

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area
Grade 6 French
Length of Course: Full Year
2018
Novice French Curriculum

Unit 1: Welcome to the Francophone World

Big Ideas: *Course Objectives / Content Statement(s)*

To discover where French is spoken by continent and countries.

To know efficient strategies to learn a foreign language.

<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>Where in the world is French spoken?</p> <p>How do we use maps to describe and locate French speaking countries?</p> <p>How do I use French to express classroom needs?</p> <p>Why learn another language? Why did I choose to learn French?</p> <p>What are the strategies used to learn a new language?</p> <p>What are “language patterns” and how can they help me learn and use a new language?</p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ol style="list-style-type: none"> 1. French is the official language of 33 countries. 2. French is spoken on several continents including Europe, Africa, The Americas (and Caribbean), and Oceania. 3. France is part of Europe. 4. Verbal strategies are key for a better understanding in the French class. 5. Spanish and French are both Romance Language and share similar language patterns. 6. Knowledge of other languages including Spanish can be used as a bridge in the development and acquisition of French.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: 7.1.NM.A.1</p>	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p>

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

In the target language students will be able to....

- Recognize key sentences and use them regularly in French class for routines and all classroom transitions
- Locate the 7 continents on a map
- Identify continents where French is spoken
- Locate France in Europe
- Locate Paris and its regions
- Identify continents, countries and cities that speak French
- Using colors to highlight Francophone countries and some flags
- Count to 10
- Identify important bodies of water

Sample Assessments:

Formative

- Locate and circle the countries of Europe (+ other continents) where French is the official language
- Color France on the map of Europe
- Write the name of the countries who share a border with France
- Color the flags of each European countries
- Write each country's name under each continent (Africa/The Caribbean/North America/Europe/Australia/Oceania
- Practice the spelling of the continents

Summative

- Country research project
- Quizzes about colors and numbers, continents/geography

Instructional Strategies:

Interpretive:

- Googleclassroom Projects about French tourism, French regions (Paris and La Bretagne)
- Flevideo.com + questionnaire about francophonie
- Following directions using colors to highlight map
- Listen and document facts about countries

Interpersonal

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

- Practice and write a dialogue between two students from french speaking countries
- Practice the pronunciation and spelling of the francophone countries
- In pairs using maps “Comment ca s’appelle?” “Ou est...?”

Presentational

- Present 3-5 facts about a Francophone countries (choose one francophone country and make a simple presentation) using simple language and sentences frames provided.
- Label continents and countries on a map
- Record basic country information as presented

Interdisciplinary Connections

- Geography/Social Studies: Students will learn the language to identify and differentiate between continents, countries and cities in French. The focus will be on the geography of France, Europe and the French speaking world.
- Math: Using basic numbers do simple math in French (i.e. addition, subtraction, multiplication)

Technology Integration

- Google Earth visits of French sites <http://www.google.com/earth/>
- Skype-Initial contact with France (contact with students’ parents)
- Google Classroom - Share out maps, videos about France and highlight important regions (Paris)

Culturally-Responsive Teaching

- Survey how many students have been to France or speak French.
- Involvement of parents in the French class: PowerPoint presentation using their personal experience. Conversation between the students and the parents about the culture (involving the geography and history of France). Communication around a questionnaire (basic information) written by

the students.

Global Perspectives: Students will gain a better awareness of where in the world the French language is spoken. Videos about French regions, specifically Paris and its region will introduce students to the culture, language and world of France.

Unit 2: Getting Acquainted “Faisons connaissance”

Big Ideas: *Course Objectives / Content Statement(s)*

Language acquisition involves an integration of communication, culture and community. An initial development of language begins with the communication of self and how to engage in conversation with others in French. Exploring cultural greetings and simple dialogues sets the foundation for language acquisition.

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...

