Curriculum
Summit Public Schools
Summit, New Jersey
Grade Level / Content Area
Grade 6 French
Length of Course: Full Year
2021
Novice French Curriculum
Course Description:

Unit 1: Welcome to the Francophone World

Big Ideas: *Course Objectives / Content Statement(s)*
To discover where French is spoken by continent and countries.
To know efficient strategies to learn a foreign language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* Where in the world is French spoken? How do we use maps to describe and locate French speaking countries? How do I use French to express classroom needs? Why learn another language? Why did I choose to learn French? What are the strategies used to learn a new language? What are “language patterns” and how can they help me learn and use a new language?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… 1. French is an official language of 33 countries. 2. French is spoken on several continents including Europe, Africa, The Americas (and Caribbean), and Oceania. 3. France is part of Europe. 4. Verbal strategies are key for a better understanding in the French class. 5. Spanish and French are both Romance Languages and share similar language patterns. 6. Knowledge of other languages including Spanish can be used as a bridge in the development and acquisition of French.

Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:	**Examples, Outcomes, Assessments** *(see note below about the content of this section)*
Novice Mid learners 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1: Present basic personal	**Instructional Focus:** In the target language students will be able to…. ● Recognize key sentences and use them regularly in French class for routines and all classroom transitions ● Locate the 7 continents on a map ● Identify continents where French is spoken ● Locate France in Europe ● Locate Paris and its regions ● Identify continents, countries and cities that speak French ● Using colors to highlight Francophone countries and some flags ● Count to 10 ● Identify important bodies of water **Sample Assessments:** ***Formative*** ● Locate and circle the countries of Europe (+ other continents) where French is the official language ● Color France on the map of Europe ● Write the name of the countries who share a border with France ● Color the flags of each European countries ● Write each country's name under each continent (Africa/The Caribbean/North America/Europe/Australia/Oceania ● Practice the spelling of the continents ***Summative*** ● Country research project ● Quizzes about colors and numbers, continents/geography

information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	**Instructional Strategies:** ***Interpretive:*** ● Google Classroom Projects about French tourism, French regions (Paris and La Bretagne) ● Flevideo.com + questionnaire about francophonie ● Following directions using colors to highlight map ● Listen and document facts about countries ***Interpersonal*** ● Practice and write a dialogue between two students from french speaking countries ● Practice the pronunciation and spelling of the francophone countries ● In pairs using maps "Comment ça s'appelle?" "Où est…?" ***Presentational*** ● Present 3-5 facts about Francophone countries (choose one francophone country and make a simple presentation) using simple language and sentence frames provided. ● Label continents and countries on a map ● Record basic country information as presented ***Interdisciplinary Connections*** Geography/Social Studies: Students will learn the language to identify and differentiate between continents, countries and cities in French. The focus will be on the geography of France, Europe and the French speaking world. Math: Using basic numbers do simple math in French (i.e. addition, subtraction, multiplication) ***Technology Integration*** Google Earth visits of French sites http://www.google.com/earth/

	Skype-Initial contact with France (contact with students' parents) Google Classroom - Share out maps, videos about France and highlight important regions (Paris) ***Culturally Responsive Teaching*** ● Survey how many students have been to France or speak French ● Involvement of parents in the French class: PowerPoint presentation using their personal experience. Conversation between the students and the parents about the culture (involving the geography and history of France). Communication around a questionnaire (basic information) written by the students ***Global Perspectives:*** Students will gain a better awareness of where in the world the French language is spoken. Videos about French regions, specifically Paris and its region will introduce students to the culture, language and world of France.

Unit 2: Getting Acquainted "Faisons connaissance"
Big Ideas: *Course Objectives / Content Statement(s)*
Language acquisition involves an integration of communication, culture and community. An initial development of language begins with the communication of self and how to engage in conversation with others in French. Exploring cultural greetings and simple dialogues sets the foundation for language acquisition.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* How do I introduce myself in French? How do French people relate to each other?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… 1. Full immersion is essential for language acquisition.

(TU/VOUS forms) When should a student use the polite form or the familiar form? How do French and American ideas of what constitutes “family” differ? How do French speakers discuss their family relationships, their ages and distinguish between “My” and “your”?	2. Greeting, naming and basic social interactions differ in vocabulary register (formal/informal) and social cues that are an important part of effective communication. 3. In French we use TU for all informal communication with our friends, peers or younger people, while, using VOUS or the formal register (polite) when addressing adults, authority or people you meet for the first time. 4. French families are close and value their relationships. French families meet regularly and spend a lot of time together. 5. The French idea of “family” is not limited to the nuclear family, but includes extended family members. 6. To share about myself I use Je m’appelle/j’ai…./je suis….and to about others I use il/elle s’appelle-il/elle a….-il/elle est...
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: ***Students will:*** ***Novice Mid learners*** 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* **Instructional Focus:** In the target language students will be able to…. ● Use words, lists and simple sentences to communicate personal information. ● Use a variety of greetings including “hello and goodbye” ● Introduce themselves and one another ● Spell their name (first name and last name). Choose a French name and spell it + make a name tag with it ● Use “je suis de…”Say where they are from

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	● Say their nationality “je suis...” ● Say where they live “j’habite…” ● Use the third person to introduce friends, family and relatives ● Describe their family members (age, name, provenance, nationality) ● Interpret and complete a form with all the basic personal information in French ● (First and last name, age, address, date of birth, school name and class, brothers and sisters, favorite sports, likes and dislikes) ● Count to 100 (BINGO activity) ● Use “j’ai….ans” to talk about their age and ask others’ ages ● Talk about their likes and dislikes using “j’aime.../je n’aime pas….” **Sample Assessments:** ***Formative:*** ● Do Now - Choral Song Practicing Language Structures and chunks - Karaoke ● Oral partner presentations -Introduce themselves and others ● Follow-up activities, including critical listening checks of peer presentations, ● authentic songs and films ● Quizzes ● Complete surveys about the name, age, birthday, nationality, family members information ***Summative:*** ● Favorite Music Group - Introduction of basic information ● Cumulative Unit Assessment - Test ● Family Tree ● Letter for the French pen pals using all the basic information **Instructional Strategies:** ***Interpretive:*** ● Listening activities including French songs (“Bonjour”, “Arc en ciel”, “Ma famille”, “1,2,3” + Numbers 0-100 by

	Alain Le Lait on Youtube, Songs by Alexandre, video clips and authentic films) ● http://www.flevideo.com: “La famille”, “Les presentations” ● Completing questionnaire/listening activities during peer presentations (Music group assignment/Family Tree) ***Interpersonal:*** ● Surveys (Birthdays, Dates, Family, Basic questions, Colors) ● Interviews (2 way interviews) - Get to know your classmates and Parent/Family Interviews ● Vocabulary Bee using Quizlet ● Group Games (Alphabet, #’s and lotto, GoFish -Le jeu des 7 familles) ***Presentation:*** ● Digital Family Tree Project ● Personal Profiles - inspired by Social Media (Facebook presentation) ● Favorite Music Group (includes the name, nationality, age, etc.) ● Creating a French Badge with the name and simple greetings ● Karaoke activity using French songs “Bonjour”, “Arc en ciel” Alain le Lait, “Lundi matin…” **Interdisciplinary Connections** Mathematics - addition, subtraction and solve problems using the numbers they learn in French. Art: Photography about family by Edgar Dega Social Studies - Exploring countries of family origin and heritage ***Technology Integration*** Duolingo Songs: Authentic YouTube video: 1-Alain le Lait: ‘Bonjour”, “Arc en Ciel”, “Les nombres de 0-100”, 2-Pierre Lozère: “Les mois de l'année”, “Les saisons”, “c’est la rentrée”

	3-Alexandre: “Salut tous mes amis”, “Comment ca va?”, “Les nombres” 4-John de Mado “Salut” 5-“Estce que tu as des frères?”, Quel age as tu?” **Projects on Googleclassroom** -Sondage: Les jours de la semaine, les mois, les saisons -La famille -Les pays et les nationalités -Le dialogue en francais (2) -L’emploi du temps -Karaoke: “Bonjour” Alain le Lait -Le tourisme français -Les regions francaises ·**Quizlet.com activities** -Learn -Flashcards -Write -Spell -Test -Match -Gravity **Global Perspectives** Compare/contrast video clips of authentic French cartoons, such as Petit Nicolas, Astérix et Obélix:,Tom-Tom et Nana, le Petit Prince, L’ane Trotro, Caillou, Babar, Tchoupi, Petit ours brun, Oui Oui, Peppa Pig, Tintin, Mimi la Souris to personal experience. Vocabulary lists on googledocs about the French cartoons. Enrichment of the basic vocabulary. Library research using authentic French magazines such as “Images Docs” “Youpi”, “J’aime Lire”, 1 Jour 1Actu etc. with cultural and linguistic comparison/contrast ***Culturally Responsive Teaching***

	Involvement of parents in the French class: PowerPoint presentation using their personal Experience and discuss family connections. Conversation between the students and the parents about the culture (involving the geography and history of France). Students ask basic information using a questionnaire.

Unit 3 Daily Life/School Life

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

Essential Questions	**Enduring Understandings**
How do native speakers discuss time when dealing with scheduled events, such as concerts, train schedule, appointments or dates? How do French natives speak about days, months, dates, weather and calendar topics using numbers from 0-100 and the metric system in French?	*What will students understand about the big ideas?* Students will understand that… 1. French native speakers use a 24-hour clock most of the time, or qualify the 12-hour clock with expressions indicating AM or PM. 2. In French the date is expressed by first identifying the day of the week, the date (#), then the month and the year. (i.e. lundi 25 mars 2018) 3. The French calendar begins with Monday. 4. In French, days of the week and months are not capitalized. 5. To tell the weather in French there are 3 different language structures used. They include:il fait……./il y

	a…./il+verbe
Areas of Focus: Proficiencies (Cumulative Progress Indicators) **Students will:** ***Novice Mid learners*** 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* **Instructional Focus:** ● Discuss weather, dates, months and seasons ● Identify their favorite color, days of the week, month and season ● Tell the time ● Describe their daily schedule - identifying academic subjects ● Identify the date, describe the weather and tell time everyday ● Share birthdays using the expression: Mon anniversaire est le….. ● Talk about the weather in different seasons, relating it to their own birthday months and special events. ● Write skits focusing on time ● Practice and write dialogues about the time and weather ● Using numbers to properly identify dates and express years **Sample Assessments:** ***Formative:*** ● Write the date, time and weather everyday ● Make a clock and practice the time (in groups, as a class or in pairs) ● Make a poster about your daily routine (morning/noon/afternoon/evening/night) including the description of each activity ● Number BINGO ● Karaoke - Colors ● Flevideo.com - Interpretive listening Q&A ● Exit tickets - (ex: write a sentence about the current weather and include the date, day of the week) ***Summative***

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	● Quizzes - Connect the clock with the appropriate time ● Skits - Students present dialogues using Planning a meeting with a friend around their school schedule ● Penpal letter - Introducing themselves to French peer and discuss differences in their daily school schedules ***Instructional Strategies:*** ***Interpretive:*** ● Explore the French calendar and authentic weather forecasts in the target language ● Compare and contrast the American school schedule and he French school schedule ● Reading a French schedule ● Telling the time ● Interpret a weather report ***Interpersonal*** ● Surveys about the birthdays ● Surveys about the weather ● Questionnaires about dates, numbers and holidays ● Skits - Dialogues around school schedules ***Presentation*** ● Daily Calendar presentations ● Weather anchor activity ● Completing a Calendar in French ● Completing an hourly schedule for School ***Interdisciplinary Connections*** Science: Learning about the weather and metric system Social Studies: Comparing culturally relevant holidays in French speaking countries to U.S. Holidays. ***Technology Integration*** **TV5 Monde** site about the weather using lexical knowledge to read

	authentic French documents. **Lepointdufle.com** site about time and weather vocabulary and grammar (interactive practice) **Classzone.com** about Discovering French Bleu to review and reinforce grammar and vocabulary content **FLEvideo.com** (videos level A1 about the weather + Youtube.com: Songs about the weather (Alain le Lait+Alexandre) **QUIZZIZ:**Revisions ***Global Perspectives*** Compare and Contrast French /American holidays and vacation school schedule Contrast/comparison of a French school schedule and an American school schedule ***Culturally Responsive Teaching:*** ● Survey the class for students to share their previous school experiences, highlighting differences and identifying students who may have attended school in a different country, city or state. ● PowerPoint Presentation by French students at LCJSMS about French school system and American school system

Unit 4 How do I describe/define myself? (Physical Descriptions - Body Parts - Clothes - Personal Traits)

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

Big Ideas:

French speakers use gender and number agreements when describing people and their possessions. Descriptors vary based on changing gender and number. Students will use their knowledge of seasonal language and descriptors to associate appropriate clothing. At the end

of this unit students will successfully be able to use adjectives accurately to describe themselves and identify others in a variety of ways including physical descriptions, personality traits, and daily wardrobe.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* How do French speakers use adjectives, plurals, and complex sentences to describe their age, physical appearance and personality traits? How do French students describe their clothes? How do gender and number play a role in writing and speaking descriptions in French?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… 1. In French the definite article has three forms dependent of gender and number. These forms are: :LE/LA/LES 2. When French students speak in the negative about things they do not have they use: NE +verbe+PAS 3. In French the indefinite article has three forms dependent of gender and number. These forms are:UN/UNE/DES 4. French students wear different outfit to go to school
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: ***Novice Mid learners*** 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people,	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* ***Instructional Focus:*** In the target language, students will be able to ….. ● Describe themselves and their family members, highlighting physical characteristics and personality traits ● Identify all the body parts ● Use French expression: J'ai mal a…..to describe symptoms related to body parts (i.e. headache, toothache) ● Identify clothes they wear to school ● Use additional adjectives (colors, size, appearance) to describe clothing ● Use Definite/Indefinite articles

places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and	● Conjugate the verb AVOIR and ÊTRE ● Use Negative article (pas de) ● Use singular/plural nouns Sample Assessments: ***Formative:*** ● Formal/Familiar Role Play (Guess Who? Write a new dialogue in character and share with the class.) ● Listening activities (Discovering French Bleu - CD program) ● Multiple choice Classzone quizzes ● True/False based on readings and listening activities: TV5 Monde/http://*apprendre.tv5monde.com* ● Workbook "Discovering French Bleu" activities related to grammatical concepts ● Station Activity for Review of concepts and vocabulary ● **TPR** with verbs ● **Pictionary** using verb vocabulary ● Game: Simon says with the body parts ● Dice game about the body ● Quizlet: Flashcards with all the body parts ● Karaoke: "Alouette" Alain le lait ● Karaoke: "Jean petit qui danse" ● Practice of the song: "Tête épaule genou et pied" ● Drawing activity: draw the monster described in the paragraph (use of body parts, numbers and colors). Create your own monster and write a paragraph about it. Competition of the best described monster in class ● Skits about the body using the vocabulary list (Example: dialogue at the doctor's office, dialogue between 2 different body parts…) ***Summative:*** ● Group posters to write about descriptions (people and places) ● Written description of a person of their choice (friend, family for example) which will include at least 5 physical traits, 3 personality traits, his/her

short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	nationality and age ● Write a letter describing themselves ● Using a picture prompt and write a brief paragraph which describe their outfit ● Read a descriptive text and answer comprehension questions ● Tests and quizzes ● Make a self portrait using all the adjectives to describe your physical appearance and personality ● Poster about the body parts. Write all the vocabulary and checkout the spelling ● Questionnaire about the movie: “Le Bossu de Notre Dame”. Description of all the characters in the movie ***Instructional Strategies:*** ***Interpretive:*** ● “Meilleurs Copains” project comparing the student and his/her best friend. ● Video samples from French sites using various descriptors. Students must find information and interpret the ads. Use of Pinterest:*http://www.pinterest.com/katelijnel/fle-la-description-physique/* ● Read a description about someone famous, class must guess who it is ● Draw the monster: read the paragraph then draw the monster described. Be very precise. ***Interpersonal:*** ● Students develop a survey and then interview one another in pairs or trios about clothes and preferences, reporting back to class on their data. ● Write a description of a classmate, students have to “guess who”. ● Pictionary games using current vocabulary ● Use an authentic French Canadian

	song, “Alouette”, to introduce basic body parts: ● Mime game with the adjectives: https://pbs.twimg.com/media/BeF6-2QIgAE7kQo.jpg:large https://i.pinimg.com/originals/36/b5/9d/36b59d1e0d023a98e96ecea123e0dc87.jpg ***Presentational:*** ● Students present comparison/contrast of themselves and their best friend via paper or digital format using a wealth of vocabulary ● Students engage in a virtual shopping trip and share with classmates. ● Students will present a poster using catalogs. They will select 3 models and write their complete profile integrating all the adjectives (physical and personality) ● “Le Copain de Mireille” - create the “ideal” friend/companion/peer. (Think Travel Partner) Include descriptions, captions, pictures, to detail what this person is like, his/her personality, what he/she does well, etc. (iPad- can use Flowboard, Google App, or Skitch) ● Bring in a color, full-body picture of somebody. Use body parts vocabulary and adjectives to write one paragraph describing the person in French. Present it to the classroom. ● Self Portrait using the adjectives of description ● Google Classroom: Practice and present a dialogue “At the doctor’s” ***Interdisciplinary Connections*** English: Learning grammar terms and applying rules for definite and indefinite articles. Writing a descriptive paragraph. ***Technology Integration*** **TV5 Monde** site using lexical knowledge to read authentic French documents. *http://www.tv5mondeplus.com*

	Classzone.com about Discovering French Bleu to review and reinforce grammar and vocabulary content *http://www.classzone.com/french.cfm* **FLEvideo.com + Youtube.com** test speaking and listening skills on a variety of topics **Pinterest:** la description physique *http://www.pinterest.com/pin/454652524853701287/* **Youtube**: “Tête épaule genou et pied” “Jean Petit qui danse”, “Alouette”, “”Les parties du corps” Alain le Lait/ Caillou chez le docteur **Chromebook Apps** ● Flashcards+ ● Google Drive ● Pinterest ● Paper **Global Perspectives** Comparative proverbs using some animal expressions. ie “Charlotte est bavarde comme une pie”(Charlotte is as talkative as a chick) We would say something different in English and have other expressions: “ She eats like a horse”. Compare and contrast cost of Fashion and trends in France vs. America. ***Culturally Responsive Teaching*** Have students share their favorite clothes and outfits for school to compare with a typical French middle school student. Discuss and explore how students' personal choice of clothes represents their personality traits.

Unit 5 Food - Meals

Big Ideas:

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

with American concepts of efficiency, mass production and convenience when it comes to food.

Essential Questions What is French restaurant dialogue and protocol? How does one read a French menu? What are French food specialties, French food groups, and what makes up a healthy diet? What are the differences between mealtimes, eating habits and family structure in France and the US?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… 1. French meal times are quite rigid, with a small breakfast, large sit-down lunch, light snack and late dinner. 2. French restaurant dialogue and protocol is much more formalized than its American counterpart. 3. Eating healthy is a very important part of the French culture.
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: ***Novice Mid learners*** 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* **Instructional Focus:** In the target language, students will be able to.. ● Order snacks and beverages in a cafe or restaurant ● Decide which French foods are part of a healthy diet ● Ask about prices and pay for food and drink ● Use French money ● Understand the elements of a healthy diet using the food pyramid ● Cook French food (French food day) ● Discover the format of a French recipe ● Use of the expressions: “Je mange/je bois” ***Sample Assessments:*** ***Formative:*** ● Dialogue practice “Au Café” with partners ● Survey of favorite foods/daily food log

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	● Karaoke activity using a French song of Alain le Lait " J'ai faim, j'ai soif" ● Analyze and write out French Recipes for Holiday Food Day, explaining their recipes and ingredients on the day of the food event. (December) ● Make a video describing all the steps of the French recipe using screencastify ● Write a healthy menu for LCJSMS cafeteria ● Design a French menu for a restaurant ● Flevideo.com: watch videos about food and answer a questionnaire ● Draw a map of France and add all the regions. Research one typical meal for each region. ● ***Summative:*** ● Written Tests on Food ● Products and Regions of France (students select a region and present 3 products specific to the region) ● Food Pyramid Project - Cultural comparison Myplate vs. La Pyramide Alimentaire ● Google Slide Presentation about French gastronomy (choose one region) ***<u>Instructional Strategies:</u>*** **Interpretive:** ● Reading a French recipe ● Reading a French menu ● Watching short video clips on cooking preparations. **Interpersonal:** ● Food and holiday surveys, interviews and think/pair/share; ● Cafe and restaurant skits and dialogue practice ● Two-way interviews on food habits and personal preferences. **Presentational:**

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	● French Food Day presentations of Recipes and Food History ● Simulation of live market scenes ● Small group presentations using created menus, restaurant names and simulated scenarios ● Shopping list for an event. Students go online to purchase foods from French grocers ● Art and French main artists presentation - Arcimboldo style still life ● Complete a scavenger hunt by locating 5 French products that will be presented in a Gallery Walk **Interdisciplinary Connections** Art - Arcimboldo Portrait - students draw a portrait of a person with fruits and vegetables (art connections - related to seasons - can use Paper drawing App) Math: Tallying a restaurant check Social studies-cultural and eating habits around the world **Technology Integration** **TV5 Monde** site using lexical knowledge to read authentic French documents. **Lepointdufle.com** site about the food vocabulary and grammar interactive practice. **Classzone.com** about Discovering French Bleu to review and reinforce grammar and vocabulary content **FLEvideo.com + Youtube.com** test speaking and listening skills on a variety of topics. **Yabla.com** video clips demonstrate various cultural topics by native Speakers. **ReelFrench.com**: le petit dejeuner et La cuisine Française **Youtube/Foufou channel**: “Foufou fait un quatre quart”, “Les fruits et les légumes”... **Youtube/Peppa Pig** au supermarche **Youtube/Petit Ours Brun** a une faim de loup **Youtube:** “Les sandwichs” /”Je suis une

	pizza" Charlotte Diamond, "Au petit déjeuner", "J'aime les fruits", "L'ABC des fruits" Alain le Lait, **Quizlet.com activities** -Learn -Flashcards -Write -Spell -Test -Match -Gravity **Quizziz:** revisions **Global Perspectives** French Food Day at school highlighting French holiday foods Fast food industry vs. traditional meal program Food from French speaking provinces and countries around the world. Compare/contrast food and meal habits **Culturally Responsive Teaching** Have students share about the following topics: where they eat, how they spend their free time, and their experience(s) with French cuisine

Unit 6 Summer Activities
What Are We Doing? "Qu'est-ce qu'on fait?"

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

Discussing daily activity preferences in France includes many common activities and

preferences as sports, games and musical instruments.

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

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?* How does culture affect activity and sports preferences in the US and France? How do students politely extend, accept or refuse an invitation with other students ? What are the most frequent activities that French speakers engage in?	**Enduring Understandings** *What will students understand about the big ideas?* Students will understand that… 1. Team sports, while more popular in the US, are not as popular in France as individual sports, like Cycling and Tennis. 2. French students are very active and engage in a wide variety of activities at home, at school and on the weekends. 3. To inquire what activities their peers are doing they use the question "Est-ce que + verbe d'action"
Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will: ***Novice Mid learners*** 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* ***Instructional Focus:*** In the target language, students will be able to.. ● Describe their daily activities ● Discuss leisure activities and favorite pastimes ● Say what they like and do not like using "J'aime/Je n'aime pas" ● Ask and answer questions about where others are and what they are doing ● Invite friends to do things using the expressions with the verb FAIRE ● Politely accept the invitation or turn down an invitation

oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.	***Sample Assessments:*** **Formative:** ● Simulated phone conversations: Use invitation, modeled on video segment ● Review Station Activity - Students do reinforcement activities in a station learning center format. ● TPR - Sports and hobbies/activities (verbs) ***Summative:*** ● PowerPoint presentation about their favorite sports team ● Illustrated projects: "Mes Préférences" ● "Qu'est ce que tu aimes faire?" Poster project ● Students record and illustrate their likes and dislikes on paper or digital format ● Gallery walks - Students in cooperative groupings answer questions about illustrated scenarios placed strategically around the room, all relating to above curricular ideas. ● Chapter Test ● Pictionary using flashcards ***Instructional Strategies:*** **Interpretive:** ● Comparison Activity: Students will compare and contrast the viewing habits, and school expectations (reading/writing) ● Interpretation of the sports, television shows, and student activities via authentic listening activities. **Interpersonal:** ● Class surveys regarding activity preferences with class discussions as to student habits. ● Pair Simulations involving student invitations, acceptances and polite

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	refusals. ● Students comment constructively via gallery walk activities. **Presentational:** ● Students will present their activity preferences to classmates. ● Students will present an interview with a "celebrity" personality requesting and giving information. ● Students will present what their classmates do on different days of the week ● Use Pinterest to describe your favorite sports team (included: nationality, name, age, favorite player and championship games) **Interdisciplinary Connections:** English: Learning grammar terms and recognizing cognates Health/PE: Discuss cultural trends in French activities and sports. Discuss Health benefits of having daily recess at school versus extra curricular athletics **Technology Integration:** **TV5 Monde** site about the activities **Lepointdufle.com** site about vocabulary and grammar interactive practice. **Flevideo.com:** Videos about the sport and activities of French people **Classzone.com** about Discovering French Bleu to review and reinforce grammar and vocabulary content ***Global Perspectives:*** Comparing the school schedule in France and the U.S with respect to recess and sports French students prefer individual sports like cycling, swimming and tennis. American students prefer team sports such as basketball, hockey and baseball. **Culturally Responsive Teaching:**

	Survey the sports/clubs/activity habits of current students. Have students maintain a log of student television, internet and media consumption habits. Compare with typical French middle school student usage. Survey student internet/digital habits and student schedules.

NOTE re: Examples, Outcomes and Assessments
The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

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

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy