Summit Public Schools
Summit, New Jersey
Grade Level:__9, 10, 11 & 12_____/ Content Area: __World Language_____

Conversational French 1

Overview: This is an introductory course to French for students with no past experience in the study of a second language who seek to learn basic language concepts and explore those themes which satisfy New Jersey State graduation requirements as well as those necessary for entry into a 4 year college or university. This course aims to help students acquire communication skills about conversational, cultural and practical themes at the novice-mid level in both oral and written French through the interpersonal, interpretive and presentational modes.

Unit 1: Bonjour, je m'appelle…

Big Ideas:Introductions, greetings and basic conversational interactions in French

- Students will be exposed to different types of introductions, greetings and "getting to know you" information and goodbyes in French. They will understand that body language is an important aspect of an introduction. Finally, they will learn that French has two pronouns for the singular "you" and their usage depends on formality.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What provocative questions will foster inquiry, understanding, and transfer of learning? 1. How do I greet someone in French? 2. How do I say goodbye in French? 3. How do I identify myself and others in French? 4. How do I express courtesy in French? 5. How do I know when to be formal versus informal in French? 6. How do people express their emotions?	*What will students understand about the big ideas?* Students will understand that… 1. Body gestures are important during introductions and vary by gender of people being introduced. 2. When addressing adults, strangers or people with authority you must use formal expressions and conjugations for the subject pronoun "vous". 3. The verb "être" is used to express emotions. 4. Adjectives for emotions must agree in gender and number with the people they describe
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral text and culturally authentic materials on familiar topics. 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.	**Instructional Focus:** Students will have the ability to: 1. Introduce themselves 2. Introduce a friend 3. Say their name and age 4. Ask someone How are you doing? 5. State how they are doing 6. Say where they live 7. Say the country they are from 8. Identify when to be formal versus informal (tu versus vous) 9. Identify subject pronouns 10. Identify emotions 11. Conjugate the verb être in the je, tu, il and elle forms. 12. Identify and demonstrate comprehension of the unit´s target vocabulary (See Conversational French 1 Addendum for vocabulary list)

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Instructional strategies:

Interpretative

1. Watch and listen as people introduce themselves and complete their own introductions with the information provided.
2. Bingo board game with introductions and greetings
3. Gimkit with key terms
4. Live worksheets game with greetings and ça va

Interpersonal

1. Introduce yourself to a classmate. Say your name and ask the person how she or he is doing. Ask him/her where he/she is from.
2. Information Gap-Read your parts of the dialogue to each other so you can both complete the missing parts of the dialogue.
3. Identify how body language varies from country to country during introductions (kisses, hugs & common French gestures,) sounds and stereotypes
4. Role Play: Two students are getting acquainted on their first day of school. In pairs, continue their conversation by choosing the correct sentence.

Presentational

1. Create a partner dialogue where students introduce each other and a friend. They should ask how you are doing and state their names, age, nationality, and where they currently live.
2. Create a poster using pictures of emojis showing different emotions. Under each person use a personal pronoun, the according conjugation of être and an adjective for the emotion pictured.
3. Use a graphic organizer of different people providing name, age, birthday & location and introduce several of them. Record using GoFormative or Twistedwave.com

CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Identify commonalities and disparities between the English and French languages

Technology Integration

- Internet research, islcollective.com, google suite, GoFormative, Gimkit, Quizlet live

Media Literacy Integration

- Use videos and find social media influencer that provide authentic introduction to French

Global Perspectives

- Learning about the prevalence of French language in all corners of the world, its status as the fastest growing language in the 21st century and its use and application outside of France proper.
- Students will share how they typically greet family and friends and compare those greetings to how French speaking people greet family and friends

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Assessments

Formative Assessments:

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Directed skit: In groups of three act out a scene where one person introduces two people to each other. Greet, introduce and say goodbye.
- Writing tasks: Write a short email introducing yourself for the first time to a penpal. Ask questions at the closing of your letter.
- Live Worksheets to review conversational elements like greetings, asking about age,
- GoFormative responses to interview style questions. Provide logical responses to the greetings, questions and leave-takings.
- GoFormative for a cultural comparison formal presentation. Compare and contrast introductions in the US to introductions in French speaking countries.

Summative Assessments:

1. Project-Based learning: (PBL)
You and your classmates want to learn more about French speakers in your community. You are going to investigate where your class could go to experience French-speaking culture, then identify a location or event for a class visit. With a partner, role-play interviewing a representative of each (restaurant, business, or event) and present an oral proposal to the class about why visiting this location will help everyone learn more about the influence of French speakers in your community.

2. Integrated Performance Assessment: (IPA) Watch various videos of people greeting and introducing themselves and a friend. Use the introductory conversation scaffold to help support comprehension. Then, discuss the details of the video with a classmate. Finally complete a graphic organizer with details from the video and create and perform your own dialogue with at least 5 elements from the scaffold included.

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies, previews, anticipatory guides, and semantic mapping	Modified assessment grading and use of student-authored notes

Unit 2: À l'École

Big Ideas: School life, interactions and setting

- Students will describe their academic life and compare it to the life of students in francophone countries. They will also learn to tell time in French.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
	Students will understand that…

1. How do I describe my school life in French? 2. How do I identify days of the week in French? 3. How do I tell time in French? 4. How does the school day in the US compare to France or les pays francophone? 5. How do students get to and from school in the US and French speaking countries? 6. How do I ask questions in French? 7. How do I tell time or at what time an event takes place?	1. In France, some students go home to have lunch with their families. 2. There are no sports associated with schools in francophone countries. 3. Traveling to and from school can be challenging in remote areas of a French-speaking country. 4. To form a question in French without a question word, you must first use the verb and then the subject. 5. When telling time, military time is used to differentiate between A.M. and P.M. For example, TV guides and transportation schedules use military time.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 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. 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	**Instructional Focus:** In French students will be able to: 1. Identify basic classroom commands (Read, write, work in pairs, speak, listen, raise your hand) 2. Identify school supplies and objects in a classroom 3. Identify key places in the school 4. Use the verb *avoir* to say which classes they attend 5. Identify academic subjects 6. Identify days of the week 7. Say at what time a class takes place 8. Tell the date and time 9. Use the words yesterday, today and tomorrow 10. Use the words before and after 11. Identify numbers 1-60 12. Identify and demonstrate comprehension of the unit´s target vocabulary (See Conversational French 1 Addendum for vocabulary list) use the digital workbook to assist in language acquisition **Instructional Strategies:** Interpretative 1. Pick up the correct supplies as they are mentioned 2. Flyswatter game to identify supplies or classes 3. Give the day, the date and the season. 4. Watch video about how kids in France spend their school days A Day In The Life at FRENCH PUBLIC SCH… 4.What is CEGEP in Quebec?¨ C'EST QUOI, LE CÉGEP? - Intermediate Quebec Fre… Quebec's CEGEPs Interpersonal 1. Ask students for different supplies

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.

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.

Career-Ready Practices

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CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

2. Information gap: Get help from a classmate to complete the school schedule.
3. Role Play A science professor runs into some very confused students from his class. Work in groups of three and choose the correct sentence for each item. Then, add a few lines to the dialogue and act it out for the class.
4. Information gap. In pairs, ask and answer questions to find out at what time specific shows start on tv using the French TV Guide for TV5Monde.

Presentational

1. Fill out your class schedule in French
2. Create a video examining the daily school life of American students to present to students in francophone countries

Differentiation	Assessments
Interdisciplinary Connections ● Science and math for telling time and time zones **Technology Integration**	**Summative** 1. PBL Student pairs will explore universities in France and/or

- Digital workbook
- GoFormative to leave recording of formal presentation

Media Literacy Integration

- Youtube videos, TV5monde authentic artifacts

Global Perspectives

- Comparing school life in the US to French speaking countries.
- Comparing traveling to and from school in the US to French speaking countries

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure	Differentiated materials
Permit response provided via computer or	Increase opportunities to engage in active	Individualized assessment tools based on student

Quebec in order to decide where you might want to spend a semester abroad when you get to college. You are going to interview students at three different universities. (Simulated interviews: With a partner, simulate the interview with the representative; take turns asking and answering each other's questions.) Then, you and a partner will create a comparison chart that illustrates some of the characteristics of student life at each school.

2. IPA

First, students will look at a sample schedule and a sample list of school supplies from France. Students will have a matching schedule and list in English. They will have to check the items that are incorrect on their list and make corrections. Then, students will pair up and talk about the differences in France and the US. Together they can complete a Venn diagram. Finally, each student will give a formal presentation on GoFormative about the similarities and differences in schedules and supply lists in the US versus France.

Formative

- Contextual vocabulary and grammatical quizzes

Quizzes should include a variety of forms and visuals (multiple choice, illustrations)

- Writing tasks:
    - Complete your class schedule in French.
    - Write a shopping list of supplies needed for the school year.
- GoFormative responses to interview style questions about the school life of each student. CEGEP - individual perspectives
- GoFormative: Cultural comparison via formal presentation: Compare and contrast a school schedule and supply list from France to the US.

electronic device	academic responding	need
Closed captioning	Utilize pre-reading strategies, previews, anticipatory guides, and semantic mapping	Modified assessment grading and use of student-authored notes

Unit 3: La Famille

Big Ideas: Family connections and relationships

- Students will describe their family, and identify relationships, professions and occupations.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How can I identify my family members in French? 2. How do I describe physical characteristics of people in French? 3. How do I identify occupations and professions in French? 4. How are responsibilities determined in a family? 5. How does culture influence the concept of a family?	Students will understand that… 1. The verb "être" is used to identify people, occupations and descriptions. 2. Adjectives in French have feminine and masculine forms. 3. It is common for teens to eat dinner at home every night and to eat supper with extended family on Sundays. 4. The concept of what makes a family can be culturally defined. 5. Familial responsibilities can vary depending on culture
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 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	**Instructional Focus:** In French students will be able to 1. Identify family relationships 2. Describe physical characteristics 3. Use possessive adjectives 4. Identify some occupations and professions 5. Use the verb "être" to identify family relationships, make descriptions and with occupations and professions 6. Identify and demonstrate comprehension of the unit's target vocabulary (See Conversational French 1 Addendum for vocabulary list) **Instructional Strategies:**

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.

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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.

Interpretative:

1. Learn the names and pronunciations of family members in French
   Family Words in French Part 1 (basic French vo…
2. Identify and describe members of a French family and how members are related
3. Read short family descriptions and respond comprehension questions or draw images based on family descriptions
4. Identify family members in the Simpsons.
5. Watch the interactive video to make connections between family members.

Interpersonal:

1. Information gap activity. Unscramble the family member from the family tree with a partner.
2. Interview a classmate about his family.
3. Ask your classmates questions to complete his or her family tree.
4. Information Gap: Ask and respond to questions to complete the missing information about the people being described.
5. Survey: Watch
   French Lesson 38 - FAMILY MEMBERS in Fr…
   Walk around the room and ask classmates to help you classify these nouns. Provide both the indefinite and definite articles and note the name of the classmate who helped you. Go over the results as a class.

Presentational:

1. Create a multimedia presentation identifying and describing your family members or a famous family.

2. Walk around the room and ask your classmates questions about their family members using listed topics. Report the results of your survey to the class using a graph.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively to teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Health and physical education: Students will identify the benefits of playing sports and having pastimes.
- Zoning and city planning: compare layouts of American cities to francophone cities.

Technology Integration

- Digital workbook
- GoFormative to leave recording of formal presentation

Media Literacy Integration

- GoFormative to record voice descriptions, Videos, podcastfrancaisfacile.com

Global Perspectives

- Comparing school life in the US to French speaking countries.

Technology Integration:

- Video creation describing pastimes using youtube.com

Global Perspectives:

- Comparing and contrasting pastimes and city layouts in American cities to francophone cities.
- Analyzing how cultural values influence city layouts.

Culturally Responsive Teaching

- Students will identify their interests and hobbies.
- Students will identify their favorite place in town.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Summative

1. PBL

You and a classmate are spending Spring vacation in a French-speaking country, and the coordinator of the trip needs to place you with host families. You are going to read about six different people. Decide which person is the best host for your classmate. Then, present your recommendation to the class, describing your classmate and explaining your choice of host.

2. IPA Theme: Family Relationships

- Students listen to a youngster from the target language describe his family and draw a family tree of his family. https://www.youtube.com/watch?v=TqyUsAy0RGc Apprendre l'arbre généalogique en français | Le…
- Use the Make My Family Tree website to make cards with names of members of a famous francophone family, such as the Celine Dion family. Each student receives a card. Students find their other family members by asking and answering questions and grouping themselves according to family by grandparents, parents and children.
- Students present a family tree that represents either their own family or a celebrity family (family members can be celebrities, superheroes, etc.), using an online platform.

Formative

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Role Play: Read the description of each personality. Enact the role of any of the characters and walk around the room greeting your classmates in French. They must guess which character you chose, and you must find out which one they chose. Write down on the chart provided which characters your classmates are playing.

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer	Increase opportunities to engage in active academic responding	Individualized assessment tools based on need
Audio Books	Utilize pre-reading strategies, previews, anticipatory guides, and semantic mapping	Modified grading and/or use of student-authored notes

- Students describe a photo of family members to a small group and answer questions from the group.
- Using Gimkit and Quizlet live to confidently onboard integral vocabulary
- Writing tasks: Write a short email to a new pen pal describing your family members.
- Nearpod - responses to interview style questions, videos and interactive slides about Une famille de la nouvelle-France. Provide logical responses to questions regarding your family

Unit 4: Les Passe Temps et Les Loisirs

Big Ideas: Hobbies and pastimes in the US and French-speaking countries

- Students will describe how they like to spend their free time. They will compare how American youth spend their free time versus youth in francophone countries. They will also look at popular sports in the US and francophone countries.

Essential Questions	Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. How is leisure time defined in the target culture? 2. How do family and friends influence leisure activities? 3. Would I be able to participate in the same pastimes and sports if I traveled to a French speaking country? 4. How can I identify different places in a city? 5. What is the cultural role of the "plaza" in francophone countries?	1. Extracurricular activities are frequently not a part of school life outside of the U.S. 2. Some free time activities are culturally defined 3. The verb "adorer" is more similar to "to love" than to "to like" and we use "aime bien" or "aime mieux" to say what we really like or prefer. 4. Cafés and *les places (*town squares) were historically the centers of towns and culturally they remain a place to socialize ("to see and be seen"), to celebrate and to engage intellectually.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 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.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.	**Instructional Focus:** In French students will be able to 1. Express likes and dislikes 2. Ask about likes and dislikes 3. Conjugate "aimer" 4. Identify sports and pastimes 5. Identify places in a city 6. Use "beaucoup", "un peu", use variations of opinions like "aime bien" "adorer" "n'aime pas" and "détester" to show a variety of opinions and gradations of opinion. 7. Identify and demonstrate comprehension of the unit's target vocabulary (See Conversational French 1 Addendum for vocabulary list) **Instructional Strategies:** Interpretative: 1. Read/hear short descriptions of youth describing their pastimes and draw the activities they mention. 2. Bingo game with activities. Interpersonal: 1. Walk around the room and ask your classmates if they are going to do any of the activities on the worksheet for today. Find one person who answers Sí and one who answers No for each item and enter their names on the worksheet. Be prepared to report your findings to the class. 2. BINGO: Walk around the room and talk to your classmates until you find someone who does each of these activities. 3. Interview a favorite celebrity about their likes or dislikes and pastimes and imagine their responses. Presentational: 1. Create a poster, interactive google slides or video with

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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
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CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

the activities you like to do during your free time and the ones you would like to learn and present to the class.
2. Reimagine the city layout of Summit to imitate a traditional French town with a center square. Label all places in French

Differentiation	Assessments
Interdisciplinary Connections: ● Health and physical education: Students will identify the benefits of playing sports and having pastimes. ● Zoning and city planning: compare layouts of American cities to francophone cities.	**Summative** 1. PBL Your school is having a student fundraiser: either a concert, a soccer game or an art exhibition. You need to decide what attributes are important in the activity you choose based on the interests of your classmates. You are going to listen to two or three people describe themselves. Then, you and a partner will

Technology Integration:

- Video creation describing pastimes, Google slides, Nearpod

Global Perspectives:

- Comparing and contrasting pastimes and city layouts in American cities to francophone cities.
- Analyzing how cultural values influence city layouts.

Culturally Responsive Teaching

- Students will identify their interests and hobbies.
- Students will identify their favorite place in town.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow verbal responses	Multi-sensory techniques	Modified tasks/expectations

talk about the characteristics that would make each fundraiser a better choice. Finally, you will describe the choice you made. " Pierre adore la musique, Julie aime le ballet, Nicolas aime le rap et le R&B, alors, un bal!"

2. IPA

Your school is organizing a two week exchange program with a high school in les pays francophone. Since you will be spending a lot of time with the students at the exchange school, you want to know more about how you might spend your free time together.

Formative

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Directed skit: Scénario - In pairs, expand the dialogue by choosing a sentence for each item. Then, act out the dialogue in front of the class with your partner, changing the sports and hobbies to match your own interests if you'd like.
- Writing tasks: Write a short email to a pen pal identifying your pastimes and favorite places in your city.
- GoFormative responses to interview style questions. Provide logical responses to questions about your hobbies and places in Summit.
- GoFormative for a cultural comparison formal presentation where you compare and contrast the interest and hobbies of French speakers to those of American students.
- Use Nearpod to better understand Café culture and how to order at a café and bakery

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer	Increase opportunities to engage in active academic responding	Individualized assessment tools based on need
Audio books	Utilize pre-reading strategies, previews, anticipatory guides, and semantic mapping	Modified grading and/or use of student-authored notes

Unit 5: Les Vacances

Big Ideas: Travel and vacationing

- Students will describe how they like or would like to spend their vacation. They will identify different places to visit and activities to do while there.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Where are French speaking countries located on a map? 2. How can I describe the weather in French? 3. How can I plan a vacation in a French speaking country? 4. What basic expressions do I need to know to get around at the airport or at a hotel? 5. How can I tell when to use "être" versus "avoir" and its basic idioms? 6. Conjugate the irregular verbs "pouvoir" (can/to be able to) and "devoir" (must/have to).	Students will understand that… 1. The verb "être"is used with adjectives and emotions. 2. The verb "avoir" means "to have" but is also used with several idioms; for example, to give our age, say we are hungry or thirsty, so say we feel like doing something or to say we're in the process of doing something. 3. The present tense is used to describe what is happening right now. Students will conjugate ER verbs in the present to say what activities are done on 4. Ecological or "green" tourism and adventure tourism are becoming popular in French speaking countries. 5. Seasons and weather often dictate what activities can or could be done. Students will connect weather and seasons to vacation activities 6. The verbs pouvoir and devoir are used to talk about what we can or what we must do. These will be used to tie activities to weather. *Il fait beau, je peux nager. Il fait mauvais, je dois rester dedans.*
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

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.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

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.2: Ask and respond to questions on practiced topics and on information from other subjects.

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.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.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.5: When speaking and writing, use simple

Instructional Focus:

In French students will be able to

1. Identify vocabulary related to travel and vacation
2. Identify places to visit
3. Identify months of the year
4. Identify and describe seasons and weather
5. Use ordinal numbers 1st-10th
6. Conjugate être and avoir in the present tense.
7. Use "pouvoir" and "devoir" to say what can and/or must be done with respect to season/weather conditions.
8. Identify and demonstrate comprehension of the unit's target vocabulary (See Conversational French 1 Addendum for vocabulary list)

Instructional Strategies:

Interpretative:

1. View travel vocabulary: match photos to description.
2. Watch tourism videos then tell a classmate which place you would like to visit and why.
   - Mont-Saint-Michel | The French Village That S…
   - Discover GIVERNY France: Inside Claude Mo…
   - Èze village France Travel Guide
3. Learn appropriate weather vocabulary.
4. Read Auvergne tourism pamphlet and identify the types of key places and activities to do there.
5. Listen to audio and read weather report and then complete a chart with illustrations based on the report.
6. Onboard postcard vocabulary and organizational elements.
7. Read and interpret a postcard to understand structure and content.

Interpersonal:

1. Interview a classmate about the types of activities they like to do, then recommend a place to visit from a list provided by the teacher.
2. Act out the role of a hotel concierge and a customer making a basic hotel reservation.
3. Have "small talk" with a classmate about the weather.

Presentational:

1. Write a postcard to a friend about a vacation in a French speaking country.
2. Create a promotional tourism video to a French speaking region.
3. Create a weekend weather report on GoFormative.
4. Write a brief website description for 3 hotels in Auvergne or St. Malo (where, hours open, room rates, amenities etc.)
5. Plan vacation flights, costs, dates, times etc.

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

NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections: **Geography:** ● Location of francophone countries. **Science:** ● Seasons and weather **Mathematics:** ● Uses of ordinal numbers to give timelines. **Technology Integration** ● GoFormative to create a weather report. ● Google Earth and google maps to explore French speaking cities. **Global Perspectives** ● A look at how ecological tourism impacts regional economies and helps with nature preservation	**Summative** 1. PBL Six students from your French class will be chosen to spend a week in Nice on the French Riviera at the Hotel Nice Beau Rivage. Students will be chosen in pairs based on their presentation to the selection committee. 2. IPA You and a friend are planning a trip to la Polynésie Française. You find this website about places to visit whilst there. Which 3 places would you go to and why? We will do a class survey of the top 3 destinations overall. Interpretative

Culturally Responsive Teaching

- Students will be asked to share places they have visited in the past and students can also share places they would like to visit in the future.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
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Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer	Increase opportunities to engage in active	Individualized assessment tools based on need

http://enviajes.cl/chile/lugares-turisticos-de-chile/
Respond to questions about the purpose of the website and identify key vocabulary words

Interpersonal
In pairs, discuss likes and dislikes, deciding which two places to visit in la Polynésie Française.

Presentational
Of the 10 places in the selection, identify two places where you would go, what you would do there, and what month or season you would like to travel.

Formative

- Contextual vocabulary and grammatical quizzes Quizzes should include a variety of forms and visuals (multiple choice, illustrations)
- Group Activity: Les Vacances d'Aventure: In groups of three, research and plan a five-day vacation. Write down a few notes that describe each day and then, as a group, explain your plans to the class and try to convince them to join you. At the end, the class will vote on the most exciting, interesting, and creative plan.

Par exemple: Les vacances au Québec. Jour 1: visite les Plaines d'Abraham. Jour 2: Visite le Château Frontenac. Jour 3: Faire une exploration du Vieux Quebec. Jour 4: traverser (cross) la rivière Ste Laurence. Jour 5: apprendre l'histoire des membres d'une première nation, les Wendat de la tribe Huron.

- Writing tasks: Write a postcard from your ideal vacation place describing the activities you are doing, if you'll return, what the weather is like and where you're staying.
- GoFormative responses to interview style questions about vacation and travel interests.
- GoFormative for a cultural comparison. Students will explore online a city in a French-speaking country. They should use google Earth and google maps to get a sense of the city layout. Then, they will compare that city with the city of Summit.

	academic responding	
	Utilize pre-reading strategies, previews, anticipatory guides, and semantic mapping	Modified grading and/or use of student-authored notes

Recommended Texts to Support Unit:

- Bien Dit Rouge: Level 1 - Holt McDougal
- Discovering French Nouveau Bleu 1A - Valette and Valette