize the monetary value of European campers for the French economy.
- use vocabulary and adjectives in context to describe outdoor activities and environmental problems.
- review and use numbers, percentages, and comparative / superlative forms of adjectives to compare campsites and campers origins, for example when evaluating the number of campers from different countries.
- review past and subjunctive tenses to discuss the members of the Cousteau family and their contribution to the preservation of our planet.
- formulate arguments about actions necessary to protect our environment. For example: It is essential that we use green energy to reduce pollution.

Instructional Strategies:

Interpretive:

Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary, write definitions of some vocabulary words and answer questions on:

- «Week-end vintage en cœur de Bretagne» (Site officiel du tourisme en Bretagne)
<https://www.tourismebretagne.com/preparer-mon-sejour/sejours-a-la-carte/idees-sejours/week-end-vintage-en-coeur-de-bretagne/>
- «Mission en Méditerranée pour les 100 ans de Cousteau» (BFMTV June 10, 2010)
https://www.bfmtv.com/societe/mission-en-mediterranee-pour-les-100-ans-de-cousteau_AN-201006100020.html

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.

Students will examine the importance of the protection of the environment and its effects on the French society with several videos:

- «3°-FC- Le parc naturel régional des Volcans d'Auvergne» (Aug 20, 2013)
<https://www.youtube.com/watch?v=GMwmGDyUPbU>
- «Osez les volcans d'Auvergne 3'» (Parc des Volcans d'Auvergne - Oct 29, 2019)
<https://www.youtube.com/watch?v=FpQwjvO3904>
- «Jacques-Yves Cousteau - Année du Centenaire» (Cousteau Society - May 4, 2010)
<https://www.youtube.com/watch?v=l-0OkofUvEY>
- «Vacances : les campings ont toujours autant la cote» (TF1 - journal de 13h - July 14, 2017)
<https://www.lci.fr/societe/vacances-les-campings-ont-toujours-autant-la-cote-2058553.html>

Students will discuss importance of tourism for the French economy with:

- «Le poids du tourisme dans l'économie française» (Décod'Actu - Lumni - Sept 24, 2020)
https://www.youtube.com/watch?v=pckYxCk_dA8
- «Pourquoi la France se dirige vers un record de touristes étrangers en 2017» (BFMTV - July 11, 2017)
<https://www.youtube.com/watch?v=i3T8uWIW0Z0>

Interpersonal Speaking:

Students will discuss information from articles, videos, and podcasts to reflect on environmental issues and form a personal opinion on what can be done to protect the environment while enjoying the outdoors. Possible questions for class discussion are: Est-il possible en France de passer des vacances vertes? D'après vous est-ce que les Français semblent attacher beaucoup

	<p>d'importance à la protection de leur environnement? Croyez-vous que les Américains soient passionnés par la protection de leurs sites touristiques?</p> <p><i>Presentational:</i></p> <p>After watching several videos on outdoor activities in natural preserves / parks, students will collaborate to prepare a 2 minute presentation on a topic related to the theme: Is it possible to experience the outdoors and preserve its natural beauty?</p>
Differentiation	Assessments
<ul style="list-style-type: none"> Interdisciplinary Connections Students will make connections with geology and geography as we talk about volcanism (Le Parc des Volcans d'Auvergne and Madagascar). Technology Integration Students use «Twisted wave» https://twistedwave.com/online to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Google Classroom. Media Literacy Integration Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: https://www.france24.com/fr/video/20180701-russie-le-mondial-tous, tv5 monde, Fr3, https://www.rtf.be They will listen to podcasts from http://www.canalacademie.com/apprendre/ Global Perspectives Students will compare/contrast the value of the Cousteau's legacy in today's world. Are we, as a society, really paying attention to his teachings? Why was Cousteau so famous around the world? Is he still famous today? <p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. 	<p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> Multiple Choice Questions quizzes (check for mastery of essential vocabulary of sports, outdoor activities, camping, and environmental issues). Create MCQ with www.quizlet.com/ and www.padlet.com/ and www.kahoot.com/ Simple oral and written questions (check for understanding). Reading articles (interpretative reading) - articles are used as sources of cultural information, vocabulary, and language structure. Listening interpretation from videos and podcasts. For example: TF1 news segment (from the «Journal de 13h») «Vacances : les campings ont toujours autant la cote» (TF1 - journal de 13h - July 14, 2017). https://www.lci.fr/societe/vacances-les-campings-ont-toujours-autant-la-cote-2058553.html Collaborate with a partner to use comparative and superlative adjectives when comparing features from different French campsites. <p><i>Summative:</i></p> <ul style="list-style-type: none"> Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. Answer a friend's proposition to go hiking on trails in Auvergne (Le parc naturel des volcans d'Auvergne - UNESCO World Heritage

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

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Site).

- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). For example: Select a campsite. Explain why this campground is your favourite, what do you like?.
- MCQ - reading comprehension based on cultural facts: «Le camping a-t-il toujours la cote pour les vacances d'été?» (Article de RTBF - June 18, 2021) From the perspective of Belgian news:
<https://www.rtbf.be/tendance/voyage/detail-le-camping-a-t-il-toujours-la-cote-pour-les-vacances-d-ete?id=10784403>
- Reading comprehension IPA format based on a French article: «Le camping en France, en cartes et en chiffres» (Slate - July 17, 2015)
<http://www.slate.fr/story/103999/tourisme-camping-france>
- Essay writing: 4 paragraphs using all information presented in class about the topic of vacationing in France. Do you believe that camping according to the French lifestyle and love of the outdoors contributes to the protection of the environment?

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher resources:

Textbook: Discovering French Rouge. Valette Valette. McDougal Littell. 1997. (pages 109, 110, 111, 112, and 120)

«Oui à la nature» p. 109-111

«Jean-Michel Cousteau : fils d'un champion de l'écologie marine» p. 120

Articles:

«Parcs nationaux de Madagascar» (Le parc national de Ranomafana)

<https://madagascar-tourisme.com/fr/la-destination/le-sud-est/ranomafana/>

«Parc naturel régional des volcans d'Auvergne»

<https://www.parcs-naturels-regionaux.fr/les-parcs/decouvrir-les-56-parcs/parc-naturel-regional-des-volcans-dauvergne>

«Tourisme vert. L'écotourisme en France» (ConsoGlobe - June 8, 2012)

<https://www.consoglobe.com/tourisme-vert-lecotourisme-en-france-cg>

«Mission en Méditerranée pour les 100 ans de Cousteau» (BFMTV June 10, 2010)

https://www.bfmtv.com/societe/mission-en-mediterranee-pour-les-100-ans-de-cousteau_AN-201006100020.html

«Blanchissement : Pourquoi les coraux perdent-ils leurs couleurs?» (Site interactif pour enfants de la Société Cousteau)

https://fr.cousteau.org/blanchissement----pourquoi-les-coraux-perdent-ils-leurs-couleurs---_cd2_310.html?kids=1

«Le camping a-t-il toujours la cote pour les vacances d'été?» (Article de RTBF - June 18, 2021)

https://www.rtbf.be/tendance/voyage/detail_le-camping-a-t-il-toujours-la-cote-pour-les-vacances-d-ete?id=10784403

«Week-end vintage en cœur de Bretagne» (Site officiel du tourisme en Bretagne)

<https://www.tourismebretagne.com/preparer-mon-sejour/sejours-a-la-carte/idees-sejours/week-end-vintage-en-coeur-de-bretagne/>

«Le camping en France, en cartes et en chiffres» (Slate - July 17, 2015)

<http://www.slate.fr/story/103999/tourisme-camping-france>

«Les bons chiffres de la saison touristique estivale 2019» (Vie publique - Dec 9, 2019)

