Revised 7/1/2024

Summit Public Schools
Summit, New Jersey
Grade Level: High School / Content Area: French
Length of Course: one full year

Curriculum

Course Description:

This is the continuation of Conversational French 1. This course is designed to promote confidence in communicative survival skills and to enable students to feel comfortable engaging in a basic day-to-day conversation with each other and native speakers. Students will be able to virtually travel to French-speaking countries and learn to navigate through them by reading age and level appropriate articles, ads, menus. Through the use of videos and movies, students will learn the cultural differences that separate their culture with the one of the target language as well as appreciate the many similarities that unite both cultures.

Some of the big ideas that the students will be exposed to are:

- Daily Routine
- Food
- Holidays
- Health
- House
- City Life

<table>
<tr><th colspan="2">Unit 1: La routine quotidienne.
Que fais-tu chaque jour quand tu te lèves?</th></tr>
<tr><td colspan="2">Big ideas: In this unit, students will learn how to describe their daily routine and talk about personal hygiene. Students will use reflexive verbs the actions taken to get themselves ready on a daily basis.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>How do people describe their daily routine?

What are some special customs from the French speaking world that are not customary in the United States (la recrée, la tartine etc., les sports)?

What are the similarities and differences between reflexive and non-reflexive verbs?</td><td>Students will understand …

that they have to use reflexive verbs in order to describe their daily routine and those of others.

that by using linking words, they will be able to create a sequence to their story telling.

daily routines vary depending on their environment and their age and how they get around (school age, boys/girls, adults, going by car, on foot, by metro).</td></tr>
<tr><th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th><th>Examples, Outcomes, Assessments</th></tr>
<tr><td>Students will:</td><td rowspan="3">Instructional Focus:

In the target language students will:
● talk, read and write about their daily routine.
● Learn and practice terms related to daily routine.
● Use reflexive verbs to describe what they and other do on a daily basis.

SAMPLE ASSESSMENTS:

Formative</td></tr>
<tr><td>7.1.IL.A.1
Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</td></tr>
<tr><td>7.1.IL.A.2
Demonstrate comprehension of oral</td></tr>
</table>

and written instructions connected to daily activities through appropriate responses.	• Contextual vocabulary and grammatical quizzes
	  ○ Quizzes should include a variety of forms (multiple choice, true or false)
	• Directed skits
	• Using GoFormative or TwistedWave.com, students can record a dialogue about siblings compromising for bathroom use.
	• ISL Collective: La Journée de Simon interactive questionnaire
	
	Summative
	• IPA
	  ○ After reading some examples, students will write a blog about a celebrity's daily life and present via Google Slides or Mp4 format.
	
	<u>INSTRUCTIONAL STRATEGIES:</u>
	
	Interpretive:
	• SONG French reflexive verbs ...
	• Ma routine - Daily routine so...
	• Read and match pictures to activities vocabulary - Ma Routine.
	• Read and answer questions on La Routine de Marcel
	• Watch ad for *Le Trefle* and have students list as many reflexive and non-reflexive actions as they can.
	
	Interpersonal:
	• Play vocabulary games
	  ○ Gimkit
	  ○ Wordwall.
	  ○ Youtube
	• Watch Elise et Sa Routine and work with a partner to answer embedded questions.
	• Interview other students about their own routine and create a google calendar of their daily

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.	
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	
7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.	
7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	
7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	
7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.C.4 Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	routines for weekdays and weekends and share them in class. ● Play a game of *10 questions*, where one student volunteers while others get a chance to ask about his/her personal routine. ● Name daily routine activities and have students list all the words that they can associate with each activity **Presentational:** ● In pairs, students will write and act out a brief skit. One is a parent the other the child who is about to be late to begin their day. The parent looks to discern what is keeping the child, and the child explains giving updates and comic excuses. ● Students will describe daily routines in their families. ● Students will prepare short TV commercials about beauty or hygiene products to show to the class. <u>Interdisciplinary Connections</u> - ● Students will learn cultural differences such as la récrée, la tartine et les mercredis libres <u>Technology Integration</u> GoFormative or TwistedWave.com -- conversations about daily routines to discuss the sequence of their activities Google Classroom -- homework assignments -- listening prompts YouTube -- beauty product commercials Google Calendar -- Create a calendar of their daily activities to share to class <u>Global Perspectives</u>

	● Talk about daily routines in other countries. ● Compare and contrast daily routines between native and target cultures.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Texts and Resources:

(SEE EMBEDDED HYPERLINKS)

<table>
<tr><th colspan="2">Unit 2: La comida
¿Dónde y qué te gusta comer?</th></tr>
<tr><td colspan="2">Big ideas: In this unit, students will learn how to order food in a restaurant and talk about and describe food and its ingredients.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>How do food choices and preferences reflect a person’s culture?

How does food vocabulary vary from country to country?

What does the culture of meal times tell us about Hispanic culture?

How can I order food at a restaurant in a French-speaking country?

How can I replace a direct object noun without repeating the word?

How can I compare the flavor of my native food to the one in French speaking countries?</td><td>Students will understand …

the vocabulary related to food.

how to order a meal in a restaurant using verbs such as querer or preferir..

mealtimes are different in French-speaking countries.

the use of direct object nouns can be used to replace the subject to avoid repetition.

that más…que, tanto…como, mejor/peor can be use to indicate which of two people or things has a lesser, equal or greater degree of quality.</td></tr>
<tr><th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th><th>Examples, Outcomes, Assessments</th></tr>
<tr><td>Students will:

7.1.IL.A.1
Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2</td><td>Instructional Focus:

In the target language students will:
● talk, read and write about food to describe what they eat for breakfast, lunch and dinner.
● discuss healthy, balanced diet and their own eating habits.
● use the verbs querer, preferir, gustar encantar to discuss eating habits</td></tr>
</table>

<table>
<tr>
<td>Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</td>
<td rowspan="8">

use the verb deber to recommend diet or make suggestions.
learn to order food and ask for the check.
learn to compare flavors, sizes, prices and amounts.

SAMPLE ASSESSMENTS:

Formative

Contextual vocabulary and grammatical quizzes

Quizzes should include a variety of forms (multiple choice, true or false)

Directed skits -- Have a scene where one student plays the waiter while the other one plays the customer.
Google Voice responses and dialogues about meals and food where one students tells the other one what he/she should eat for a specific meal or to keep on a specific diet plan .
Write a short composition about what they eat for Thanksgiving or Christmas.

Summative

IPA

Do research about one of the many food festivals in a French-speaking country (la feria del maíz, feria de la carne, etc.) and prepare a food booth.

<u>INSTRUCTIONAL STRATEGIES:</u>

Interpretive:

Read Frutas y verduras de América and answer T/F comprehension questions.
Read a menu and answer T/F comprehension questions.

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</tr>
<tr>
<td>7.1.IL.A.4
Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
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<td>7.1.IL.A.5
Demonstrate comprehension of conversations and written information on a variety of topics.</td>
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Infer the meaning of a few unfamiliar words in some new contexts.</td>
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<td>7.1.IL.B.1
Use digital tools to participate in short conversations and to exchange information related to targeted themes.</td>
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<td>7.1.IL.B.2
Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</td>
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<td>7.1.IL.B.3
Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</td>
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<td>7.1.IL.B.5
Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
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<td>7.1.IL.C.2</td>
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Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.C.4 Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	● Watch *Sopas Roa* commercial and order chronologically the statements given. ● Watch *Tortilla Soup*. A movie about Mexican food and the relationship between a father and his three daughters. **Interpersonal:** ● Play vocabulary games ○ Kahoot ○ GAP activities. ○ Surveys. ● With pictures of a supermarket, students will ask each other if given statements are true or false according to the picture. Ex: El hombre compra una banana ● Students will give each other descriptions of meals, while others have to guess what meal it is. For example: Esta comida tiene, carne, lechuga, tomate, tortillas = TACOS! ● Student will play a game of continuous narration where one student begins with voy a preparar… tiene… ● Students will use a menu and discuss what they would order **Presentational:** ● In pairs, students will write and act out a brief skit. Students will represent a restaurant scene where one plays the customer and the other plays the waiter. ● Students will describe pictures of people eating different things at different times. ● Students will create a dinner menu featuring their favorite dishes, including list of ingredients. ● Students will write a "crítica culinaria" about a Latino restaurant of their choice.

	<u>Interdisciplinary Connections</u> - ● Foods and Consumer Economics: Students will learn about fruits and vegetables native to the Americas. ● History of Indigenous Communities: Students will learn the many English words that are currently used to describe foods that have been inherited from the Mayans, the Aztecs and the Incas. <u>Technology Integration</u> Comic Strip -- Students can create a conversation between a waiter and a customer Pages --Students can create a Yelp! review of a restaurant Google Classroom -- homework assignments -- listening prompts <u>Global Perspectives</u> ● Talk about meal habits in other French-speaking countries ● Compare and contrast foods and meal habits between native and target cultures
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy

	Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Texts and Resources:

(SEE ATTACHED FILE FOLDER)

<table>
<tr><th colspan="2">Unit 3: Las fiestas
¿Qué y cuándo celebras?</th></tr>
<tr><td colspan="2">Big ideas: In this unit, students will learn terms for parties and celebrations, words for stages of life and personal relationships and cultural differences between celebrations in the French-speaking world and the United States.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>How do people talk about celebrations?

How does culture influence our values and beliefs?

What are some traditional celebrations in the French-speaking world?

What role does culture play in how we celebrate events?

How do I describe my childhood celebrations?</td><td>Students will understand …

the vocabulary related to holidays and celebrations.

words for stages of life and personal relationships

the use of the preterite tense to describe childhood celebrations in the past</td></tr>
<tr><th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th><th>Examples, Outcomes, Assessments</th></tr>
<tr><td>Students will:

7.1.IL.A.1
Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2
Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</td><td>Instructional Focus:

In the target language students will:
● talk, read and write about parties, holidays and celebrations.
● learn and practice terms related to holidays and celebrations.
● learn to describe their childhood celebrations

SAMPLE ASSESSMENTS:

Formative
● Contextual vocabulary and grammatical quizzes</td></tr>
</table>

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	○ Quizzes should include a variety of forms (multiple choice, true or false) ● Directed skits -- students can create a scene about two students planning a surprise birthday party for a friend. ● Students can bring a photo of a celebration and create an Instagram post while other students can comment. *Summative* ● IPA ○ create a commercial similar to the one for Chilevision but that includes important holidays in the United States. <u>INSTRUCTIONAL STRATEGIES:</u> **Interpretive:** ● read *Semana Santa: Vacaciones y tradición* and answer T/F comprehension questions. ● read *Página social* and answer T/F comprehension questions. ● watch two commercials for Chile's Fiestas Patrias and write a list of all holidays described in videos. ● Read invitations and decide what type of event it is for. **Interpersonal:** ● Play vocabulary games ○ Kahoot ○ GAP activities ○ Surveys. ● Students will ask each other about their own birthday parties when they were young children. ● Students will play three truths one false and write four activities that they used to do when they were little and try to figure out what the lie is.
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.	
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	
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7.1.IL.C.3	

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<td>Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4
Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5
Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.</td>
<td>Presentational:
● Students will research and present one of the Semana Santa celebrations on the Internet and will include typical activities that take place that week.
● Students will research and plan a trip to a festival and write a short explanation on why they want to visit that particular festival, how they will get there and present an itinerary.
● Students will write a short essay about how they celebrated a special birthday as young children.

<u>Interdisciplinary Connections</u> -
● Social Studies - Students will learn about patriotic celebrations in French-speaking countries.

<u>Technology Integration</u>
Google Slides
--create a slideshow for a famous Latin American holiday
We Video
--create video for USA’s patriotic holidays following the example from Chile
Google Voice
-- conversations about holidays and celebrations
Google Classroom
-- homework assignments
-- listening prompts

<u>Global Perspectives</u>
● Talk about patriotic celebrations in French-speaking countries.
● Compare and contrast a Sweet 16 with a Quinceañero.</td>
</tr>
<tr>
<td>The following skills and themes listed to the right should be reflected in the</td>
<td>21st Century Skills:

Creativity and Innovation</td>
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design of units and lessons for this course or content area.	Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Texts and Resources:

(SEE ATTACHED FILE FOLDER)

<table>
<tr><th colspan="2">Unit 4: En el consultorio
¿Cómo te sientes?</th></tr>
<tr><td colspan="2">Big ideas: In this unit, students will learn names of parts of the body, health-related terms, medical-related vocabulary. They will also be able to talk about health and medical conditions.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>How do I communicate medical related topics in French?

How does our health care system in the United States compare to health care systems in other French-speaking countries?

How do I narrate a past event in French?</td><td>Students will understand …

that the preterite tense in French is used to narrate events in the past.

the health care services in French speaking countries are different and less costly than those in the United States

there are alternative medicine in French speaking countries such as herbal medicine and shamans.</td></tr>
<tr><th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th><th>Examples, Outcomes, Assessments</th></tr>
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Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2
Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</td><td>Instructional Focus:

In the target language students will:
● talk, read and write about health and medical conditions.
● use the vocabulary related to body parts and health to describe medical conditions, symptoms and illness and preventative measures
● be able to discuss their medical condition with a doctor or a nurse
● learn to narrate a health problem in the past

SAMPLE ASSESSMENTS:</td></tr>
</table>

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	*Formative* ● Contextual vocabulary and grammatical quizzes ○ Quizzes should include a variety of forms (multiple choice, true or false) ● Play a game of *Simón Dice* to practice body parts. ● Have students describe aliens to each other while the other one draws it. For example, *mi extraterrestre tiene dos cabezas, cuatro brazos, etc.* ● Directed skits, -- scene where one student is the doctor while the other one is the patient. ● Google Voice responses and dialogues -- students can answer the question ¿Qué debo hacer si tengo gripe? or they can have a conversation giving each other recommendations for a ailment. ● Short compositions to describe their health and medical conditions. *Summative* ● IPA ○ create a public service ad for medical association of their choice. <u>INSTRUCTIONAL STRATEGIES:</u> **Interpretive:** ● Read 5 Differences au Cabinet and answer make compare/contrast statements to compare to the USA ● Read *La medicina en Cuba* and answer T/F comprehension questions. ● Watch *Ma ma*, a movie about a breast cancer survivor in Spain or *Camino*, a movie about the cancer fight of a child. **Interpersonal:**
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.	
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	
7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.	
7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	
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prompts. 7.1.IL.C.4 Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	● Play vocabulary games ○ Kahoot ○ GAP activities ○ Surveys. ● Students will play *20 preguntas* in where one students volunteers to be a body part and the other try to use verbs to guess what body part it is. ● Students will talk about doctors that they used to visit and select the best and worst experience in each group. **Presentational:** ● Students will answer the question: ¿Qué hacías cuando tenías gripe de niño? ● Write a story about an accident or medical problem that occurred to you in the past. ● Write and present a skit in which a foreign tourist in a French-speaking country goes to the emergency room with an injury. <u>Interdisciplinary Connections</u> - ● Compare and contrast *remedios caseros* from French-speaking countries and the US. ● Talk about the differences in health care between French-speaking countries and the US. <u>Technology Integration</u> We Video -- create a PSA for an illness Comics --create dialogue between a doctor and a patient Google Voice -- conversations about health Google Classroom -- homework assignments -- listening prompts

	<u>Global Perspectives</u> ● talk about *remedios caseros* from French-speaking countries and compare them to those in the US. ● Talk about the differences in health care between French-speaking countries and the US.
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Texts and Resources:

<table>
<tr><th colspan="2">Unit 5: Le logement
D'où viens-tu? Où habite-tu?</th></tr>
<tr><td colspan="2">Big ideas: In this unit, students will learn how to welcome people to their home, describe their house or apartment, talk about household chores and give directions.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>Where do I live?

What role do I play in my family?

How do I tell people what to do?</td><td>Students will understand …

the terms of parts of a house.

names of common household objects.

terms of household chores.

in French we use formal commands to give instructions.</td></tr>
<tr><th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th><th>Examples, Outcomes, Assessments</th></tr>
<tr><td>Students will:

7.1.IL.A.1
Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2
Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4</td><td>Instructional Focus:

In the target language students will:
● locate the main parts of the house and name its objects
● talk, read and write about parts of a house and common household objects.
● learn and practice terms related to household chores.
● write lease agreement
● compare and contrast the different architecture styles between the target cultures
● learn to give directions and tell people what to do.</td></tr>
</table>

Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	SAMPLE ASSESSMENTS: *Formative* ● Contextual vocabulary and grammatical quizzes ○ Quizzes should include a variety of forms (multiple choice, true or false) ● Directed skits -- one student plays the realtor while the other plays the customer ● Google Voice responses -- Respond to the question - *¿Cómo es tu casa ideal?* ● Google Voice dialogues -- One student asks the other student to tell him/her about his/her household chore responsibilities. ● Short compositions to describe house, household objects and household chores. *Summative* ● IPA ○ Using the Internet, students will need to find a house/condo/apartment that will house the family that was given within the budget provided. <u>INSTRUCTIONAL STRATEGIES:</u> **Interpretive:** ● Read *El patio central* and answer T/F comprehension questions. ● Read *Las islas flotantes del Lago Titiaca* and answer T/F comprehension questions. ● Read *Las casas de Pablo Neruda* and answer comprehension questions. ● Read different real estate ads. **Interpersonal:** ● Play vocabulary games ○ Kahoot

7.1.IL.C.4 Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.	○ GAP activities ○ Surveys. ● Students will interview each other about their dream house. ● With pictures of houses (exterior only), have students describe what they imagine the interiors to be like to each other. ● TPR: Students will give commands and point to a students to perform the appropriate gesture. **Presentational:** ● Students will describe the pictures of rooms given. ● Have the class label various parts of the classroom with the names of rooms one would typically find in a house. Then, students will work in small groups to write a skit about a family that is cleaning up the house in preparation for a dinner party. ● Students will research the floating islands of Lake Titicaca and make a poster or collage. ● Students will write *un contrato de arrendamiento* where they have to prepare a contract between the owner and the renter and tell them what they can and they cannot do during the time of lease. <u>Interdisciplinary Connections</u> - ● Students will learn about architecture in French-speaking countries as well as Moor legacy in the house design. <u>Technology Integration</u> Google Slides -- Present the house found for IPA project. We Video -- Do a DIY video and present to class. Google Voice

	-- conversations about parts of the house, household objects and chores Google Classroom -- homework assignments -- listening prompts <u>Global Perspectives</u> ● talk about the importance of the *patio interior* in French-speaking countries. ● Talk about the differences in architecture between French-speaking countries and the US.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Revised 7/1/2024