Summit Public Schools
Summit, New Jersey
Grade Level / Content Area:
French 1 HS
Length of Course: Full Year
Curriculum

Course Description:

French 1 focuses 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.

Unit 1: Getting Acquainted "Faisons Connaissance"

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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 sharing basic information about oneself - such as name, age, where one is from, 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?*
1. Why learn another language? 2. Who speaks French and where do they live? 3. What are my motivations to learn another language? 4. What are "language patterns" and how can they help me learn and use a new	Students will understand that… ● French is spoken in many different countries including 41 nations and 4 continents as a diplomatic or official language. ● Full immersion is essential for language acquisition.

language?

5. How does language change in different situations?

- Knowledge of other languages including Spanish can be used as a bridge in the development and acquisition of French.

- Greeting, naming and basic social interactions are similar in French and in English, but also differ in vocabulary register(formal/informal) and social cues that are an important part of effective communication.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 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. 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.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s) /language during greetings,	Instructional Focus: In the target language, students will be able to…. ● Use words, lists and simple sentences to communicate personal information. ● Say "hello and goodbye" ● Introduce themselves and one another ● Say where they are from ● Count to 20 ● Tell their age and ask others' ages ● Describe a flag from a French-speaking country (using colors) Sample Assessments: ***Formative:*** ● Oral partner presentation -Introduce themselves ● Informal/formal introduction/greetings skits ● Follow-up activities, including critical listening checks of peer presentations, authentic songs and films ● Exit tickets - (ex: write a sentence about where one lives). ● Quizlet - vocabulary drills. ● Quizzes ***Summative:*** ● Cumulative Unit Assessment - Test ● Student presentation of himself/herself (video or live presentation in front of peers).

leave-takings and daily interactions.

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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.

7.1.NM.C.3 Copy/write words, phrases, or
simple guided texts on familiar topics.

7.1.NM.C.4
Present information from age-and level-appropriate, culturally authentic materials orally and or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

Instructional Strategies:
Interpretive:
- Listening activities including French songs ("Bonjour", "Arc en ciel", and other songs by Alain Le Lait on Youtube, video clips and authentic films)
- http://www.flevideo.com: "comment tu t'appelles" ...etc.
- TV5 Monde - "Parler de ses origines" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/nos-origines-316

Interpersonal:
- Surveys (Birthdays, nationalities)
- Partner interviews (2 way interviews) and skits.
- Group Games (Alphabet, #'s and lotto)

Presentation:
- Introducing oneself video or live presentation.
- Personal Profiles - inspired by Social Media.
- French-speaking country - key facts.

Interdisciplinary Connections
- Mathematics - addition, subtraction and solve problems using the numbers they learn in French
- Geography: The geography of France, Europe and the French-speaking world

Technology Integration
- Google Earth visits of French sites (web-based or iPad) http://www.google.com/earth/
- Skype-Initial contact with Class in Montpellier, France
- Quizlet
- Authentic YouTube videos: http://www.youtube.com/watch?v=atNkI6QFZ50 **https://www.youtube.com/watch?v=BWpuzDQuoWM**

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.

Global Perspectives

- Compare/contrast other countries key facts / culture to one's own
- Library research using authentic French magazines such as "Okapi" "Phosphore", etc. with cultural and linguistic comparison/contrast

The following skills and themes listed to the right 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

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

Unit 2: My School - "Mon école"

Standard 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)***: In this unit, students will learn school-related vocabulary (people/objects/subjects). They will communicate to express their opinion about school and to provide and obtain information about subjects they take at school. They will discuss their school schedules, while learning how to tell time and say the date. They will also compare French and American school systems and vacation/holidays that occur during the school year.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are some similarities and differences in the French and American school system, curriculum and school schedule? 2. What are some advantages and disadvantages of the French and American school systems? 3. What, in each school model, would best fit the needs of global 21st century citizens?	Students will understand that… ● Differences in school systems and curriculums reflect distinct cultures and pedagogical philosophies (example: students take at least 2 world languages, as they do in many European countries) ● No existing school system is perfect but comparing different models can help improve one's. ● School schedules reflect differences in culture (lunch time for example is a min of one hour because it is traditionally an important meal and people take a long break in the middle of the day) ● People in France and Europe often use the 24 hour clock. ● School subjects offered at a traditional High School in France are not as diverse as in the U.S. ● When saying the date in French, the order is: day of the week / number (day) / month / year.

	● Days of the week and months are not capitalized in French. ● Years are read as regular numbers in French.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 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.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 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,	Instructional Focus: ● Understand the main similarities and differences between French andAmerican schools and school systems. ● Recognize/name/write school supplies/objects, subjects and people. ● Understand and respond physically to classroom commands. ● Describe what one has and what there is/are in one's bag, classroom, school. ● Ask/say where certain classroom objects are specifically located. ● Express preferences/likes /dislikes in the school context and give reasons. ● Recognize/say/write the months of the year/days of the week and numbers 21-31. ● Say and write the date. ● Say/write when one's birthday is. ● Tell time and understand that military time is commonly used in France and many European countries. ● Talk/ write about one's school schedule. ● Compare French and American school schedules. ● Discuss French v.s US major vacation/school breaks and holidays. Sample Assessments: ***Formative:*** ● Skits: discussing one's school schedule and expressing preferences. ● Fill out a school schedule, according to a French student's description of his/her schedule (video and/or text).

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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age-and level-appropriate, culturally authentic materials orally and or in writing. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). **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.	• Exit tickets - (ex: write a sentence about one's favorite and least favorite school subjects). • Report from Q&A with students and teachers from our sister High School in France. • Quizlet - vocabulary drills. • Quizzes ***Summative:*** • Cumulative Unit Assessment - Test • Create a video about one' s typical school day, to be shared with our sister school in Montpellier. • Write one's school schedule in the target language and present it orally - and/or answer questions about one's schedule. Instructional Strategies: ***Interpretive:*** • Listening activities (clips found on Youtube, video clips and authentic films). • http://www.flevideo.com: "https://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=5539 ("La vie au collège"). • Understanding information on a French school schedule and report card. ***Interpersonal:*** • Surveys (preferences / school subjects) • Partner interviews (2 way interviews) and skits (school schedules, subjects, preferences...etc.) • Group Games (lotto, object hide and seek, pictionary...etc.) • Interact with a native speaker, asking him/her about his/her experience at school now or as he/she was growing up. ***Presentation:*** • Writing one's school schedule in

CRP12: Work productively in teams while using cultural global competence.	French. ● Creating a video about one's class or one's school. ● Writing an e-mail to a pen-pal (from our sister school in Montpellier) about one's school / school schedule. ***Interdisciplinary Connections*** ● Mathematics - addition, subtraction and solve problems using the numbers they learn in French ● History: history of the French school system and its principles. ***Technology Integration*** ● Skype - Discussions on the topic of school with class in Montpellier, France. ● Quizlet ● Authentic YouTube videos: L' ecole en France https://www.youtube.com/watch?v=xLzAgVL22ZY Une journee au college https://www.youtube.com/watch?v=jqwKZdnOBjo **Global Perspectives** ● Compare/contrast other countries' school system / curriculum to one's own. ● Understand and appreciate what a student's life is like at a French high school and compare it to one's own experiences.
The following skills and themes listed to the right 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 S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Unit 3: My family and friends - "Ma famille et mes amis"

Standard 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: *Course Objectives / Content Statement(s)***: In this unit, students will be able to describe and give information about themselves, their friends and members of their family. They will compare the concept of family in their culture and subculture to the ones in France and other French-speaking regions.**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What does the concept of family mean for people in different cultures and subcultures? 2. Who are the people that matter to me? 3. What are the different types of families? 4. How do my relationships with friends and family members affect me?	Students will understand that… ● Family structure varies according to one's culture and subculture. ● Everyone's family may not follow the traditional and stereotypical model. ● Modern families may come in different shapes (example: nuclear or extended, single parent, homoparental) ● People that matter to me most may be friends/and or different family members. ● Important people in my life may influence my life choices as I may influence theirs. ● Experiences with family and friends help shape our own identity. ● For many people, pets have become an important part of the family. ● Adjectives in French are variable according to gender and number and they often come after the noun they describe, unlike English. ● Many adjectives in French can be recognized and predicted because of their similarities to English.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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. 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.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.	Instructional Focus: In the target language, students will be able to…. ● Introduce themselves, friends and family members. ● Say where they, their friends and family members are from. ● Count to 100 and understand how to form numbers beyond that. ● Tell/ask about their family members and friends' age and birthday. ● Tell who people (and pets) are to them. ● Describe family members and friends' physical features. ● Describe family and friends' personality and character traits. ● Compare people's physical and character features. ● Discuss differences and similarities in what the concept of family means for us and for people in France and other select French-speaking regions. ● Talk about the different types of families, traditional and modern, in those different countries/regions. Sample Assessments: ***Formative:*** ● Skits: providing each other information about family members and friends / describing friends and family members. ● Drawing a family tree, based on information provided (in writing or orally). ● Exit tickets - (ex: write a sentence about one's relative or friend) ● Quizlet - vocabulary drills. ● Quizzes. ***Summative:*** ● Cumulative Unit Assessment - Test. ● Create a family album (real or virtual

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. **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.	family) to be presented to the class. Instructional Strategies: ***Interpretive:*** ● Listening activities including authentic French songs about family and relationships. Exemples: - Louane from the movie "La Famille Bélier" You tube: https://www.youtube.com/watch?v=mBLwdaLPeds - Zaz "Tous les cris, les SOS". TV5 Monde Enseigner: https://enseigner.tv5monde.com/fiches-pedagogiques-fle/tous-les-cris-les-sos - Black M "Mama". TV5 Monde Enseigner: https://enseigner.tv5monde.com/fiches-pedagogiques-fle/mama - TV5 Monde - show episode about family (looking at old photos) https://enseigner.tv5monde.com/fiches-pedagogiques-fle/cest-qui-ca - TV5 Monde - "L' amitié" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/lamitie-quest-ce-que-cest-1116 ● http://www.flevideo.com: "La famille" ***Interpersonal:*** ● Surveys about families of students in the class. ● Partner interviews (2 way interviews) and skits. ● Using family pictures as cues, ask questions and talk about one's family. ● Group Games (Lotto - # and family vocabulary, guess who) ***Presentation:*** ● Introducing a friend or relative - video or live presentation. ● Create one's family tree. ● Describe the ideal friend. ● Present a famous family. ● Family album - present one's real or

	virtual family (ppt and oral presentation). ***Interdisciplinary Connections*** ● Mathematics - addition, subtraction and solve problems using the numbers they learn in French ● Social studies - the traditional vs the "modern" family. Different types of families, relationships. ***Technology Integration*** ● Skype- with Class in Montpellier, France - on the topic of family and friendship. ● Quizlet. ● Authentic videos from Youtube, TV5 Monde, FLE video (see above). **Global Perspectives** ● Understand that the concept of family is heavily influenced by one's culture and subculture. ● 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.
The following skills and themes listed to the right 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 S.T.E.A.M. (Science, Technology,

	Engineering, Arts, Mathematics)

Unit 4: My daily activities - " Mes activités"

Standard 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)*: **In this unit, students will compare a typical day for a teenager in France and other French-speaking countries to what they are accustomed to. They will learn about some unique French sports/games and what sports are most popular. Students will learn to talk about their daily activities, express likes and dislikes and extend and respond to invitations.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are daily lives like for teenagers in different parts of the world? 2. What is the impact of sports and music in the lives of teenagers? 3. What is the impact of sports, games and music on society as a whole? 4. How are cultural perspectives reflected in a culture's social practices?	Students will understand that… ● While aspirations and lives of teenagers around the world may be very different for socio-economical reasons, global digital communication has certainly narrowed that gap. ● Sports and music are beneficial and enrich teenagers' lives in many ways (positive impact on mental and physical health, hobbies that keep away from "trouble", allows them to make friends and be active in the community...etc.). ● People are much more likely to be fully engaged and dedicated to a hobby if they enjoy it and it is not forced on them. ● Many daily activities are not entertaining or fun but they are a necessary part of life. Each member of the family and society needs to participate in various duties that are and beneficial to the community.

	● Sports, games and music are an important part of a country's culture, particularly popular culture (Example: the last Men's soccer World Cup, where the French team took the trophy home, was a great moment of euphoria and unity in the whole country, in a difficult time where social gaps and intolerance were a concern). ● Cultural perspectives are gained by the language and through experiences and exposure to its practices.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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. 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.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.3 Imitate appropriate gestures	Instructional Focus: ● Talk/write about various sports/ leisure / daily activities / instruments one does/plays. ● Express likes/dislikes/preferences about various sports/ leisure / daily activities / musical instruments. ● Talk/write about different activities one does in different seasons/weather. ● Say what the weather is like. ● Extend/accept/refuse invitations. ● Talk/write about what people do / are doing/ don't do / are not doing. ● Discuss how well and how often one does something. ● Ask/answer a variety of questions about one's daily activities. ● Compare activities that represent a typical day for teenagers in the U.S. and French-speaking countries. ● Discuss what sports/games are typical and popular in France and other French-speaking countries. Sample Assessments: ***Formative:*** ● Skits: Discussing one's daily / leisure activities. ● Listening comprehension - video

and intonation of the target culture(s) /language during greetings, leave-takings and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. 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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. **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.	about someone describing what he / she likes or does not like to do on the week-end. ● Exit tickets - (ex: write a sentence about one's favorite and least favorite activities). ● TPR - Sports and hobbies/activities (verbs). ● Quizlet - vocabulary drills. ● Mini whiteboards, to show quick responses. ● Quizzes ***Summative:*** ● Cumulative Unit Assessment - Test. ● Ppt presentation and live oral presentation about one's activities, with questions from the audience at the end. Instructional Strategies: ***Interpretive:*** ● TV5 Monde: - "Interview au collège de Clermont Ferrand" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/sport-416 - Chanson "coup de poing" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/top - Weather and mood - Stromae "La pluie" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/la-pluie ● http://www.flevideo.com: - " Tu aimes le sport?" https://www.flevideo.com/fle_video_quiz_beginning.php?id=6894 - "Qu'est-ce que tu fais le week-end?" https://www.flevideo.com/fle_video_quiz_beginning.php?id=7041 ● Text/statistics about French people and leisure time. https://docs.google.com/document/d/1eM2khJCa7OXI_txs8IdH_pGhA7e7d0QccwoKfeBf6KM/edit ● La France et le football (Coupe du

	Monde 2018) - https://www.youtube.com/watch?v=GmDJr1VSWDo - https://www.youtube.com/watch?v=pQoMCCYqLKU - https://www.youtube.com/watch?v=NCMJiqEqCbk - https://www.youtube.com/watch?v=-cyV1mbtUL0 ***Interpersonal:*** ● Surveys (daily activities, sports, musical instruments, preferences...) ● Partner interviews (2 way interviews) and skits on favourite/least favorite activities...etc. ● Group Games (Vocabulary lotto, pictionary, charades). ● Hot top activity, discussing leisure activities. https://docs.google.com/document/d/1eM2khJCa7OXI_txs8IdH_pGhA7e7d0QccwoKfeBf6KM/edit ● Skype discussion with sister school in Montpellier on the topic of hobbies, daily activities. ***Presentation:*** ● Ppt and oral presentation "My activities" ● Presentation about a sports celebrity. ● Group presentation: French impressionist painter and show how they represent daily life. ***Interdisciplinary Connections*** ● English: Learning grammar terms and recognizing cognates ● Art: Impressionists paintings about daily activities ***Technology Integration*** ● Skype- conversations about hobbies and daily activities with class in Montpellier, France ● Authentic YouTube videos:

	• **TV5 Monde** site - variety of videos and activities. • **Lepointdufle.com** site, about weather vocabulary and grammar interactive practice. *http://www.lepointdufle.net/ressources_fle/exercices_de_francais.htm* • **Quizlet** (vocabulary) Les activités et preferences • **Conjuguemos** (Regular ER verbs - present tense) https://conjuguemos.com/verb/18 **Global Perspectives** • Comparing internet and smartphone use of teens in France and the U.S. • Comparing the use of free time in France and the U.S. • Talking about the effect of sports on nations and international relations.
The following skills and themes listed to the right 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 S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Unit 5: My home and my community - "Ma maison et ma communauté"

Standard 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Big Ideas: *Course Objectives / Content Statement(s)*: **In this unit students will learn about the different types of housing typically found in France and other French-speaking regions and countries. They will describe their town and places of interest and compare it to a typical French town. They will ask for and give directions. They will describe their house/ apartment. They will discuss future plans and say where they are going to go and what they are going to do there, and say where they recently went/came from. They will also be able to order food or drinks and pay for the bill (with Euros) at a café and they will know the significance of the café in French culture.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does our home reveal our need, expectations and our social, economical, historical and geographical conditions? 2. How does the structure of a town affect its sense of community? 3. What are the typical places in a French town and what are their accompanying activities? 4. In what ways are businesses and shops different in France vs. the US? 5. What is French restaurant dialogue and protocol?	Students will understand that… ● The types of homes found in different places in the world reflects people's various needs, expectations and life conditions. ● The way the town is structured may strengthen or weaken the sense of community. ● French towns, constructed around a plaza with various small shops and eateries surrounding the plaza, are the center of many interesting weekend and evening activities. ● In France, people tend to shop more (than people in the U.S.) at specialty shops or at the local market, where they take the time to explore unique products. ● The ways our homes and towns/cities are structured reflect