<http://www.slate.fr/story/103999/tourisme-camping-france>

Videos:

«3°-FC- Le parc naturel régional des Volcans d'Auvergne» (Aug 20, 2013)

<https://www.youtube.com/watch?v=GMwmGDyUPbU>

«Osez les volcans d'Auvergne 3'» (Parc des Volcans d'Auvergne - Oct 29, 2019)

<https://www.youtube.com/watch?v=FpQwjvO3904>

«Jacques-Yves Cousteau - Année du Centenaire» (Cousteau Society - May 4, 2010)

<https://www.youtube.com/watch?v=l-00koFUvEY>

«Vacances : les campings ont toujours autant la cote» (TF1 - journal de 13h - July 14, 2017)
<https://www.lci.fr/societe/vacances-les-campings-ont-toujours-autant-la-cote-2058553.html>

«Camping : les vacances préférées des Français» (Interview de Gérard Couté - May 15, 2013)
<https://www.youtube.com/watch?v=vFz4UsDivKg>

«Landes : l'arrivée au camping qui marque le début des vacances» (FR3 Nouvelle-Aquitaine - July 8, 2018) <https://www.youtube.com/watch?v=y8nrLmkRvhc>

«Reportage FR3 Pays de Loire : Camping la Clé des Champs» (FR3 - Aug 2, 2016)
<https://www.youtube.com/watch?v=Yc-FhmqC3zQ>

«Camping Les Chamberts en bord de Drôme, un retour à la nature» (July 20, 2015)
https://www.youtube.com/watch?v=_Apw48hQRU0

«Camping Le Sylvarmar à Hossegor» (Feb 7, 2020)
<https://www.youtube.com/watch?v=PNVO768j8oM>

«Le poids du tourisme dans l'économie française» (Décod'Actu - Lumni - Sept 24, 2020)
https://www.youtube.com/watch?v=pckYxCk_dA8

«Pourquoi la France se dirige vers un record de touristes étrangers en 2017» (BFMTV - July 11, 2017) <https://www.youtube.com/watch?v=i3T8uWIW0Z0>

Unit 5: Vacation, transportation, and youth travels

(College Board related themes and contexts: Global Challenges / Environmental Issues / Economic Issues, Contemporary Life / Leisure and Sports / Travel / Education)

7.1 World Languages Intermediate Low by the End of Grade 12

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Big Ideas:

- Students will explore the technological improvement of the French railway system and compare rail travel to other popular forms of travel in the United States. The French TGV (Train à grande vitesse) is one of the fastest trains in the world and a great source of pride for the French people. The Euroduplex TGV trains broke a record of 574.8 km/h, making it the fastest conventional wheeled train. Unlike American travellers who favor air transport, the French take the train to travel and go on vacation.
- Students will evaluate the benefits and challenges of travel for teenagers, which provides meaningful contexts to acquire and develop essential vocabulary. The context of economic issues stimulates awareness of a growing market for youth travel despite increasing costs. This unit proposes different forms of youth travel abroad and money-saving options for accommodation that include French travel incentives and youth hostels.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are some means of transport commonly used when people go on vacation?
- What is the TGV? Why is it important for French people? Where does it run?
- How are TGV trains more environmentally friendly than airplanes?
- Why do teenagers like to travel? Where do they like to go?
- What are some international destinations favored by teens and young adults?
- What are some differences between a youth hostel and a regular hotel?
- Are youth hostels commonly used by young Americans? Are they popular in France?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- French travelers take the train to go on vacation
- in addition to the numerous domestic routes, the international TGV trains connect Paris to many European cities such as London, Brussels, etc.
- France is very proud of its engineering achievement because the current world speed record for a commercial train on steel wheels is held by the French TGV at 574.8 km/h
- French citizens go on vacation every summer for extended periods of time
- youth travel has been a stable and ongoingly growing industry: over the past few decades, the millennials travel market has undergone a

<ul style="list-style-type: none"> How can we compare a youth hostel in New York and in Paris? 	<p>rapid development with a multitude of travel options</p> <ul style="list-style-type: none"> one aspect of youth travel that has changed in past years is accommodation: youth hostels are modernized and favored by many young adults.
Areas of Focus: Proficiencies (Progress Indicators)	Lessons
<p>Students will:</p> <p>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).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target Language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target Language.</p> <p>7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned</p>	<p>Instructional Focus: In the target language, students will:</p> <ul style="list-style-type: none"> use vocabulary of transportation in context while talking about the French railway system and the TGV. label TGV routes and use prepositions with names of countries to name the destinations. identify and discuss reasons why many French travelers are opting for train travel rather than flying. Students will compare the French travel option with the American reviewing comparative and superlative forms of adjectives and adverbs. explain why the TGV train represents a French technological feat. identify and list different travel options for teenagers. Students will formulate and defend an opinion about choices of destination and accommodation. predict their travel destination using the future and conditional verb tenses. prepare a conclusion on travels in France and differentiate summer vacation in France and in the United States. <p>Instructional Strategies: <i>Interpretive:</i> Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will distinguish essential vocabulary, write definitions of some vocabulary words and answer questions on:</p> <ul style="list-style-type: none"> «Les grandes heures du TGV» CNews https://www.cnews.fr/diaporamas/les-grandes-heures-du-tgv-758923 «Séjours linguistiques : 8 bons plans pour booster votre niveau» (L'Étudiant - Nov 24,

<p>language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual personal questions on familiar topics relating to daily life.</p> <p>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.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>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.</p> <p>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.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>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.</p>	<p>2016)</p> <p>https://www.letudiant.fr/lycee/terminale/sejours-linguistiques-huit-bons-plans-pour-booster-votre-niveau.html</p> <ul style="list-style-type: none"> • «Les auberges de jeunesse, un marché en pleine mutation» (L'Express - Jun 25, 2015) https://lentreprise.lexpress.fr/actualites/1/actualites/les-auberges-de-jeunesse-un-marche-en-pleine-mutation_1693245.html <p>Students will discuss importance of travel abroad for teenagers with:</p> <ul style="list-style-type: none"> • «L'avenir appartient aux jeunes voyageurs» (Réseau veille tourisme - Dec 17, 2013) https://veilletourisme.ca/2013/12/17/lavenir-appartient-aux-jeunes-voyageurs/ <p><i>Interpersonal Speaking:</i></p> <p>Students will discuss in groups information from articles and videos to form a personal opinion and to debate the importance of rail travel in France. The French government cancelled all short distance air travel to help protect the environment and boost rail travel (https://www.lci.fr/planete/interdiction-des-vols-courts-en-france-quelles-lignes-concernees-et-pour-quelles-raisons-2157328.html). Should the American government do the same?</p> <p><i>Presentational:</i></p> <p>Using the above article and the product of their group discussion, each group will present to the class a synthesis of their arguments and a final opinion.</p>
<p>Differentiation</p>	<p>Assessments</p>

- **Interdisciplinary Connections**

Students will make connections with science and recognize the achievement of the French industry with the TGV.

- **Technology Integration**

Students use «Twisted wave»

<https://twistedwave.com/online> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Google Classroom.

- **Media Literacy Integration**

Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television:

<https://www.france24.com/fr/video/20180701-russie-le-mondial-tous>, tv5 monde, Fr3, <https://www.rtf.be>

They will listen to podcasts from

<http://www.canalacademie.com/apprendre/>

- **Global Perspectives**

Students will compare/contrast different perspectives on the value of youth travels in today's world. Why is it essential for teenagers and young adults to travel? Do youth travels today represent a real opportunity to learn or an economic bonanza for a growing number of «educational companies»?

Career Readiness, Life Literacies, and Key Skills Practices:

- Career-Ready Practices
- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of

Sample Assessments:

Formative:

- Multiple Choice Questions quizzes (check for mastery of essential vocabulary of travels and travel options).
- Simple oral and written questions on videos and texts to assess understanding of cultural facts.
- Articles are used as a source of cultural information, vocabulary, and language structure. Students will answer written questions to demonstrate their understanding (IPA format).
- Listening interpretation: questions on videos and podcasts.

Summative:

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. For example: An invitation to a trip to France. Est-ce que tu aimerais faire un séjour à Paris à l'auberge de jeunesse cet été?
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). Students present some important aspects of travels in France that contribute to the protection of the environment. Penses-tu que les TGV soient une bonne solution pour voyager?
- MCQ - reading/listening comprehension.
- Email answer: correctly formulate an answer to a linguistic trip to France. AFS - vivre sans frontière - sends a message to invite students to participate in their program. Students will use information from the videos «Elana va partir un trimestre en Italie» and «Juliette et Marion, parties un an au Costa Rica» to accept the invitation and formulate questions to ask for added information about the trip.
- Essay writing: 4 paragraphs using all information presented in class about the topic of travels for young adults. Analyze the advantages and disadvantages of youth travels. Quels sont quelques avantages et inconvénients aux voyages à l'étranger pour les ados?

problems and persevere in solving them.

- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
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Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectation

		s	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Textbook: Discovering French Rouge. Valette Valette. McDougal Littell. 1997. (pages 109, 110, 111, 112, and 120)

«L'histoire du TGV» (Les lignes et les couleurs) p. 194 - 195

«La passion des voyages» p. 187

«Impression d'Amérique» p. 189

«Les jeunes touristes en France» p. 227

Articles:

«Les grandes heures du TGV» (CNews)

<https://www.cnews.fr/diaporamas/les-grandes-heures-du-tgv-758923>

«Interdiction des vols courts en France : quelles lignes concernées et pour quelles raisons?» (LCI news - Jun 23, 2020)

<https://www.lci.fr/planete/interdiction-des-vols-courts-en-france-quelles-lignes-concernees-et-pour-quelles-raisons-2157328.html>

«Séjours linguistiques : 8 bons plans pour booster votre niveau» (L'Étudiant - Nov 24, 2016)
<https://www.letudiant.fr/lycee/terminale/sejours-linguistiques-huit-bons-plans-pour-booster-votre-niveau.html>

«L'avenir appartient aux jeunes voyageurs» (Réseau veille tourisme - Dec 17, 2013)
<https://veilletourisme.ca/2013/12/17/lavenir-appartient-aux-jeunes-voyageurs/>

«75 % des 18-25 ans sont préoccupés par l'impact du tourisme sur l'environnement et 86% de ceux qui voyagent sont engagés pour la protection de la planète» (Allianz Partners - Jan 13, 2020)
<https://www.allianz-partners.fr/presse-et-media/communiqués-de-presse/75-pour-cent-18-25-ans-preoccupes-par-impact-tourisme-sur-environnement.html>

«Vacances : les jeunes plus exigeants qu'il y a 40 ans» (Le Parisien - Jul 20, 2016)
<https://www.leparisien.fr/societe/vacances-les-jeunes-plus-economes-et-exigeants-qu-il-y-a-40-ans-19-07-2016-5979257.php>

«Les auberges de jeunesse, un marché en pleine mutation» (L'Express - Jun 25, 2015)
https://lentreprise.lexpress.fr/actualites/1/actualites/les-auberges-de-jeunesse-un-marche-en-pleine-mutation_1693245.html

Videos:

«TGV world speed record 574.8 km/h» (Apr 3, 2007)
<https://www.youtube.com/watch?v=wfl-5h6Rg8>

«Les TGV deviennent des trains InOui : ce qui va changer» (Francetvinfo.fr - May 27, 2017)
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