Summit Public Schools
Summit, New Jersey

Summit High School
French 2
Length of Course: Full Year

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

Unit 1: Mon identité

7.1 World Language Novice High by the End of Grade 12 (if new language started in high school)

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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

(Revised July 2020)
**Big Ideas:** In this unit, students will be able to provide basic information and describe themselves, their extended family and friends with great detail and explore new themes, such as identity, culture and community. They will explore how social relations help shape our identity.

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| *What provocative questions will foster inquiry, understanding, and transfer of learning?* | *What will students understand about the big ideas?*

- How does the place where we live and where we come from define who we are?
- How do we share significant personal information with people from French-speaking countries?
- How has the concept of family evolved in the target culture(s) and our own cultural and subcultural environment?
- Who are the people that play an essential role in our life?

**Students will understand that:**
- Our cultural and subcultural environment influences who we are as an individual and member of society.
- Languages we understand/speak open doors to different cultural perspectives.
- The concept of identity may be similar or vary in different subcultures, cultures and countries.
- Changes in modern societies have reshaped the traditional family into many different types of families.
- Family members and friends influence and help define our identity.
- Adjectives in French usually come after the noun they describe and change form according to gender and number.
- Many adjectives are similar in French and in English and have predictable patterns.

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**Areas of Focus: Proficiencies (Progress Indicators)**

**Examples, Outcomes, Assessments**

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

- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written

**Instructional Focus:**
- Provide basic information about oneself and compare identification documents in the U.S and France.
- List one’s relatives and friends, and provide some of their personal information (name, place of residence, phone number, age, date and place of birth, nationality…etc.).
words, phrases, and short sentences in culturally authentic materials related to targeted themes.

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

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

- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

- Describe what people look like (oneself, relatives, friends).

- Describe what people are like (oneself, relatives, friends)

- Describe the ideal friend.

- Describe one’s community and compare to French-speaking communities.

- Compare families in French-speaking countries vs the U.S.

- Learn about some famous French-speaking families.

Sample Assessments:

**Formative:**
- Oral partner presentation - Introduce themselves and their family
- Informal/formal introduction / skits
- Exit tickets - (ex: write a sentence with a complete description of someone they know).
- Quizlet - vocabulary drills.
- Conjuguemos.com / Verbathon (verb quizzes done on a regular basis to practice conjugating verbs)

**Summative:**
- Comprehensive unit test testing all modes and languages skills, with for example video clips or audio recordings with comprehension questions, a text with questions, an interpersonal speaking task and a presentational writing task.

Projects/Post Assessment:
- Students do research and create slides about a famous French-speaking family, present it to the class and answer questions from the audience.

Instructional Strategies:

*Interpretive:*
- Video about teenagers talking about friendship + activities
  https://fr.maryglasgowplus.com/videos/418054
- Video about teenagers talk about their family and their origins + text
● Video + activities: Children in the video ask their parents where they came from and what their life was like
  https://enseigner.tv5monde.com/fiches-pedagogiques-fle/interviewer-ses-parents-atelier-6-francais-langue-etrangere
● Understand a site / texts about the different types of families (+ answer questions)

Interpersonal:
● Interview each other about personal information, family info and family relationships.
● Understand an introduction email from a teenager (Montpellier pen pal for example) and answer them.
● Group games (guess game, etc.) on the different unit topics

Presentational:
● Introducing oneself in detail - video or live presentation.
● Describing the ideal friend and justify (writing or oral).
● “Wanted” Poster

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

Technology Integration
● We Video or Flipgrid for presentational/interpersonal speaking
● Google slides and Screencasts to present new information
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<td>- Quizlet for vocabulary practice</td>
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<td>conjuguemos.com to practice regular and irregular verbs in the present tense.</td>
<td>- Youtube and other websites for authentic videos and articles about family and identity.</td>
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**Media Literacy Integration**

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

**Global Perspectives**

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

**Career Readiness, Life Literacies, and Key Skills Practices:**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and
economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

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### Intervention Strategies

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<td>Allow for verbal responses</td>
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<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g. directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
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<td>Permit response provided via computer or electronic device</td>
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<td>Audio Books</td>
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**Texts and Resources:**

**Technology Platforms:**
- Lingt, We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities

**Textbooks:**
- Discovering French Blanc

(Revised July 2020)
- D’Accord - niveau 1 / 2

Online Resources:
- www.youtube.com
- www.TV5monde.com
- https://www.lepointdufle.net
- https://www.bonjourdefrance.com
- https://fr.maryglasgowplus.com/teachers/languagelab
- www.quizlet.com
- www.conjuguemos.com
- https://www.flevideo.com
- https://www.podcastfrancaisfacile.com
- https://www.liourlactu.com
- www.languagesonline.org.uk
- www.savoirs.rfi.fr
- https://french.yabla.com
- https://bonpatron.c

Unit 2: Mon avenir

7.1 World Language Novice High by the End of Grade 12 (if new language started in high school)

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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

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

(Revised July 2020)
## Essential Questions
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What professions best fit people’s attributes, skills and personal interests?
- What would I like to study / do in the future and why?
- How similar and different are the French and American school systems and courses of study in preparing for a variety of professions?

## Enduring Understandings
*What will students understand about the big ideas?*

### Students will understand that:
- Getting to know oneself well is essential in planning for one’s future.
- When choosing the right profession one should consider the skills required, one’s personality traits and personal preferences.
- They should not limit themselves to professions that have an extrinsic appeal (money, popularity...etc.) but instead look for intrinsic value.
- Acquiring knowledge and skills in various subjects they study at school is essential.
- The French educational system offers many options for people that want to learn and practice a trade/ a profession before they become adults.
- The courses of study necessary for various professions have similarities and differences in France and the U.S.
- Both educational systems have advantages and disadvantages, when it comes to preparing students for their future profession.
- Indefinite articles are omitted in French when expressing an individual’s profession in a sentence.
- The noun endings of professions will vary based on the gender and number of the noun.

### Areas of Focus: Proficiencies (Progress Indicators)

**Examples, Outcomes, Assessments**

**Students will:**

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

**Instructional Focus:**

- Name a variety of professions.
- Take a personality test to help knowing oneself.
- Understand the skills necessary for a variety of professions.
- Express personal preferences.
- Say / write what one would like to do (profession, course of studies).
- Express preferences relating to school subjects and professions.
● 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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

● 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

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● 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

● 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

● 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

● Justify one’s opinion and preferences in a logical manner.

● Understand the various professional program options offered by the French educational system as an alternative to the traditional high school program.

● Compare the French and American school systems.

● Consider advantages and disadvantages of the French and American school system in preparing for a variety of careers.

● Understand article omission when using professions in a sentence.

● Use a variety of verbs related to this unit in the present tense and near future.

● Express what one would like to do (using the conditional).

Sample Assessments:

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

Summative:
- Comprehensive unit test testing all modes and languages skills, with for example video clips or audio recordings with comprehension questions, a text with questions, an interpersonal writing task (for example a Job application letter or e-mail) and a presentational speaking task (for example introducing oneself and explaining why one is applying for a specific job).

Projects/Post Assessment:
- Presenting a profession (profession description, course of studies/ training, necessary attributes, advantages/disadvantages..etc.)

(Revised July 2020)
**Instructional Strategies:**

**Interpretive**
- Video of teenagers talking about their plans for the future (Comprehension questions)
  https://fr.maryglasgowplus.com/videos/422669
- Understand a video about how to choose one’s profession (take notes and answer questions)
  https://www.youtube.com/watch?v=TYYnV65qWks
- Understand an article about vocational school options in France (L’apprentissage)
  https://fr.maryglasgowplus.com/teacher_resources/101237

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

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

**Interdisciplinary Connections**
- Psychology: personality tests.
- Social studies/Education: exploring different educational systems.

**Technology Integration**
- Lingt for interpersonal speaking (listening to job interview questions, recording one’s answer to each question, possibility for teacher to write/record feedback for each answer and for students to receive that feedback)
- Youtube and other websites for authentic videos and articles about choosing a profession and course of studies.

**Media Literacy Integration**
- Students will explore, analyze and interpret information from authentic video resources about future life plans to develop their ability to discuss their future plans orally and in writing.
Global Perspectives
- France offers valuable opportunities for teenagers that wish to pursue professional studies before the age of 18.
- The demand for certain professions is highly dependent on the country’s economy.
- Course of studies / professional training in different countries vary but also show similarities.

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**Texts and Resources:**

**Technology Platforms:**
- Lingt, We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities
- conjuguemos.com to practice unit’s irregular verbs in the present tense.

**Textbooks:**
- Discovering French Blanc
- D’Accord - niveau 1 / 2

**Online Resources:**
- www.youtube.com
- www.TV5monde.com
- https://www.lepointdufle.net
- https://www.bonjourdefrance.com
- www.quizlet.com
- www.conjuguemos.com
- https://flevideo.com
- https://www.podcastfrancaisfacile.com
- https://www.1jour1actu.com
- https://www.languagesonline.org.uk
- www.savoirs.rfi.fr
- https://french.yabla.com
- https://bonpatron.com

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

(Revised July 2020)
7.1 World Language Novice High by the End of Grade 12 (if new language started in high school)

**Interpretive Mode of Communication**

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

**Interpersonal Mode of Communication**

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

**Presentational Mode of Communication**

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

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

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- Why does culture influence family vacations?
- To what extent do differences in town and city layouts influence pastimes and weekend activities?
- How can families make travel to a French-speaking destination accessible?

**Students will understand that:**

- Pastimes and activities are influenced by culture and town layouts.
- Vacations are influenced by culture.
- There are a variety of French-speaking travel destinations that appeal to different families’ needs.
- Knowledge of French language and enrich one’s experience when traveling to a French-speaking destination.

(Revised July 2020)
There are two forms of past tense that are generally used in spoken French: passé composé and passé récent.

The passé composé in French is similar to the present perfect in English in the use of the helping verb to have and a past participle.

### Areas of Focus: Proficiencies (Progress Indicators)

#### Students will:
- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and Information.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures,

### Examples, Outcomes, Assessments

#### Instructional Focus:
- Describe the pastimes and physical activities that people do.
- Express preferences in pastimes and physical activities.
- Identify important places within a city and the downtown district.
- Explain what people do on the weekends.
- Discuss the different places where people spend vacations.
- Virtually explore Paris and other popular French-speaking destinations.
- Describe and express opinions about one’s weekend activities and or recent vacations.
- Explain which items of clothing one must pack for vacation during different seasons and for different weather.
- Plan a weekend getaway vacation to a French-speaking destination.
- Explain the methods of transport used to access different locations.
- Compare and contrast pastimes, physical activities, weekend activities and vacations between the United States and France or other French-speaking countries.

#### Sample Assessments:

**Formative:**
intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

- Quizlet Vocabulary Quizzes (pastimes, weekend activities, vacation vocabulary, weather, seasons and clothing).
- Grammar Quizzes (verb conjugations, past tense (passé composé), recent past, expressions and negation).
- Classmate Interviews (pastimes, weekend Activities and vacations).
- Exit Cards (favorite pastimes, weekend activities and past vacations).
- Interpretive Video Assessments (pastimes, weekend activities and vacations).

**Summative:**
- Comprehensive unit test testing all modes and languages skills, with for example video clips or audio recordings with comprehension questions, a text with questions, an interpersonal speaking task (for example making plans with a friend for a week-end getaway) and a presentational writing task (for example writing about one’s week-end getaway in the city / countryside...etc.).

**Projects/Post Assessment:**
- Vacation to a French-speaking Destination
- or: Vacation to a French region

**Interpretive:**
- Audio about week-end plans
  https://d3ddkgxe55ca6c.cloudfront.net/assets/t1436866106/a/6cc/c1-2015-track-05-1372746.mp3
- Video about visiting Paris
  https://www.youtube.com/watch?v=QDOoUt2znoQ
- Vacation/holidays and French people

**Interpersonal:**
- Classmate interviews (favorite pastimes and weekend activities)
- Classroom survey (most popular family vacation destinations, favorite activities while on vacation)

(Revised July 2020)
Navigating Paris or another French-speaking city (Classmates help one another find specific locations by giving directions)

**Presentational:**
- Planning my trip (itinerary, transport, accommodation, list of activities and landmarks)
- Travel Brochure (French-speaking destination)

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

**Technology Integration**
- conjuguemos.com: to become more proficient and hopefully master conjugating a variety of key verbs in the passé composé. The advantage of this website is that it is timed (5 minute increments), it provides students with the right answer if they make a mistake and forces them to re-write correctly. At the end, they get a recap of the number of questions they did and the percentage of correct answers, which they can also share with the teacher.
- Mary Glasgow for authentic videos and articles about pastimes, weekend activities and vacations

**Media Literacy Integration**
- Students will explore, analyze and interpret information from authentic video resources to develop their communicative proficiency skills when discussing pastimes, weekend activities and family vacations orally and in writing.

**Global Perspectives**
- The layout of French and American cities influence pastimes and weekend activities.
- Knowledge of the French language can enhance travel experience in French-speaking destinations.
- Knowledge of the French language opens up future opportunities for travel and work in a variety of French-speaking locations.
The French-speaking world is rich in cultural diversity.

<table>
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<td>● Act as a responsible and contributing community member and employee.</td>
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<td>● Work productively in teams while using cultural/global competence.</td>
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## Supports for English Language Learners

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<td>Real life objects</td>
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<td>Manipulatives</td>
<td>Graphic Organizers</td>
<td>In triads or small groups</td>
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<td>Pictures</td>
<td>Tables</td>
<td>In a whole group</td>
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<td>Illustrations, diagrams &amp; drawings</td>
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<td>Magazines &amp; Newspapers</td>
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<td>Physical activities</td>
<td>Number lines</td>
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<td>Videos &amp; Film</td>
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<td>Broadcasts</td>
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<td>With mentors</td>
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<td>Models &amp; Figures</td>
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## Intervention Strategies

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### Recommended Texts:

**Texts and Resources:**

**Technology Platforms:**
- Lingt, We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities
- conjuguemos.com to practice unit’s irregular verbs in the present tense.
- Mary Glasgow for authentic videos and articles about pastimes, weekend activities and vacations

**Textbooks:**
- Discovering French Blanc
- D’Accord - niveau 1 / 2

**Online Resources:**
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- https://www.lepointdufle.net
- https://www.bonjourdefrance.com
- https://fr.maryglasgowplus.com/teachers/lan
guagelab
- www.quizlet.com
- www.conjuguemos.com
- https://www.flevideo.com
- https://www.podcastfrancaisfacile.com
- https://www.ljourlactu.com
- www.languagesonline.org.uk
- www.savoirs.rfi.fr
- https://french.yabla.com
- https://bonpatron.com

### Unit 4: Bon appétit!

#### 7.1 World Language Novice High by the End of Grade 12 (if new language started in high school)

**Interpretive Mode of Communication**

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

**Interpersonal Mode of Communication**

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

**Presentational Mode of Communication**

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

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

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<th>Essential Questions</th>
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<td><strong>What provocative questions will foster inquiry, understanding, and transfer of learning?</strong></td>
<td><strong>What will students understand about the big ideas?</strong></td>
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<td>- How is food shopping and preparation different in France and in the United States?</td>
<td>Students will understand that:</td>
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<tr>
<td>- To what extent does knowledge of French cuisine and eating habits enhance one's study of the French language?</td>
<td>● Food shopping and preparation is different in France than in the United States</td>
</tr>
<tr>
<td>- What does it mean to eat well?</td>
<td>● Quality is more important than quantity in traditional French cuisine</td>
</tr>
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</table>

*Students will understand that:*  
- Food shopping and preparation is different in France than in the United States  
- Quality is more important than quantity in traditional French cuisine  
- Mealtime has great importance in French culture  
- French cuisine remains an important aspect of French culture  
- Different cultures have different definitions for eating well.  
- The partitive article is placed before the name of foods and beverages that are considered non-count nouns.  
- The partitive article usually changes form in negative sentences just as the word “some” usually

(Revised July 2020)
### Areas of Focus: Proficiencies (Progress Indicators)

#### Examples, Outcomes, Assessments

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<tr>
<th>Students will:</th>
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<tr>
<td>● 7.1.NH.IPRED.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</td>
<td>● Identify and discuss foods and beverages using the appropriate partitive article.</td>
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<td>● 7.1.NH.IPRED.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</td>
<td>● Identify and discuss meals and table settings.</td>
</tr>
<tr>
<td>● 7.1.NH.IPRED.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</td>
<td>● Use expressions of quantity to elaborate on discussion of foods and beverages.</td>
</tr>
<tr>
<td>● 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</td>
<td>● Express food preferences and food allergies.</td>
</tr>
<tr>
<td>● 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</td>
<td>● Discuss shopping at specialty food stores, the market and the grocery store.</td>
</tr>
<tr>
<td>● 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</td>
<td>● Learn about French regional cuisine and identify traditional French recipes and dishes according to regions.</td>
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<tr>
<td>● 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</td>
<td>● Read menus from France and Quebec.</td>
</tr>
<tr>
<td>● 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to Instructional Focus:</td>
<td>● Discuss the food pyramid and how foods and beverages affect health.</td>
</tr>
<tr>
<td>changes to “any” in English negative sentences when referring to foods and beverages.</td>
<td>● Compare and contrast food shopping, traditional recipes and cooking between the United States and France</td>
</tr>
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### Sample Assessments:

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

#### Summative:
- Comprehensive unit test testing all modes and languages skills, with for example video clips or audio recordings with comprehension questions, a

(Revised July 2020)
everyday topics and themes.

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

text with questions (for example a menu), an interpersonal speaking task (for example a formal restaurant skit, playing the role of the customer) and a presentational writing task (for example writing about one's dinner or lunch experience at a restaurant).

**Projects/Post Assessment:**
- Traditional French Recipe Video
- or French restaurant review Video

**Instructional Strategies:**

**Interpretive**
- Interpretive video about shopping at a French market
  [https://www.youtube.com/watch?v=P8j0DX6k-6A&t=399s](https://www.youtube.com/watch?v=P8j0DX6k-6A&t=399s)
- Podcast about ordering at a restaurant
- Video about the importance of French gastronomy and meal rituals
- Authentic French restaurant menus, for example:
  [https://www.loustal-paris.fr/voirtouteslescartes.php#big menu](https://www.loustal-paris.fr/voirtouteslescartes.php#big menu)

**Interpersonal**
- Classmate interviews (food preferences and eating habits).
- Classroom survey (eating habits and preferences).
- Role-Play Activity: Ordering at a French restaurant.

**Presentational:**
- Creating a Restaurant Menu.
- Describing contents of one’s fridge or pantry (video)

**Interdisciplinary Connections**
- Social Studies: Food shopping, preparation and eating habits differ among different cultures

(Revised July 2020)
- Geography: French cuisine is influenced by regional topography, climate, culture and ingredients.

**Technology Integration**
- Quizlet: this unit is very rich in new vocabulary and this website will be useful for students to practice vocabulary (listening, writing modes with images). For teachers with a subscription, it’s possible to monitor student progress, to see for example what activities students completed successfully, which vocabulary words/expressions were easier or harder for the class to master. The advantage for students is that they get feedback when they make an error and are forced to rewrite the term correctly to move on with the activity.
- Youtube for authentic videos related to the topic of food.

**Media Literacy Integration**
- Students will explore, analyze and interpret information from authentic French menus and video resources to develop their communicative proficiency skills when discussing food preferences and eating habits orally and in writing.

**Global Perspectives**
- French cuisine is a Unesco world intangible heritage.
- French cuisine is heavily influenced by the diversity of France’s regions.
- French food plays an important role in French culture world-wide

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problems and persevere in solving them.

- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

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(Revised July 2020)
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- www.conjuguemos.com
- https://www.flevideo.com
- https://www.podcastfrancaisfacile.com

(Revised July 2020)
7.1 World Language Novice High by the End of Grade 12 (if new language started in high school)

**Interpretive Mode of Communication**

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

**Interpersonal Mode of Communication**

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

**Presentational Mode of Communication**

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

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

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<td><em>What will students understand about the big ideas?</em></td>
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<td>● How do local surroundings affect how we live and enjoy our free time?</td>
<td>● Leisure activities and entertainment cross cultures but, at the same time, reflect cultures.</td>
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</table>
- How has technology affected entertainment?
- How popular and influential is American and anglophone music / cinema in France and other French-speaking countries?

Entertainment has been affected by changes in technology across cultures. In our global context, France and other francophone countries are highly influenced by American and anglophone entertainment. French cinema has unique characteristics and is appreciated in French-speaking countries and worldwide. French music is influenced and enriched by the diversity of its population. Idiomatic expressions are used widely in French language music and cinema. The past participle must reflect the gender and number of the direct object when it precedes the verb.

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<th>Areas of Focus: Proficiencies (Progress Indicators)</th>
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<td><strong>Students will:</strong></td>
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<td>● 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</td>
<td>● Discuss different types of entertainment and one’s preferences.</td>
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<td>● 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</td>
<td>● Discuss where one goes for entertainment.</td>
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<td>● 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</td>
<td>● Talk about the movies.</td>
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<td>● 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</td>
<td>● Discuss new trends in music in France and Belgium.</td>
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<td>● 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various contexts.</td>
<td>● Make plans to go out.</td>
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<td>● Discuss entertainers we know and conjugate the verb “connaître” in the present tense.</td>
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<tr>
<td></td>
<td>● Refer to people, using direct object pronouns.</td>
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<tr>
<td></td>
<td>● Compare entertainment in France, other francophone countries and the U.S.</td>
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**Formative:**
- Quizlet Vocabulary Quizzes (types of movies/music, invitation vocabulary).
- Grammar Quizzes (verb conjugations, direct object pronoun).
- Classmate Interviews (about preferences, what one does for entertainment...etc).
- Exit Cards (paragraph about favorite actor/singer or a French-speaking entertainer we just learned about).

(Revised July 2020)
social situations.

- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

- Interpretive reading/ videos (Texts / articles / videos about different entertainers, movie reviews and trailers, song lyrics...etc.)

**Summative:**

- Comprehensive unit test testing all modes and languages skills, with for example video clips or audio recordings with comprehension questions, a text with questions, an interpersonal speaking task (for example a discussion about one's preferences regarding entertainment and making plans to go to a movie or concert). ) and a presentational writing task (about one’s favorite artist or a movie / song or new album review).

**Projects/Post Assessment:**

My favorite francophone entertainer presentation.

**Instructional Strategies:**

**Interpretive**

- Movie trailer “La famille Bélier” and songs by Louane (actress and singer) - Answer questions.
  https://www.youtube.com/watch?v=EmT_LIZlwBg
  https://www.youtube.com/watch?v=yYeB8fUXudw
  https://www.youtube.com/watch?v=qwYrMLF95

- Video about teenagers sharing what type of music they like and why.
  https://fr.maryglasgowplus.com/videos/158977

- Article about “la fête de la musique”, an international music festival that originated in France.
  https://fr.maryglasgowplus.com/teacher_resources/391385

**Interpersonal**

- Role play: mock interview of a francophone artist and one’s favorite artist.
- Discussion with partners of the different themes found in lyrics of a French song.

**Presentational:**

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

**Interdisciplinary Connections**

(Revised July 2020)
- History of music, cinema and entertainment in the U.S. and France.
- Art: music and cinema.

Technology Integration

- FLEvide.com website for interpretive mode (listening comprehension): questions are embedded with videos which can be found by proficiency level. Example of one video that could be used for this unit (related to the theme of music):
- Youtube for authentic videos related to the topic of entertainment (music videos, movie trailers, musicals, artist interviews...etc.).

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic movie trailers, videos and articles to develop their communicative proficiency skills when discussing French entertainers, entertainment options and preferences and making plans to go out orally and in writing.

Global Perspectives

- Entertainment has been affected by changes in technology across cultures.
- In our global context, France and other francophone countries are highly influenced by American and anglophone entertainment.
- French cinema has unique characteristics and is appreciated in French-speaking countries and worldwide.
- French music is influenced and enriched by the diversity of its population.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
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<td>Increase opportunities to engage in active academic responding</td>
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<td>Audio Books</td>
<td>Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping</td>
<td>Modified assessment grading</td>
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### Texts and Resources: *(LIST)*

**Technology Platforms:**
- Lingt, We Video or Flipgrid for presentational/interpersonal speaking
- Google slides and Screencasts to present new information
- Peardeck for practicing new information
- Quizlet for unit vocabulary practice
- Gimkit for unit vocabulary practice
- Edpuzzle for interpretive activities

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- www.conjuguemos.com
- https://www.flevideo.com
- https://www.podcastfrancaisfacile.com
- https://www.1jour1actu.com
- www.languagesonline.org.uk
- www.savoirs.rfi.fr
- https://french.yabla.com
- https://bonpatron.com

Curricular Addendum

<table>
<thead>
<tr>
<th>Career-Ready Practices</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRP1</strong>: Act as a responsible and contributing citizen and employee.</td>
<td>Close Reading of works of art, music lyrics, videos, and advertisements</td>
</tr>
<tr>
<td><strong>CRP2</strong>: Apply appropriate academic and technical skills.</td>
<td>Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes</td>
</tr>
<tr>
<td><strong>CRP3</strong>: Attend to personal health and financial well-being.</td>
<td><strong>Technology Integration</strong></td>
</tr>
<tr>
<td><strong>CRP4</strong>: Communicate clearly and effectively and with reason.</td>
<td>Ongoing:</td>
</tr>
<tr>
<td><strong>CRP5</strong>: Consider the environmental, social and economic impacts of decisions.</td>
<td>- Listen to books on CDs, Playaways, videos, or podcasts if available.</td>
</tr>
<tr>
<td><strong>CRP6</strong>: Demonstrate creativity and innovation.</td>
<td>- Use document camera or overhead projector for shared reading of texts.</td>
</tr>
<tr>
<td><strong>CRP7</strong>: Employ valid and reliable research strategies.</td>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td><strong>CRP8</strong>: Utilize critical thinking to make sense of problems and persevere in solving them.</td>
<td>- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.</td>
</tr>
<tr>
<td><strong>CRP9</strong>: Model integrity, ethical leadership and effective management.</td>
<td>****</td>
</tr>
<tr>
<td><strong>CRP10</strong>: Plan education and career paths aligned to personal goals.</td>
<td>- Use available technology to create concept maps of unit learning.</td>
</tr>
<tr>
<td><strong>CRP11</strong>: Use technology to enhance productivity.</td>
<td>****</td>
</tr>
<tr>
<td><strong>CRP12</strong>: Work productively in teams while using cultural global competence.</td>
<td>****</td>
</tr>
</tbody>
</table>

(Revised July 2020)
**Instructional Strategies:**

**Supports for English Language Learners:**

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (models)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the internet (websites) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the home language</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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](https://wida.wisc.edu)

**Differentiation Strategies:**

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Interventions</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
<td>Modified tasks/expectations</td>
</tr>
<tr>
<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g., directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
</tr>
<tr>
<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)</td>
<td>Individualized assessment tools based on student need</td>
</tr>
<tr>
<td>Audio Books</td>
<td>Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping</td>
<td>Modified assessment grading</td>
</tr>
</tbody>
</table>

(Revised July 2020)