Summit Public Schools
Summit, New Jersey
Grade Level / Content Area
Grade 7 French
Length of Course: Full Year
2019

Emerging French Curriculum

Course Description:
Students in the grade seven French course are introduced to the French language and Francophone culture. At this level, students begin to communicate effectively in French in familiar daily routines, such as telling time, discussing weather or planning activities. The focus of this introductory-level course is the development of vocabulary skills and basic grammatical structures. Through regular use of authentic resources and cultural products, students are able to interact with the French language and culture of France and French-speaking countries. Some of the units studied during this course are vacation activities, the town, house and community activities, clothing, shopping and leisure activities. Students are challenged to communicate using the near past, present and near future tenses of commonly used words and to move from Novice Low/Mid to Novice Mid/High levels during the course of this year.

Unité 1: Les loisirs et la vie scolaire

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* ● How do I describe my favorite activities from the summer using present tense verbs in French? ● How do summer vacations in France compare with summer vacations in America? ● How do students describe themselves, family and friends using common adjectives? ● How do students in the US prepare for school vs. students in French-speaking countries? ● Do American and French students have similar leisure activities?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… ● Culturally speaking, French and American teens spend their vacations and free time differently, but with some similarities. It is often a question of social status and budget. ● Summer vacations in France center on activities at the beach, in the mountains or at summer camp, although American teens tend to travel abroad more often than French teens during their summer vacations ● In France students spend most of their time at school and doing their homework. Therefore their afternoon is not focused on sport activities.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)** **Students will:** **Novice High Learners** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* **Instructional Focus:** In the target language students will be able to…. ● Identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes. ● Use simple yes/no and WH question and answer techniques ● Use appropriate greetings from the target culture in a variety of scenarios. ● Recognize the various personal pronoun subjects and how to navigate communicative questioning, using

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	present tense verbs forms in interview and survey situations. ● Recognize and use a variety of action verbs to describe their summer activities as well as descriptive adjectives to describe their vacation spots and the people they spent time with. ● Identify classroom objects and school supplies. ● Express what they have/have not (objets scolaires), what they are/are not (description physique/morale), what they do/ do not do (les loisirs) and where they go/do not go (les activités à l'école et après l'école). AVOIR, ÊTRE, FAIRE, et ALLER au présent à l'affirmatif et au négatif. ● Describe what there is and isn't using il y a and il n'y a pas (exemple: Il y a des élèves dans la salle de classe. Il n'y a pas d'élèves dans la salle de classe.) ● Students will discover which school supplies are required in France vs. what American students need for class in the US. ● Students will learn about school supplies necessary for a school year. ● Students will compare Back-to-School traditions in the US and la Rentrée scolaire in France. ● Students will have the opportunity to correspond with French students about themselves, their agenda, school & family life, and leisure activities. **Sample Assessments:** **Formative:** ● Opinion polls and surveys asking and answering questions about their favorite activities and vacation activities this past summer.

	• Word Art for personal description • Canva to create common classroom instructions and expressions on posters. • Kahoot, Quizizz and Quizlet.live to review new vocabulary and grammar. • Quizzes on the four irregular verbs: AVOIR, ETRE, FAIRE and ALLER, negation, classroom expressions and objects. • Personal presentation activities, reviewing personal identity information (name, age, address, nationality, physical and personality descriptions) • Gallery walks (asking and answering questions about pertinent picture prompts around the room on a variety of review topics) • Three - way interview preparation **Summative:** • IPA document for assessing students' interpretive reading skills using authentic resources such as 1jour1actu "La rentree des classes" "Deux lectures" • Google Classroom "Ma journée à l'école" "Les objets de la classe", • Pen Pal letter of introduction to assess students' presentational writing skills. • Pre- Assessment tool for incoming baseline data Students will: **Instructional Strategies:** **Interpretive:** • FLEVIDEO listening and TV5 videos complete with appropriate interpretive questionnaires as follow-up to improve upon listening skills (theme related)

	Les vacances: http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4202 ● Authentic Resources used for this unit include: ○ Podcastfrançaisfacile.com ○ 1jour1actu "La rentrée des classes" ○ Mon quotidien ○ Frenchmorning.com ○ Le point du FLE ○ TV5 Monde **Interpersonal:** ● Opinion polls and surveys asking and answering questions about their favorite activities and vacation activities this past summer. ● Preparation of dialogues and skits. ● Three - way interview preparation **Presentational:** ● Personal presentation activities, reviewing personal identity information (Name, age, address, nationality, physical and personality description) as students report out on their vacation activities ● Gallery walks (asking and answering questions about pertinent picture prompts around the room on a variety of review topics) ● Utilization of Google Earth to locate their vacation spots. ● Pen Pal Letter ● Word Art for description ● Posters with common classroom expressions/objects ● Labelled drawings with a brief description **Interdisciplinary Connections**

	• Geography to discover where the French spend their holidays • Music in French to learn new vocabulary and expressions. • Art to demonstrate description and understanding of new vocabulary. • Students will compare Back-to-School traditions in the US and la Rentrée scolaire in France. (Social Studies connexion?) • Students will have the opportunity to correspond with French students about themselves, their agenda, school & family life, and leisure activities. **Technology Integration** • Google Classroom/google slides for the projects Ex: Doc "How to introduce oneself", "4 irregular verbs" • Peardeck for exit tickets/check for understanding • Canva (Greetings, Birthdays, Holidays) • WordArt (Greeting vocabulary, Birthdays, Holidays) • Quizziz to review the vocabulary (greetings, how to introduce oneself, 4 irregular verbs…) • Quizlet/Quizlet.live (Flashcards about new vocabulary+practice) • Kahoot (Recap vocabulary) • Word reference (new vocabulary research) • Pinterest (images and activities) • Google Earth visits of French sites (web-based or iPad) • http://www.google.com/earth/ • Skype-Initial contact with France • Authentic YouTube videos: http://www.youtube.com/watch?v=atNkI6QFZ50 • Exercices sur la conjugaison et la lecture http://www.ortholud.com/conjugaison.html

	• Les cartes de France (regions et fleuves) http://www.pinterest.com/colochon/french-les-cartes-de-france/ • Les vacances en France http://www.pinterest.com/lolivier1448/les-vacances-en-france/ • **TV5 Monde** site using lexical knowledge to read authentic French documents. http://www.tv5mondeplus.com • **Lepointdufle.com** site about the objects, description vocabulary and grammar interactive practice: http://www.lepointdufle.net/vocabulaire.htm • FLEvideo.com: les vacances (niveau A2)http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4202 **Global Perspective** • Comparison/Contrast of summer vacations in France and in the U.S. • Comparison/Contrast about the importance of sport in France and the U.S **Culturally Responsive Teaching** Students will have multiple opportunities to share about their personal experiences and activities over the summer and afterschool. This information will be shared through surveys, interpersonal dialogue as well as whole class discussion.

Unité 2: La Maison et la Ville

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* 1. What do French homes look like and how do we identify the rooms and exterior of a French home? 2. What are the differences between an American and	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand … 1. French towns, constructed around a plaza with various small shops and eateries surrounding the plaza, are the

French house? 3. What types of housing are available in France depending on your income/social status? 4. How does real estate work in France? How does one express needs and deal breakers when purchasing a home in France? 5. What activities typically take place in the various rooms of the house? 6. What are the typical places in a French town and what are their accompanying activities? 7. In which way are businesses and shops different in France vs. the US (ex: Target, Stop & Shop, Costco vs. Speciality Shops in France: le boucher, la boulangerie, etc.) 8. How can students find their way around a French town, asking directions and making themselves understood? 9. How do we use ALLER to express where we are going and what we are going to do in the town?	center of many interesting weekend and evening activities. 2. Paris is the center of France's cultural, economic and political world. Students will be able to identify the chief historical sites, and how to navigate the Paris Metro, cafes and restaurants. 4. That Paris offers a variety of modes of public transportation that help the environment by reducing car traffic. 5. That the forms of aller followed by an infinitive can be used to discuss near future activities. 6. That there are two ways of expressing possession in French, either using possession with "de" followed by a noun or using a possessive adjective in the correct gender and number. 7. That there are two ways of expressing "by" a certain mode of transportation: à and en (à vélo mais en train).

Areas of Focus: Proficiencies
(Cumulative Progress Indicators)
Three modes are indicated below: Interpretive, Interpersonal and Presentational from the following site:
http://www.state.nj.us/education/cccs/progressions/7/7.htm

Students will:

Novice High Learners

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

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

Examples, Outcomes, Assessments
(see note below about the content of this section)

Instructional Focus:
In the target language, students will be able to….

- Identify buildings and places in the city
- Describe your city, its public buildings and places
- Choose various means of transportation when travelling in Paris. Purchase public transportation tickets/passes depending on needs/length of stay.
- State locations and the various activities associated with them
- Ask and give directions
- Express going to a location using Aller + A la, A l', AU, et AUX
- Express where you are coming from using VENIR De la, de l', du, des + Place and in the Passé récent.
- Give your address
- Identify French specialty stores
- Describe your house or apartment
- Describe the rooms of your house
- Describe the inside and outside of your home
- Describe your neighborhood
- Describe a French home
- Compare/contrast French and American homes
- Talk about the various places you go during the week and on weekends
- Discuss your future plans and say what you are going to do
- Explain how to move from one location in a town using prepositions (près de, loin de, à côté de, etc.)

Sample Assessments:
Formative:

- Describe your ideal or real house identifying the rooms and what is done in each
- Describe a house of the future or a house of a fictional character from a film or book.
- Create a sample floor plan for a model French

Unité 3 : Les vêtements et le shopping

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* ● How do people shop for clothes in France? ● How do we name, describe and compare/contrast clothes in French? ● How do French shopping habits compare and contrast with their American counterparts? ● Who are the famous fashion designers in France? ● Where do people shop for clothes?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… ● French styles and shopping habits are more conservative than in the United States. ● Sports clothes are not used as a daily outfit ● Shopping for clothing items in the US has become an online event, whereas in France most shoppers shop in person in small boutiques and neighborhood stores. ● Students will understand that to properly describe clothing nouns and adjectives must agree in both number and gender. ● Students will understand that comparing items is accomplished using plus...que, moins….que, and aussi….que with corresponding adjectives. ● Verbs of the 3rd group are used to describe the outfits: Mettre/Prendre/Vendre
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments** *(see note below about the content of this section)*

Students will: (*Enter NJCCCS or Common Core CPI's here)* **Students will:** **Novice High Learners** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPERS.1: Exchange basic information by recombining	**Instructional Focus:** In the target language students will be able to: ● Name and describe the clothes you wear ● Discuss style ● Identify clothing items by color, size, price, design and appearance ● Inquire and respond to questions concerning appropriate clothing choices for different weather conditions and occasions ● Shop for clothes and other items - State where various clothing items and accessories can be purchased ● Talk about money and know what the change is between dollar/Euro ● Know about popular French stores including Les grands magasins "Les Galeries Lafayette", "Le Printemps", "Le Bon Marché", Monoprix ● Understand French shopping habits and "les soldes" ● Name some popular French fashion designers "Yves Saint Laurent", "Dior", "Channel", "Comme des garcons" ● Describe and critique a fashion show ● Make suggestions and tell others what to do (imperative form) ● Use verbs -IR (2nd group/choisir...) when describing their style ● Know how to use correct adjectives for description **Sample Assessments:** **Formative** ● Gallery Walk. Description of the models ● Pictionary about clothes ● Workbook activities (Identifying clothing items, prices

memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	of clothing, comparisons, sizes and negotiating tenses and lexical items) ● Catalogue de Vêtements Make a collection of clothes for school, a day in Paris, an elegant dinner, summer activities ● Group posters/bulletin boards ● Défilé de Mode (Fashion Show) ● Boutique selling at least 15 different items of clothing and identifying colors, sizes and price ● Written descriptions of partner's clothing using chromebook ● Naming and labeling clothing items **Summative** ● PBL -"Project Runway" ● Au Magasin - Shopping Simulation ● Catalogue de vêtements ● Mes habitudes vestimentaires **Instructional Strategies:** **Interpretive** ● Identify and recognize memorized vocabulary about clothing (color, size, design and appearance) ● Identify articles of clothing as found in culturally authentic video/audio/written texts ● Authentic French pictures and text on Pinterest to decode and describe ● 1JOUR1ACTU "La loi des mannequins", "Karl Lagerfeld", "Coco Chanel". Read the article and complete a questionnaire **Interpersonal** ● Two and three way interview activities focused on

	preferences and seasonal clothing ● Surveys about the clothes and different fashion style ● Whiteboard for pair share listening and drawing descriptions of clothing **Presentational** ● Project Runway Google Presentations ● Fashion Shows ● Presenting partner preferences ● Dialogues "Au magasin" **Interdisciplinary Connections** ● Connecting to Math: Making decisions utilizing a budget, cost comparisons and design. Conversion euro/dollar ● Connecting to Language Arts: Using descriptive language to describe clothing and script a presentation **Technology Integration** ● **La Valise de Dorothee** ● **Classzone.com** about Discovering French Bleu to review and reinforce grammar and vocabulary content *http://www.classzone.com/french.cfm* ● **FLEvideo.com :** Paris, ville de la haute couture (niveau B1) http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4985 ● **FLEvideo.com: Le style vestimentaire** **http://www.flevideo.com/fle_video_quiz_beginning.php?id=5097** ● **FLEvideo.com: La garde robe d'Elisabeth** **http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4791**

	• Pinterest: la description physique et les vetement *http://www.pinterest.com/pin/454652524853701287/* *http://www.pinterest.com/colochon/french-les-vetements-clothes/* *http://www.pinterest.com/pichetteron/vetements-couture/* • **TV5 Monde** site using lexical knowledge to read authentic French documents. *http://www.tv5mondeplus.com* • **Lepointdufle.com** site about the objects, description vocabulary and grammar interactive practice:*http://www.lepointdufle.net/vocabulaire.htm* • **Ortholud.com:** L'histoire du costume http://www.ortholud.com/exercices_de_lecture_page_1.html • **YOUTube**: défilés de mode Paris 2014 (Chanel, Lanvin, J.P Gauthier, Y.St Laurent) http://www.youtube.com/results?search_query=defile+de+mode+paris+2014 http://www.youtube.com/results?search_query=defile+de+mode+paris+2014+y+st+laurent **Global Perspectives** • Survey students to gather information about their experiences shopping in local malls and online, as well as their preferred clothing styles • Compare/Contrast of student and French shopping habits and styles • Composition of letters for French Pen Pals using cultural comparison vocabulary (above) and comparing/ contrasting their clothing "look" and shopping habits overall. **Culturally Responsive Teaching** • Students will create their own Fashion Design Company

	using incorporating his/her own personal style that can be representative of likes/dislikes, backgrounds and budgets. ● Students will post a picture and/or video that represents clothing that they feel is "trendy" and "what's hot, what's not" and use descriptive language and vocabulary to share the trend with their French peers.

Unité 4: Le temps libre: sport, musique et activités diverses

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that…

• How can students use the past tense to describe various activities that they have done on the weekend? • How can students use the future tense with ALLER to discuss their summer plans? • How do students generally spend their weekends and vacations in comparison to their French peers? • How important is music in the French and American cultures? How is this expressed differently in France and in the United States? • How can students use the present, near future and past tenses to describe vacation and leisure activities, and to demonstrate their favorite activities?	• French students spend a lot of time on weekends doing homework. They also have many and varied sports and leisure activities both with friends and family in their free time and on vacations. • Students will use the near future tense with ALLER to discuss where they are going to vacation and leisure activity plans for the future. • The past tense (venir de + infinitif) is used to describe recently completed activities. • The use of "Passe Compose" is used to express activities completed in the past.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)** Students will: *(Enter NJCCCS or Common Core CPI's here)* **Students will:** **Novice High Learners** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* **<u>Instructional Focus</u>** In the target language, students will be able to: • Speak about weekend activities using the near future and past tenses • Talk about individual summer and winter sports • Describe vacation and travel plans using the future tense • Narrate what enjoyable activities from previous experiences using the past tense (passé composé) • Demonstrate and describe a sport or favorite activity using the verbs JOUER/FAIRE +prepositions **<u>Sample Assessments:</u>** **<u>Formative</u>** • Gallery Walk

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar	• Group poster stories of past and present vacations • Pinterest comprehension checks • Writing Workbook activities (Vocabulary identification of illustrations, short response to preference questions,writing expression using writing prompts in context) • Short comprehension checks using PowerPoint and YouTube presentations • Video activities for oral comprehension and vocabulary acquisition • Information gap activities in pairs **Summative** • Storyboardthat.com: Mes vacances d'ete/Mes activites favorites • PBL - "Tutorial" (student favorite activity) • Les Vacances Idéales: Students will do a Google Presentation on their dream vacation and what they plan to do/where they plan to go, etc. • Vocabulary Tests and Quiz on Quizlet • Storyjumper using the Passe Compose **<u>Instructional Strategies</u>**: **<u>Interpretive:</u>** • Several authentic video presentations on French sports, music and leisure activities and habits of French people with follow-up comprehension questions. (Flevideo.com, yabla.com) • Answering pertinent questions about la Tour de France schedule of events and locations from authentic French sources. (letour.com/)

vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	• Webquest on La Fête de la Musique, answering pertinent questions regarding this French holiday. (http://www.fetedelamusique.be) **Interpersonal:** • Discuss sports: Finding out what sports your friend likes • Talk about where you practice the sport and when • Discussing fitness and health **Presentational:** • Describe exercise routines • Narrate past activities • Describe/detail one's daily routine in the past **Interdisciplinary Connections** • Connection to Music: "La Fete de la Musique" • Connection to Health: Discussions about physical fitness, exercise and overall health • Connection to LA: Development of an "Informative" type video that is similar to informative writing **Technology Integration** **flevideo.com: Le Tour de France** http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4669 **Les activités quotidiennes** http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4585 **Une journee normale** http://www.flevideo.com/fle_video_quiz_beginnin

	g.php?id=4860 **Les loisirs des jeunes français** https://www.youtube.com/watch?v=X9x5-fzI3xsDanse **Danse pour moi** http://www.flevideo.com/fle_video_quiz_beginning.php?id=3354 **Paul parle de ses loisirs** https://www.youtube.com/watch?v=GQDsD1t7d2w **Parler des loisirs en francais** https://www.youtube.com/watch?v=pVy97feGpY4 **Les sports** http://www.pinterest.com/pin/146578162846745766/ http://www.pinterest.com/pin/146578162844057758/ **Quel est ton sport favori** http://www.pinterest.com/pin/146578162844185302/ **TV5+ Le sport au féminin** http://www.tv5mondeplus.com/search/apachesolr_search/sport%20?filter=title **Chanson John de Mado "Qu'est-ce que tu aimes faire?"** https://www.youtube.com/watch?v=pzVEWXbSTL0 **Global Perspectives** ● Student "tutorial" may include a cultural perspective from sports originating abroad.

	Culturally Responsive Teaching ● Survey students to gather information about their personal preferences as to leisure activities and vacation spots. ● Compare/Contrast of student preferences and French student general leisure habits and preferences ● Composition of letters for French Pen Pals using cultural comparison vocabulary and sharing interesting cultural differences and similarities via penpal exchange and skype experiences.