1. Full immersion is essential for language

<p>How do I introduce myself in French?</p> <p>How do French people relate to each other? (TU/VOUS forms)</p> <p>When should a student use the polite form or the familiar form?</p> <p>How do French and American ideas of what constitutes “family” differ?</p> <p>How do French speakers discuss their family relationships, their ages and distinguish between “My” and “your”?</p>	<p>acquisition.</p> <ol style="list-style-type: none"> 2. Greeting, naming and basic social interactions differ in vocabulary register (formal/informal) and social cues that are an important part of effective communication. 3. In French we use TU for all informal communication with our friends, peers or younger people, while, using VOUS or the formal register (polite) when addressing adults, authority or people you meet for the first time. 4. French families are close and value their relationships. French families meet regularly and spend a lot of time together. 5. The French idea of “family” is not limited to the nuclear family, but includes extended family members. 6. To share about myself I use Je m’appelle/j’ai.../je suis...and to about others I use il/elle s’appelle-il/elle a....-il/elle est...
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: Students will: 7.1.NM.A.1 <i>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</i></p> <p>7.1.NM.A.2 <i>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</i></p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus: In the target language students will be able to....</p> <ul style="list-style-type: none"> ● Use words, lists and simple sentences to communicate personal information. ● Use a variety of greetings including “hello and goodbye” ● Introduce themselves and one another ● Spell their name (first name and last name). Choose a French name and spell it + make a name tag with it ● Use “je suis de...”Say where they are from ● Say their nationality “je suis...” ● Say where they live “j’habite...” ● Use the third person to introduce friends, family and relatives ● Describe their family members (age, name,

practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally and or in writing.

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.

provenance, nationality)

- Interpret and complete a form with all the basic personal information in French
- (First and last name, age, address, date of birth, school name and class, brothers and sisters, favorite sports, likes and dislikes)
- Count to 100 (BINGO activity)
- Use “j’ai....ans” to talk about their age and ask others’ ages
- Talk about their likes and dislikes using “j’aime.../Je n’aime pas....”

Sample Assessments:

Formative:

- Do Now - Choral Song Practicing Language Structures and chunks - Karaoke
- Oral partner presentations -Introduce themselves and others
- Follow-up activities, including critical listening checks of peer presentations,
 - authentic songs and films
- Quizzes
- Complete surveys about the name, age, birthday, nationality, family members information

Summative:

- Favorite Music Group - Introduction of basic information
- Cumulative Unit Assessment - Test
- Family Tree
- Letter for the French pen pals using all the basic information

Instructional Strategies:

Interpretive:

- Listening activities including French songs (“Bonjour”, “Arc en ciel”, “Ma famille”, “1,2,3” + Numbers 0-100 by Alain Le Lait on Youtube, Songs by Alexandre, video clips and authentic films)
- <http://www.flevideo.com>: “La famille”, “Les presentations”
- Completing questionnaire/listening activities during peer presentations (Music group assignment/Family Tree)

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

Interpersonal:

- Surveys (Birthdays, Dates, Family, Basic questions, Colors)
- Interviews (2 way interviews) - Get to know your classmates and Parent/Family Interviews
- Vocabulary Bee using Quizlet
- Group Games (Alphabet, #'s and lotto, GoFish -Le jeu des 7 familles)

Presentation:

- Digital Family Tree Project
- Personal Profiles - inspired by Social Media (Facebook presentation)
- Favorite Music Group (includes the name, nationality, age, etc.)
- Creating a French Badge with the name and simple greetings
- Karaoke activity using French songs "Bonjour", "Arc en ciel" Alain le Lait, "Lundi matin..."

Interdisciplinary Connections

Mathematics - addition, subtraction and solve problems using the numbers they learn in French.
 Art: Photography about family by Edgar Dega
 Social Studies - Exploring countries of family origin and heritage

Technology Integration

Duolingo

Songs: Authentic YouTube video:

- 1-Alain le Lait: "Bonjour", "Arc en Ciel", "Les nombres de 0-100",
- 2-Pierre Lozère: "Les mois de l'année", "Les saisons", "c'est la rentrée"
- 3-Alexandre: "Salut tous mes amis", "Comment ca va?", "Les nombres"
- 4-John de Mado "Salut"
- 5-"Estce que tu as des frères?", "Quel age as tu?"

Projects on Googleclassroom

- Sondage: Les jours de la semaine, les mois, les saisons
- La famille
- Les pays et les nationalités

- Le dialogue en français (2)
- L'emploi du temps
- Karaoke: "Bonjour" Alain le Lait
- Le tourisme français
- Les régions françaises

Quizlet.com activities

- Learn
- Flashcards
- Write
- Spell
- Test
- Match
- Gravity

Global Perspectives

Compare/contrast video clips of authentic French cartoons, such as Petit Nicolas, Astérix et Obélix, Tom-Tom et Nana, le Petit Prince, L'âne Trotro, Caillou, Babar, Tchoupi, Petit ours brun, Oui Oui, Peppa Pig, Tintin, Mimi la Souris to personal experience.

Vocabulary lists on googledocs about the French cartoons. Enrichment of the basic vocabulary.

Library research using authentic French magazines such as "Images Docs" "Youpi", "J'aime Lire", 1 Jour 1Actu etc. with cultural and linguistic comparison/contrast

Culturally Responsive Teaching

Involvement of parents in the French class:

PowerPoint presentation using their personal Experience and discuss family connections.

Conversation between the students and the parents about the culture (involving the geography and history of France). Students ask basic information using a questionnaire.

Unit 3: Daily Life/School Life

Big Ideas:

Students will be able to reflect on their daily and school life schedules and routines. Students will compare and contrast their school experiences, subjects, school hours, and holidays with a that of a typical French peer. Time will be explored and expressed in various ways including reading a calendar, exploring holidays, identifying seasons and telling time. French speakers in Europe often use a 24-hour clock for most public descriptions of time.

<p>Essential Questions</p> <p>How do native speakers discuss time when dealing with scheduled events, such as concerts, train schedule, appointments or dates?</p> <p>How do French natives speak about days, months, dates, weather and calendar topics using numbers from 0-100 and the metric system in French?</p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ol style="list-style-type: none"> 1. French native speakers use a 24-hour clock most of the time, or qualify the 12-hour clock with expressions indicating AM or PM. 2. In French the date is expressed by first identifying the day of the week, the date (#), then the month and the year. (i.e. lundi 25 mars 2018) 3. The French calendar begins with Monday. 4. In French, days of the week and months are not capitalized. 5. To tell the weather in French there are 3 different language structures used. They include: il fait...../il y a..../il+verbe
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Discuss weather, dates, months and seasons ● Identify their favorite color, days of the week, month and season ● Tell the time ● Describe their daily schedule - identifying academic subjects ● Identify the date, describe the weather and tell time everyday

appropriate physical response.

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

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Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and/or in writing.

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

- Share birthdays using the expression: Mon anniversaire est le.....
- Talk about the weather in different seasons, relating it to their own birthday months and special events.
- Write skits focusing on time
- Practice and write dialogues about the time and weather
- Using numbers to properly identify dates and express years

Sample Assessments:

Formative:

- Write the date, time and weather everyday
- Make a clock and practice the time (in groups, as a class or in pairs)
- Make a poster about your daily routine (morning/noon/afternoon/evening/night) including the description of each activity
- Number BINGO
- Karaoke - Colors
- Flevideo.com - Interpretive listening Q&A
- Exit tickets - (ex: write a sentence about the current weather and include the date, day of the week)

Summative

- Quizzes - Connect the clock with the appropriate time
- Skits - Students present dialogues using Planning a meeting with a friend around their school schedule
- Penpal letter - Introducing themselves to French peer and discuss differences in their daily school schedules

Instructional Strategies:

Interpretive:

- Explore the French calendar and authentic weather forecasts in the target language
- Compare and contrast the American school schedule and the French school schedule
- Reading a French schedule
- Telling the time
- Interpret a weather report

Interpersonal

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.

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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

- Surveys about the birthdays
- Surveys about the weather
- Questionnaires about dates, numbers and holidays
- Skits - Dialogues around school schedules

Presentation

- Daily Calendar presentations
- Weather anchor activity
- Completing a Calendar in French
- Completing an hourly schedule for School

Interdisciplinary Connections

Science: Learning about the weather and metric system

Social Studies: Comparing culturally relevant holidays in French speaking countries to U.S. Holidays.

Technology Integration

TV5 Monde site about the weather using lexical knowledge to read authentic French documents.

Lepointdufle.com site about time and weather vocabulary and grammar (interactive practice)

Classzone.com about Discovering French Bleu to review and reinforce grammar and vocabulary content

FLEvideo.com (videos level A1 about the weather + Youtube.com: Songs about the weather (Alain le Lait+Alexandre)

QUIZZIZ:Revisions

Global Perspectives

Compare and Contrast French /American holidays and vacation school schedule

Contrast/comparison of a French school schedule and an American school schedule

Culturally Responsive Teaching:

- Survey the class for students to share their previous school experiences, highlighting differences and identifying students who may have attended school in a different country, city or state.
- PowerPoint Presentation by French students at LCJSMS about French school

Unit 4: How Do I Describe/Define Myself?
(Physical Descriptions - Body Parts - Clothes - Personal Traits)

Clothing According to Season
 Body parts - Expressing Medical needs
 Physical Descriptions
 Personality Traits

Big Ideas:

French speakers use gender and number agreements when describing people and their possessions. Descriptors vary based on changing gender and number. Students will use their knowledge of seasonal language and descriptors to associate appropriate clothing. At the end of this unit students will successfully be able to use adjectives accurately to describe themselves and identify others in a variety of ways including physical descriptions, personality traits, and daily wardrobe.

<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>How do French speakers use adjectives, plurals, and complex sentences to describe their age, physical appearance and personality traits?</p> <p>How do French students describe their clothes?</p> <p>How do gender and number play a role in writing and speaking descriptions in French?</p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ol style="list-style-type: none"> 1. In French the definite article has three forms dependent of gender and number. These forms are: :LE/LA/LES 2. When French students speak in the negative about things they do not have they use: NE +verbe+PAS 3. In French the indefinite article has three forms dependent of gender and number. These forms are:UN/UNE/DES 4. French students wear different outfit to go to school
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and</p>	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i> Instructional Focus:</p> <p>In the target language, students will be able to</p> <ul style="list-style-type: none"> • Describe themselves and their family members,

phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

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highlighting physical characteristics and personality traits

- Identify all the body parts
- Use French expression: J'ai mal a.....to describe symptoms related to body parts (i.e. headache, toothache)
- Identify clothes they wear to school
- Use additional adjectives (colors, size, appearance) to describe clothing
- Use Definite/Indefinite articles
- Conjugate the verb AVOIR and ETRE
- Use Negative article (pas de)
- Use singular/plural nouns

Sample Assessments:

Formative:

- Formal/Familiar Role Play (Guess Who? Write a new dialogue in character and share with the class.)
- Listening activities (Discovering French Bleu - CD program)
- Multiple choice Classzone quizzes
- True/False based on readings and listening activities: TV5 Monde/<http://apprendre.tv5monde.com>
- Workbook "Discovering French Bleu" activities related to grammatical concepts
- Station Activity for Review of concepts and vocabulary
- **TPR** with verbs
- **Pictionary** using verb vocabulary
- Game: Simon says with the body parts
- Dice game about the body
- Quizlet: Flashcards with all the body parts
- Karaoke: "Alouette" Alain le lait
- Karaoke: "Jean petit qui danse"
- Practice of the song: "Tete epaule genou et pied"
- Drawing activity: draw the monster described in the paragraph (use of body parts, numbers and colors). Create your own monster and write the paragraph about it. Competition of the best described monster in class
- Skits about the body using the vocabulary list (Example: dialogue at the doctor's office, dialogue between 2 different body parts...)

Career-Ready Practices

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Summative:

- Group posters to write about descriptions (people and places)
- Written description of a person of their choice (friend, family for example) which will include at least 5 physical traits, 3 personality traits, his/her nationality and age
- Write a letter describing themselves
- Using a picture prompt and write a brief paragraph which describe their outfit
- Read a descriptive text and answer comprehension questions
- Tests and quizzes
- Make a self portrait using all the adjectives to describe your physical appearance and personality
- Poster about the body parts. Write all the vocabulary and checkout the spelling
- Questionnaire about the movie: "Le Bossu de Notre Dame". Description of all the characters in the movie

Instructional Strategies:

Interpretive:

- "Meilleurs Copains" project comparing the student and his/her best friend.
- Video samples from French sites using various descriptors. Students must find information and interpret the ads. Use of Pinterest: <http://www.pinterest.com/kateljnel/file-la-description-physique/>
- Read a description about someone famous, class must guess who it is
- Draw the monster: read the paragraph then draw the monster described. Be very precise.

Interpersonal:

- Students develop a survey and then interview one another in pairs or trios about clothes and preferences, reporting back to class on their data.
- Write a description of a classmate, students have to "guess who".

- Pictionary games using current vocabulary
- Use an authentic French Canadian song, “Alouette”, to introduce basic body parts:
- Mime game with the adjectives:
<https://pbs.twimg.com/media/BeF6-2QIqAE7kQo.jpg:large>
<https://i.pinimg.com/originals/36/b5/9d/36b59d1e0d023a98e96ecea123e0dc87.jpg>

Presentational:

- Students present comparison/contrast of themselves and their best friend via paper or digital format using a wealth of vocabulary
- Students engage in a virtual shopping trip and share with classmates.
- Students will present a poster using catalogues. They will select 3 models and write their complete profile integrating all the adjectives (physical and personality)
- “Le Copain de Mireille” - create the “ideal” friend/companion/peer. (Think Travel Partner) Include descriptions, captions, pictures, to detail what this person is like, his/her personality, what he/she does well, etc. (iPad- can use Flowboard, Google App, or Skitch)
- Bring in a color, full-body picture of somebody. Use body parts vocabulary and adjectives to write one paragraph describing the person in French. Present it to the classroom.
- Self Portrait using the adjectives of description
- Google Classroom: Practice and present a dialogue “At the doctor’s”

Interdisciplinary Connections

English: Learning grammar terms and applying rules for definite and indefinite articles. Writing a descriptive paragraph.

Technology Integration

TV5 Monde site using lexical knowledge to read authentic French documents.

<http://www.tv5mondeplus.com>

Classzone.com about Discovering French Bleu to review and reinforce grammar and vocabulary content

<http://www.classzone.com/french.cfm>

FLEvideo.com + Youtube.com

test speaking and listening skills on a variety of topics

Pinterest: la description physique

<http://www.pinterest.com/pin/454652524853701287/>

Youtube: "Tête épaule genou et pied"

"Jean Petit qui danse", "Alouette", "Les parties du corps" Alain le Lait/

Caillou chez le docteur

Chromebook Apps

- Flashcards+
- Google Drive
- Pinterest
- Paper

Global Perspectives

Comparative proverbs using some animal expressions. ie "Charlotte est bavarde comme une pie"(Charlotte is as talkative as a chick) We would say something different in English and have other expressions: " She eats like a horse".

Compare and contrast cost of Fashion and trends in France vs. America.

Culturally Responsive Teaching

Have students share their favorite clothes and outfits for school to compare with a typical French middle school student.

Discuss and explore how students personal choice of clothes represents their personality traits.

Unit 5 Food - Meals

Big Ideas:

Fresh, natural ingredients, well-cooked meals, and fixed, regular mealtimes are extremely important cultural themes in France. The general population frowns upon fast food, only recently introduced in France. French bread, cheese, and pastries are legendary. Convenience and efficiency are not considered important when it comes to French food. This contrasts greatly with American concepts of efficiency, mass production and convenience when it comes to food.

<p>Essential Questions</p> <p>What is French restaurant dialogue and protocol? How does one read a French menu?</p> <p>What are French food specialties, French food groups, and what makes up a healthy diet?</p> <p>What are the differences between mealtimes, eating habits and family structure in France and the US?</p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i> Students will understand that...</p> <ol style="list-style-type: none"> 1. French meal times are quite rigid, with a small breakfast, large sit-down lunch, light snack and late dinner. 2. French restaurant dialogue and protocol is much more formalized than its American counterpart. 3. Eating healthy is a very important part of the French culture.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3</p>	<p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p>Instructional Focus: In the target language, students will be able to..</p> <ul style="list-style-type: none"> • Order snacks and beverages in a cafe or restaurant • Decide which French foods are part of a healthy diet • Ask about prices and pay for food and drink • Use French money • Understand the elements of a healthy diet using the food pyramid • Cook French food (French food day) • Discover the format of a French recipe • Use of the expressions: “Je mange/je bois” <p>Sample Assessments:</p>

Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

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.

Formative:

- Dialogue practice “Au Café” with partners
- Survey of favorite foods/daily food log
- Karaoke activity using a French song of Alain le Lait “ J’ai faim, j’ai soif”
- Analyze and write out French Recipes for Holiday Food Day, explaining their recipes and ingredients on the day of the food event. (December)
- Make a video describing all the steps of the French recipe using screencastify
- Write a healthy menu for LCJSMS cafeteria
- Design a French menu for a restaurant
- Flevideo.com: watch videos about food and answer a questionnaire
- Draw a map of France and add all the regions. Research one typical meal for each region.
-

Summative:

- Written Tests on Food
- Products and Regions of France (students select a region and present 3 products specific to the region)
- Food Pyramid Project - Cultural comparison Myplate vs. La Pyramide Alimentaire
- Google Slide Presentation about French gastronomy (choose one region)

Instructional Strategies:

Interpretive:

- Reading a French recipe
- Reading a French menu
- Watching short video clips on cooking preparations.

Interpersonal:

- Food and holiday surveys, interviews and think/pair/share;
- Cafe and restaurant skits and dialogue practice
- Two-way interviews on food habits and personal preferences.

Presentational:

- French Food Day presentations of Recipes and Food History

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

- Simulation of live market scenes
- Small group presentations using created menus, restaurant names and simulated scenarios
- Shopping list for an event. Students go online to purchase foods from French grocers
- Art and French main artists presentation - Arcimboldo style still life
- Complete a scavenger hunt by locating 5 French products that will be presented in a Gallery Walk

Interdisciplinary Connections

Art - Arcimboldo Portrait - students draw a portrait of a person with fruits and vegetables (art connections - related to seasons - can use Paper drawing App)

Math: Tallying a restaurant check

Social studies-cultural and eating habits around the world

Technology Integration

TV5 Monde site

using lexical knowledge to read authentic French documents.

Lepointdufle.com site about the food vocabulary and grammar interactive practice.

Classzone.com about Discovering French Bleu to review and reinforce grammar and vocabulary content

FLEvideo.com + Youtube.com

test speaking and listening skills on a variety of topics.

Yabla.com video clips demonstrate various cultural topics by native Speakers.

ReelFrench.com: le petit dejeuner et La cuisine Française

Youtube/Foufou channel: “Foufou fait un quatre quart”, “Les fruits et les légumes”...

Youtube/Peppa Pig au supermarche

Youtube/Petit Ours Brun a une faim de loup

Youtube: “Les sandwiches” /”Je suis une pizza” Charlotte Diamond, “Au petit déjeuner”, “J’aime les fruits”, “L’ABC des fruits” Alain le Lait,

Quizlet.com activities

- Learn
- Flashcards
- Write
- Spell
- Test
- Match
- Gravity

Quizziz: revisions

Global Perspectives

French Food Day at school highlighting French holiday foods

Fast food industry vs. traditional meal program

Food from French speaking provinces and countries around the world.

Compare/contrast food and meal habits

Culturally Responsive Teaching

Have students share about the following topics: where they eat, how they spend their free time, and their experience(s) with French cuisine

Unit 6: Summer Activities

What Are We Doing? “Qu’est-ce qu’on fait?”

Big Ideas: *Course Objectives / Content Statement(s)*

Discussing daily activity preferences in France includes many common activities and preferences as sports, games and musical instruments.

Extending, accepting and gracefully refusing invitations creates important communicative opportunities for students.

<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>How does culture affect activity and sports preferences in the US and France?</p> <p>How do students politely extend, accept or refuse an invitation with other students ?</p> <p>What are the most frequent activities that French speakers engage in?</p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ol style="list-style-type: none"> 1. Team sports, while more popular in the US, are not as popular in France as individual sports, like Cycling and Tennis. 2. French students are very active and engage in a wide variety of activities at home, at school and on the weekends. 3. To inquire what activities their peers are doing they use the question “Est-ce que + verbe d’action”
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through</p>	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <p>In the target language, students will be able to..</p> <ul style="list-style-type: none"> ● Describe their daily activities ● Discuss leisure activities and favorite pastimes ● Say what they like and do not like using “J’aime/Je n’aime pas” ● Ask and answer questions about where others are and what they are doing

appropriate physical response.

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target cultures.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.4

Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

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.

- Invite friends to do things using the expressions with the verb FAIRE
- Politely accept the invitation or turn down an invitation

Sample Assessments:

Formative:

- Simulated phone conversations: Use invitation, modeled on video segment
- Review Station Activity - Students do reinforcement activities in a station learning center format.
- TPR - Sports and hobbies/activities (verbs)

Summative:

- PowerPoint presentation about their favorite sports team
- Illustrated projects: “Mes Préférences”
- “Qu’est ce que tu aimes faire?” Poster project
- Students record and illustrate their likes and dislikes on paper or digital format
- Gallery walks - Students in cooperative groupings answer questions about illustrated scenarios placed strategically around the room, all relating to above curricular ideas.
- Chapter Test
- Pictionary using flashcards

Instructional Strategies:

Interpretive:

- Comparison Activity: Students will compare and contrast the viewing habits, and school expectations (reading/writing)
- Interpretation of the sports, television shows, and student activities via authentic listening activities.

Interpersonal:

- Class surveys regarding activity preferences with class discussions as to student habits.
- Pair Simulations involving student invitations, acceptances and polite refusals.
- Students comment constructively via gallery walk activities.

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

Presentation:

- Students will present their activity preferences to classmates.
- Students will present an interview with a “celebrity” personality requesting and giving information.
- Students will present what their classmates do on different days of the week
- Use Pinterest to describe your favorite sports team (included: nationality, name, age, favorite player and championship games)

Interdisciplinary Connections:

English: Learning grammar terms and recognizing cognates

Health/PE: Discuss cultural trends in French activities and sports. Discuss Health benefits of having daily recess at school versus extra curricular athletics

Technology Integration:

TV5 Monde site about the activities

Lepointdufle.com site about vocabulary and grammar interactive practice.

Flevideo.com: Videos about the sport and activities of French people

Classzone.com about Discovering French Bleu to review and reinforce grammar and vocabulary content

Global Perspectives:

Comparing the school schedule in France and the U.S with respect to recess and sports

French students prefer individual sports like cycling, swimming and tennis. American students prefer team sports such as basketball, hockey and baseball.

Culturally Responsive Teaching:

Survey the sports/clubs/activity habits of current students.

Have students maintain a log of student television, internet and media consumption habits. Compare with typical French middle school student usage.

Survey student internet/digital habits and student schedules

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Instructional Strategies: Supports for English Language Learners:			Differentiation Strategies:		
Sensory Supports	Graphic Supports	Interactive Supports	Accommodations	Interventions	Modifications
Real-life objects (realia)	Charts	In pairs or partners	Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Manipulatives	Graphic organizers	In triads or small groups	Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Pictures & photographs	Tables	In a whole group	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
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures	Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading
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>

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
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