	our history, culture and environmental constraints. ● French restaurant dialogue and protocol is much more formalized than its American counterpart.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials. 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	Instructional Focus: - Talk/write about whether one lives in a village, town or city. - Describe one's neighborhood. - Provide a general description of different types of homes. - Provide one's address. - Identify points of interest in a town or city. - Compare U.S. towns to a typical French town. - Understand and give directions to get around town. - Recognize/name words related to one's home. - Discuss what is in one's home and where things are located. - Compare one's home and typical homes in France. - Discuss where one goes and what one does in town / in the city. - Discuss how one travels or goes around town. - Say to whose house one goes/is going. - Express preferences - Understand the importance of cafés in French towns and in Europe. - Say that one is hungry and thirsty. - Ask for/offer a friend something to eat and/or drink. - Formally ask for something to drink and/or eat. - Ask how much something costs. - Ask a friend to lend money. - Ask and pay for a restaurant bill. - Talk about what one is going to do and where. - Discuss future plans.

7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age and level-appropriate classroom and cultural Activities. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content Areas. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.3 Describe in writing people and things from the home and school Environment. 7.1.NH.C.4 Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	- Say/write about who is coming. - Discuss where people are coming/arriving from. - Discuss what people just did. - Know about different types of typical and traditional homes in various regions of France and other French-speaking countries. - Identify and analyse the factors that influence those differences. Sample Assessments: ***Formative:*** ● Skits: ex: house hunting, at the café... ● Exit tickets - (ex: write a sentence describing one's home or city). ● Using mini white board for quick responses, writing sentences about where we go in town, or practicing the formation of the near future in the context of places in town and activities. ● Quizlet: vocabulary drills. ● Quizzes ***Summative:*** ● Cumulative Unit Assessment - Test ● Video about one's home (script to be handwritten in class). Instructional Strategies: ***Interpretive:*** ● Listening activities including video clips on Youtube, Flevideo, Yabla, TV5 Monde... - with comprehension questions and various activities. - Tournefle " La maison française typique" https://tournefle.wordpress.com/2018/01/17/la-maison-francaise-typique/ - Yabla "La ville de Paris" https://french.yabla.com/player_cdn.php?tlang_id=en&id=1224 - http://www.flevideo.com: "les arrondissements de Paris"
Career-Ready Practices **CRP1**: Act as a responsible and contributing	

	https://www.flevideo.com/fle_video_quiz_beginning.php?id=7486 - http://www.flevideo.com: "La maison de Marine" https://www.flevideo.com/fle_video_quiz_beginning.php?id=6988 - http://www.flevideo.com: "Alice décrit sa maison" https://www.flevideo.com/fle_video_quiz_beginning.php?id=6960 - TV5Monde - Song - Zaz "Sous le ciel de Paris" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/sous-le-ciel-de-paris ***Interpersonal:*** ● Partner interviews (2 way interviews) and skits (ex: house hunting, at the café, getting around town). ● Group Games (lotto, pictionary, guess game- home/places in town vocabulary) ● Discussion and/or emails with students of our sister school in France, on the topic of where we live (our home, town, state/region). ***Presentation:*** ● Video about one's home. ● Celebrity home presentation (1st or 3rd person). ● Virtual ad of home/ apartment for rent. ● My favorite French-speaking city (some highlights of the city) - ppt and presentation to the class. ● Video about Summit and our community/region to be shared with students at our sister school in Montpellier. ***Interdisciplinary Connections*** ● Geography: French-speaking cities (maps...etc.) and global issues such as the environment and pollution. ● Art (architecture): Famous

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.	monuments in some French-speaking cities. Traditional French homes. ***Technology Integration*** ● Google Earth visits of French sites (web-based) http://www.google.com/earth/ ● Skype- with Class in Montpellier, France ● Authentic videos (youtube / TV5 Monde...etc.) **Global Perspectives** ● Understand environmental problems such as pollution in the cities of Paris and New-York, and what is being done to improve the situation. ● Compare typical and traditional homes in various regions of France and other French-speaking countries with the U.S.. Identify and analyse the factors that influence their differences. ● Compare typical and traditional U.S. and French towns. Identify and analyse the factors that influence their differences.
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Texts and Resources: (LIST)

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

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
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
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

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Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading