

**Summit Public Schools
Summit, New Jersey**

**Summit Middle School
Intermediate French
Length of Course: Full Year**

Curriculum

Course Description:

French 2 continues to focus on student development of communicative proficiency and cultural understanding. The objective of this course is for students to use French appropriately in culturally authentic situations. Theme-based work provides interesting and real-life opportunities for students to practice the skills necessary to develop novice proficiencies in interpretive, interpersonal, and presentational language skills. Each unit offers a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity.

Unit 1: Mon identité

7.1 World Language Novice High by the End of Grade 8

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: In this unit, students will be able to provide basic information and describe themselves, their extended family and their friends in detail while exploring new themes, such as identity, culture and community. Students will explore how social relations help shape people’s identity.

<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How does the place where we live and where we come from define who we are? ● How do we share significant personal information with people from French-speaking countries? ● How has the concept of family evolved in the target culture(s) and our own cultural and subcultural environment? ● Who are the people that play an essential role in our life? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Our cultural and subcultural environment influences who we are as an individual and member of society. ● proficiency in a language opens doors to different cultural perspectives. ● The concept of identity may be similar or vary in different subcultures, cultures and countries. ● Changes in modern societies have reshaped the traditional family into many different types of families. ● Family members and friends influence and help define our identity. ● Adjectives in French usually come after the noun they describe and change form according to gender and number. ● Many adjectives are similar in French and in English and have predictable patterns.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <ul style="list-style-type: none"> ● 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. ● 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.3: Make requests and express preferences in classroom settings and in various social situations. ● 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. ● 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. ● 7.1.NH.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.5: When speaking and writing, use 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Provide basic information about oneself and compare identification documents in the U.S and France. ● List one’s relatives and friends, and provide some of their personal information (name, place of residence, phone number, age, date and place of birth, nationality...etc.). ● Describe what people look like (oneself, relatives, friends). ● Describe what people are like (oneself, relatives, friends) ● Describe the ideal friend. ● Describe one’s community and compare to French-speaking communities. ● Compare families in French-speaking countries vs the U.S. <p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> ● Oral partner presentation -Introduce themselves and their families ● Informal/formal introductions /skits ● Exit tickets - (ex: write a sentence with a complete description of someone they know.) ● Quizlet - vocabulary drills ● Grammar Quizzes (descriptive adjectives)

simple sentences and try to connect them with a few transition words.

- Interpretive Video Assessments (introductions and personal descriptions).

Summative:

- Formal Interpersonal Assessment (Students will use descriptive adjectives to describe and exchange information about themselves, their friends and certain celebrities).
- Comprehensive Unit Assessment on Interpretive and Presentational modes of communication (Students will answer comprehension questions about celebrities based on authentic texts, videos or audio recordings. Students will present biographical information about their favorite celebrity, describe the celebrity using descriptive adjectives and explain why they like the celebrity.)

Projects/Post Assessment:

- Students perform a puppet show about family and friendship and answer questions from the audience.

Instructional Strategies:

Interpretive:

- Audio Clip about Friends and Family (<https://d3ddkgxe55ca6c.cloudfront.net/assets/t1280743834/a/03/fa/cv456-track-10-602945.mp3>)
- Video clip and activities about Friendship (<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/lamitie-quest-ce-que-cest-1116>)

Interpersonal:

- Interview each other about personal information, family info and family relationships.

- Understand an introduction email from a teenager and write a reply.

Presentational:

- Introducing oneself in detail - video or live presentation.
- Describing the ideal friend and justify (writing or oral).
- Search for most compatible classmate.

Interdisciplinary Connections:

- Civic instruction: the concept of citizenship and documents that support it.
- Geography: countries that represent nationalities mentioned in class.
- Sociology: different types / diversity of family and the importance of social relations.

Technology Integration:

- We Video or Flipgrid for creating a video in which students introduce and describe themselves in detail.

Media Literacy Integration:

- Students will explore, analyze and interpret information from authentic videos about family life and friendship to develop their communicative proficiency when engaging in conversations and writing about family life and friendship.

Global Perspectives:

- Understand that the concept of family is heavily influenced by one's culture and subculture.

	<ul style="list-style-type: none"> ● Understand that there are different types of families, traditional and modern, and that may come in different forms in different parts of the world. ● Getting to know people or having friends from different cultural and/or socio-economic backgrounds increases global understanding.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● 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 triands 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	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	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:

- We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Lingt for interpersonal or presentational speaking activities.
- Quizlet for vocabulary practice
- Youtube and other websites for authentic videos and articles about family and identity.

Unit 2: Mon avenir

7.1 World Language Novice High by the End of Grade 8

Interpretive Mode of Communication

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Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: In this unit, students will be able to identify a variety of professions and explain which professions and fields of study interest them and why. Students will understand the importance of considering personality traits, skills and personal interests when choosing a profession. Comparisons between the American and French school systems will be made when discussing what education and/or training is necessary for a variety of professions.

Essential Questions

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

- Which professions best fit people's attributes, skills and personal interests?
- What would I like to study / do in the future and why?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- Getting to know oneself well is essential in planning for one's future.
- When choosing the right profession one should consider the skills required, one's personality traits and personal preferences.

<ul style="list-style-type: none"> ● How similar and different are the French and American school systems and courses of study in preparing for a variety of professions? 	<ul style="list-style-type: none"> ● In addition to professions that have an extrinsic appeal (money, popularity...etc.) students should consider professions with an intrinsic value. ● Acquiring knowledge and skills in various school subjects is essential for students in developing plans for their future. ● The French educational system offers many options for people that want to learn and practice a trade or a profession before they become adults. ● The courses of study necessary for various professions have similarities and differences in France and the U.S. ● Both educational systems have advantages and disadvantages, when it comes to preparing students for their future profession. ● Indefinite articles are omitted in French when expressing an individual's profession in a sentence. ● The noun endings of professions will vary based on the gender and number of the noun.
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Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
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<p>Students will:</p> <ul style="list-style-type: none"> ● 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. ● 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 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Name a variety of professions. ● Take a personality test to better understand oneself. ● Understand the skills necessary for a variety of professions. ● Express personal preferences. ● Say / write what one would like to do (profession, course of studies).
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themes to express original ideas and Information.

- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.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.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

- Express preferences relating to school subjects and professions.
- Justify one's opinion and preferences in a logical manner.
- Compare the French and American school systems.
- Consider advantages and disadvantages of the French and American school system in preparing for a variety of careers.
- Understand article omission when using professions in a sentence.
- Use a variety of verbs related to this unit in the present tense and near future.
- Express what one would like to do (using the conditional).

Sample Assessments:

Formative:

- Match profession to description. (written or spoken description)
- Professions/school subjects vocabulary quizzes
- Exit slip: Short paragraph about what you would like to study/ do in the future and why
- Video of conversation with partner about preferences/ opinions regarding professions and school subjects

Summative:

- Formal Interpersonal Assessment (Students will role-play a job interview with the teacher).

- Comprehensive Unit Assessment on Interpretive and Presentational modes of communication (Students will answer comprehension questions about students' favorite subjects and dream jobs based on authentic texts, videos or audio recordings. Students will present their dream jobs in written form, explaining which subjects will be important to study and which preparatory steps will be taken in order to attain their dream jobs.)

Projects/Post Assessment:

- Create a Google Slides presentation about your dream job and answer questions about your presentation.

Instructional Strategies:

Interpretive:

- Video of French Middle schoolers talking about future careers.

(<https://fr.maryglasgowplus.com/videos/422669>)

- Video about school in France

(<https://fr.maryglasgowplus.com/videos/434203>)

Interpersonal:

- Take a personality test that leads to professional suggestions (article/survey)
- Skits: job interviews

Presentational:

- Present what you would like to study/ do in the future and explain why (writing / speaking)
- Create a job ad

	<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Psychology: personality tests. ● Social studies / Education: exploring different educational systems. <p>Technology Integration:</p> <ul style="list-style-type: none"> ● Google slides to create a presentation about students’ dream jobs, the subjects that they will need to study and the preparatory steps that they will need to take. <p>Media Literacy Integration:</p> <ul style="list-style-type: none"> ● Students will explore, analyze and interpret information from authentic video resources about French Middle Schoolers discussing their favorite subjects, future career choices and the French school system to develop their ability to discuss their future plans orally and in writing. <p>Global Perspective:</p> <ul style="list-style-type: none"> ● France offers valuable opportunities for teenagers that wish to pursue professional studies before the age of 18. ● The demand for certain professions is highly dependent on the country’s economy. ● Course of studies/ professional training in different countries vary but also show similarities.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. 	

- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 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 triands 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:

- We Video or Flipgrid for presentational/interpersonal speaking.

- Google slides and Screencasts to present new information.
- Lingt for interpersonal or presentational speaking activities.
- Quizlet for professions / school subjects vocabulary practice.
- Youtube and other websites for authentic videos and articles about choosing a profession and course of studies.

Unit 3: Les activités du week-end et des vacances

7.1 World Language Novice High by the End of Grade 8

Interpretive Mode of Communication

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Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: Learners will discuss and express opinions about pastimes, weekend activities and vacations. They will virtually explore popular French-speaking destinations, plan a vacation, and compare and contrast pastimes, physical activities, weekend activities and vacations between the United States and France.

Essential Questions

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

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> ● Why does culture influence family vacations? ● How does where we live influence our pastimes and weekend activities? ● How can families make travel to a French-speaking destination accessible? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Pastimes and activities in the United States and in France are influenced by cultural preferences and by how towns and cities are designed and have developed architecturally. ● Vacations are influenced by cultural preferences, economic status and transportation infrastructure (example: the efficiency and affordability of train travel in Europe, the expensive cost of tolls on French highways). ● French-speaking travel destinations are popular among travelers because of the cultural, geographical, climatic and economic diversity that they offer. ● Knowledge of the French language allows travelers to engage with local people regarding their culture and country, which enriches one's travel experience. ● There are two forms of past tense that are generally used in spoken French: passé composé and passé récent. ● The passé composé in French is similar to the present perfect in English in the use of the helping verb to have and a past participle.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● 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. 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Describe the pastimes and physical activities that people do. ● Express preferences in pastimes and physical activities. ● Identify important places within a city and the downtown district.

- 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.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.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.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

- Explain what people do on the weekends.
- Discuss the different places where people spend vacations.
- Virtually explore Paris and other popular French-speaking destinations.
- Describe and express opinions about one's weekend activities and or recent vacations.
- Explain which items of clothing one must pack for vacation during different seasons and for different weather.
- Plan a weekend getaway vacation to a French-speaking destination.
- Explain the methods of transport used to access different locations.
- Discuss past vacations using passé composé and passé récent.
- Ask questions about pastimes, weekend activities and vacations using interrogative sentences.
- Use appropriate negation when answering questions.
- Compare and contrast pastimes, physical activities, weekend activities and vacations between the United States and France or other French-speaking countries.

Sample Assessments:

Formative:

- Quizlet Vocabulary Quizzes (pastimes, weekend activities, vacation vocabulary, weather, seasons and clothing)

- Grammar Quizzes (verb conjugations, past tense, recent past, near future, expressions and negation)
- Classmate Interviews (pastimes, weekend Activities and vacations)
- Exit Cards (favorite pastimes, weekend activities and past vacations)
- Interpretive Video Assessments (pastimes, weekend activities and vacations)

Summative:

- Formal Interpersonal Assessment (Students will discuss their pastimes, weekend activities, vacation preferences, and past vacations with the teacher.)
- Comprehensive Unit Assessment on Interpretive and Presentational modes of communication (Students will answer comprehension questions about students' preferences in pastimes and vacations based on authentic texts, videos or audio recordings. Students will create a presentation on a vacation to a French-speaking destination on including which specific sites they visited, activities they did, authentic foods they ate, the experience they had and price information for travel and lodging.)

Projects/Post Assessment:

- Create a Wevideo commercial promoting a French-speaking travel destination.

Interpretive:

- Video and activities on students' preferences for pastimes
(<https://fr.maryglasgowplus.com/videos/435512>)

- Video and Activities on students' vacations (<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/voyages-816>)

Interpersonal:

- Classmate interviews (favorite pastimes and weekend activities)
- Classroom survey (most popular family vacation destinations)
- Navigating Paris (Classmates help one another find specific locations by giving directions)

Presentational:

- My family Vacation (Google Slides presentation about students' family vacations)
- Travel Brochure (French-speaking destination)

Interdisciplinary Connections:

- Social Studies: relationship between cultural background and vacation preferences
- Geography: virtual exploration of French-speaking destinations

Technology Integration:

- We Video for creating a promotional commercial for a French-speaking travel destination

Media Literacy Integration:

- Students will explore, analyze and interpret information from authentic video resources about French students discussing their favorite pastimes and vacations to develop their skills in discussing which leisure activities they engage in on the weekends and where they have traveled.

	<p>Global Perspectives:</p> <ul style="list-style-type: none">● The cultural, geographical, climatic and economic diversity of French-speaking travel destinations make them appealing to different families' preferences and needs.● Engaging in conversation with local people through the use of the French language allows travelers to gain a deeper experience of the country that they are visiting and the culture of its inhabitants.● Knowledge of the French language opens up future opportunities for travel and work in a variety of French-speaking locations.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none">● Act as a responsible and contributing community member and employee.● Attend to financial well-being.● Consider the environmental, social, and economic impacts of decisions.● Demonstrate creativity and innovation.● Utilize critical thinking to make sense of problems and persevere in solving them.● Model integrity, ethical leadership, and effective management.● Plan education and career paths aligned to	

personal goals.

- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 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 triands 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/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	

Recommended Texts:

Teacher Resources:

- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities
- Youtube for authentic videos and articles about pastimes, weekend activities and vacations
- Mary Glasgow for authentic videos and articles about pastimes, weekend activities and vacations

Unit 4: Bon appétit!

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Interpretive Mode of Communication

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Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: Learners will discuss foods, regional cuisine and eating habits. They will explore traditional French recipes, compare and contrast food shopping and eating habits in the United States and in France, and learn how to order food at French restaurants.

Essential Questions

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

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> ● Why is food shopping and preparation different in France and in the United States? ● To what extent does knowledge of French cuisine and eating habits enhance one's study of the French language? ● What does it mean to eat well? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Quality is more important than quantity in traditional French cuisine ● In general, French people prefer to shop for food at stores that specialize in specific ingredients with an extremely knowledgeable staff to answer questions about the quality of the ingredients and best preparation methods. ● Mealtime has great importance in French culture. ● French cuisine remains an important aspect of French culture. ● Different cultures have different definitions for eating well. ● The partitive article is placed before the name of foods and beverages that are considered non-count nouns. ● The partitive article usually changes form in negative sentences just as the word “some” usually changes to “any” in English negative sentences when referring to foods and beverages.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● 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.7: Comprehend some familiar questions and statements from short 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Identify and discuss foods and beverages using the appropriate partitive article. ● Identify and discuss meals and table settings. ● Use expressions of quantity to elaborate on discussion of foods and beverages. ● Express food preferences and food allergies. ● Discuss shopping at specialty food stores, the market and the grocery store.

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.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.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.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

- Learn about French regional cuisine and identify traditional French recipes and dishes according to regions.
- Read menus from France and Quebec.
- Discuss the food pyramid and how foods and beverages affect health.
- Compare and contrast food shopping, traditional recipes and cooking between the United States and France.
- Use the partitive article before non-count foods and beverages.

Sample Assessments:

Formative:

- Quizlet Vocabulary Quizzes (beverages, meals and table settings)
- Grammar Quizzes (verb conjugations, partitive articles, expressions of quantity and negation)
- Classmate Interviews (food preferences, eating habits, food shopping and ordering at restaurants)
- Exit Cards (favorite foods, grocery shopping and eating habits)
- Interpretive Video Assessments (Foods, recipes and eating habits)
- Interpretive Reading Assessment (French Menu)

Summative:

- Formal Interpersonal Assessment (Students will play the roles of server and customer at a French restaurant. They will discuss preferences and allergies, ask questions about the menu, order a full meal and pay.)

- Comprehensive Unit Assessment on Interpretive and Presentational modes of communication (Students will answer comprehension questions about an authentic French restaurant menu and will discuss their own food preferences in writing.)

Projects/Post Assessment:

- Students create a video in which they teach their classmates how to prepare an authentic French recipe.

Instructional Strategies:

Interpretive:

- Interpretive video about vegetable production in big cities:
(<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/canada-des-salades-sur-les-toits>)
- French Menu
(<https://chezleveque.ca/collections/menu-regulier>)

Interpersonal:

- Classmate interviews (food preferences and eating habits)
- Classroom survey (best restaurant in Summit)

Presentational:

- Role-Play Activity: Ordering at a French restaurant
- Creating a Restaurant Menu

	<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Social Studies: Food shopping, preparation and eating habits differ among different cultures ● Geography: French cuisine is influenced by regional topography, climate, culture and ingredients. <p>Technology Integration:</p> <ul style="list-style-type: none"> ● Wevideo for creating an instructional video about how to prepare an authentic French recipe ● Google Docs for creating an authentic restaurant Menu <p>Media Literacy Integration:</p> <ul style="list-style-type: none"> ● Students will explore, analyze and interpret information from authentic French menus and video resources to develop their communicative proficiency skills when discussing food preferences and eating habits orally and in writing. <p>Global Perspectives:</p> <ul style="list-style-type: none"> ● French cuisine is a Unesco world intangible heritage. ● French cuisine is heavily influenced by the geographical and cultural diversity of France’s regions. ● French food plays an important role in French culture world-wide.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p>	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 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 triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams &	Graphs	Using cooperative

drawings		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:

- We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities
- Youtube for authentic videos related to the topic of food.

Unit 5: Le divertissement (la musique, le cinéma, les spectacles...)

7.1 World Language Novice High by the End of Grade 8

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: In this unit, students will learn to discuss various forms of entertainment and express preferences. They will be able to talk about their favorite and least favorite celebrities in various fields of entertainment. They will be able to extend, accept and turn down invitations. They will also make cultural comparisons regarding what people like to do in their free time in some French-speaking countries and in the U.S and they will learn about some current French-speaking celebrities.

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"> ● How do local surroundings affect how we live and enjoy our free time? ● How has technology affected entertainment? ● How popular and influential is American and anglophone music / cinema in France and other 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Leisure activities and entertainment cross cultures but, at the same time, reflect cultures. ● Entertainment has been affected by changes in technology across cultures.

<p>French-speaking countries?</p>	<ul style="list-style-type: none"> ● In our global context, France and other francophone countries are highly influenced by American and anglophone entertainment. ● French cinema has unique characteristics and is appreciated in French-speaking countries and worldwide. ● French music is influenced and enriched by the diversity of its population. ● Idiomatic expressions are used widely in French language music and cinema. ● The past participle must reflect the gender and number of the direct object when it precedes the verb.
<p>Areas of Focus: Proficiencies (Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> ● 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.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. 	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Discuss different types of entertainment and one’s preferences. ● Discuss where one goes for entertainment. ● Talk about the movies. ● Discuss new trends in music in France and Belgium. ● Make plans to go out. ● Write and talk about famous francophone entertainers. ● Discuss entertainers we know and conjugate the verb “connaître” in the present tense. ● Refer to people, using direct object pronouns. ● Compare entertainment in France, other francophone countries and the U.S.

- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.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.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Sample Assessments:

Formative:

- Quizlet Vocabulary Quizzes (types of movies/ music, invitation vocabulary)
- Grammar Quizzes (verb conjugations, direct object pronoun)
- Classmate Interviews (about preferences, what one does for entertainment...etc)
- Exit Cards (paragraph about favorite actor / singer or a French-speaking entertainer we just learned about)
- Interpretive reading/ videos (Texts / articles / videos about different entertainers, movie reviews and trailers, song lyrics...etc.)

Summative:

- Formal Interview (Role-play activity in which students interview a celebrity to obtain as much information as possible about their chosen celebrity.)
- Comprehensive Unit Test on Interpersonal and Presentational modes of communication (Students will answer comprehension questions based on an interview of a francophone celebrity and produce a list of 10 questions that they would ask the celebrity during an interview.)

Projects/Post Assessment:

- Students will create a presentation on their favorite francophone entertainer.

Instructional Strategies:

Interpretive:

- Video about teenagers sharing what type of music they like and why
(<https://fr.maryglasgowplus.com/videos/158977>)
- Article about “la fête de la musique”, an international music festival that originated in France
(https://fr.maryglasgowplus.com/teacher_resources/391385)

Interpersonal:

- Classmate interviews about favorite music and musical artists
- Discussions about favorite French-speaking musical artists

Presentation:

- Current Movie/ music album / new artist review
- Biographical presentation of an artist

Interdisciplinary Connections:

- History of music, cinema and entertainment in the U.S. and France
- Art: music and cinema

Technology Integration:

- Google slides to create a presentation on students' favorite francophone celebrities.

Media Literacy Integration:

- Students will explore, analyze and interpret information from authentic movie trailers, videos

	<p>and articles to develop their communicative proficiency skills when discussing French entertainers, entertainment options and preferences and making plans to go out orally and in writing.</p> <p>Global Perspectives:</p> <ul style="list-style-type: none"> ● Entertainment has been affected by changes in technology across cultures. ● In our global context, France and other francophone countries are highly influenced by American and anglophone entertainment. ● French cinema has unique characteristics (action and special effects usually give way to more drama and more dialogue) and is appreciated in French-speaking countries and worldwide. ● French music is influenced and enriched by the diversity of its population.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. 	

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- 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 triands 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	Multi-sensory	Modified

responses	techniques	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:

- We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities
- Youtube for authentic videos related to the topic of entertainment (music videos, movie trailers, musicals, artist interviews...etc.)

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading