Summit Public Schools
Summit, New Jersey
Grade Level: 9th-12th/ Content Area: French 1 HS

Overview:
French 1 focuses on student development of communicative proficiency and cultural understanding. The objective of this course is for students to use French appropriately in culturally authentic situations. Theme-based work provides interesting and real-life opportunities for students to practice the skills necessary to develop novice proficiencies in interpretive, interpersonal, and presentational language skills.

Unit 1: Getting Acquainted "Faisons Connaissance"

2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice Mid

Interpretive Mode of Communication
Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode of Communication
Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode of Communication
Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Big Ideas: *Course Objectives/Content Statement(s)*
Language acquisition involves an integration of communication, culture and community. An initial development of language begins with the communication of self and how to engage in conversation with others in French. Exploring cultural greetings and sharing basic information about oneself - such as name, age, where one is from, sets the foundation for language acquisition.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• Why learn another language? • Who speaks French and where do they live? • What are my motivations to learn another language? • What are "language patterns" and how can they help me learn and use a new language? • How does language change in different situations?	Students will understand that… • French is spoken in many different countries including 41 nations and 4 continents as a diplomatic or official language. • Full immersion is essential for language acquisition.

	• Knowledge of other languages including Spanish can be used as a bridge in the development and acquisition of French. • Greeting, naming and basic social interactions are similar in French and in English, but also differ in vocabulary register(formal/informal) and social cues that are an important part of effective communication.
Areas of Focus: Proficiencies (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.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. • 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 the target language, students will be able to…. • Use words, lists and simple sentences to communicate personal information. • Say "hello and goodbye" • Introduce themselves and one another • Say where they are from • Count to 20 • Tell their age and ask others' ages • Describe a flag from a French-speaking country (using colors) **Instructional Strategies:** *Interpretive:* • Listening activities including French songs ("Bonjour", "Arc en ciel", and other songs by Alain Le Lait on Youtube, video clips and authentic films) • http://www.flevideo.com: "comment tu t'appelles" ...etc. • TV5 Monde - "Parler de ses origines" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/nos-origines-316 *Interpersonal:* • Surveys (Birthdays, nationalities) • Partner interviews (2 way interviews) and skits. • Group Games (Alphabet, #'s and lotto)

• 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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. • 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. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. **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.	*Presentational:* • Introducing oneself video or live presentation. • Personal Profiles - inspired by Social Media. • French-speaking country - key facts.

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 ● Mathematics - addition, subtraction and solve problems using the numbers they learn in French ● Geography: The geography of France, Europe and the French-speaking world **Technology Integration** ● Google Earth visits of French sites (web-based or iPad) http://www.google.com/earth/ ● Skype-Initial contact with Class in Montpellier, France ● Quizlet ● Authentic YouTube videos: http://www.youtube.com/watch?v=atNkI6QFZ50 **https://www.youtube.com/watch?v=BWpuzDQuoWM** **Media Literacy Integration** ● Students will learn how to critically evaluate social media profiles to identify fake or misleading information. -Display examples of real and fake social media profiles on the whiteboard or projector. -Discuss the key elements of a social media profile, such as username, profile picture, bio, posts, followers, and engagement. -Explain how these elements can provide clues about the credibility and authenticity of the profile.	**Formative Assessments:** ● Oral partner presentation -Introduce themselves ● Informal/formal introduction/greetings skits ● Follow-up activities, including critical listening checks of peer presentations, authentic songs and films ● Exit tickets - (ex: write a sentence about where one lives). ● Quizlet - vocabulary drills. ● Quizzes **Summative Assessments, Projects, and Celebrations:** ● Cumulative Unit Assessment - Test ● Student presentation of himself/herself (video or live presentation in front of peers).

Global Perspectives

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

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 for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback	
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 and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- **N/A**

Unit 2: My School - "Mon école"

2020 New Jersey Student Learning Standards – World Languages

7.1 World Languages Novice Mid

Interpretive Mode of Communication

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Interpersonal Mode of Communication

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Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

In this unit, students will learn school-related vocabulary (people/objects/subjects). They will communicate to express their opinion about school and to provide and obtain information about subjects they take at school. They will discuss their school schedules, while learning how to tell time and say the date. They will also compare French and American school systems and vacation/holidays that occur during the school year.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are some similarities and differences in the French and American school system, curriculum and school schedule? • What are some advantages and disadvantages of the French and American school systems? • What, in each school model, would best fit the needs of global 21st century citizens?	Students will understand that… • Differences in school systems and curriculums reflect distinct cultures and pedagogical philosophies (example: students take at least 2 world languages, as they do in many European countries) • No existing school system is perfect but comparing different models can help improve one's. • School schedules reflect differences in culture (lunch time for example is a min of one hour because it is traditionally an important meal and people take a long break in the middle of the day) • People in France and Europe often use the 24 hour clock. • School subjects offered at a traditional High School in France are not as diverse as in the U.S.

	• When saying the date in French, the order is: day of the week / number (day) / month / year. • Days of the week and months are not capitalized in French. • Years are read as regular numbers in French.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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interactions.

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.
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- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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

- Understanding information on a French school schedule and report card.

Interpersonal:

- Surveys (preferences / school subjects)
- Partner interviews (2 way interviews) and skits (school schedules, subjects, preferences...etc.)
- Group Games (lotto, object hide and seek, pictionary...etc.)
- Interact with a native speaker, asking him/her about his/her experience at school now or as he/she was growing up.

Presentational:

- Writing one's school schedule in French.
- Creating a video about one's class or one's school.
- Writing an e-mail to a pen-pal (from our sister school in Montpellier) about one's school / school schedule.

global competence.

Differentiation

Interdisciplinary Connections

- Mathematics - addition, subtraction and solve problems using the numbers they learn in French
- History: history of the French school system and its principles.

Technology Integration

- Skype/Zoom - Discussions on the topic of school with class in Montpellier, France.
- Quizlet
- Authentic YouTube videos:
  L' ecole en France
  https://www.youtube.com/watch?v=xLzAgVL22ZY
  Une journee au college
  https://www.youtube.com/watch?v=jqwKZdnOBjo

Media Literacy Integration

- Deconstructing Advertising Language of back to school ads. Students will look at advertisements in French for back to school and then they will then create their own ad in French.

Global Perspectives

- Compare/contrast other countries' school system / curriculum to one's own.
- Understand and appreciate what a student's life is like at a French high school and compare it to one's own experiences.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:

- Skits: discussing one's school schedule and expressing preferences.
- Fill out a school schedule, according to a French student's description of his/her schedule (video and/or text).
- Exit tickets - (ex: write a sentence about one's favorite and least favorite school subjects).
- Report from Q&A with students and teachers from our sister High School in France.
- Quizlet - vocabulary drills.
- Quizzes

Summative Assessments, Projects, and Celebrations:

- Cumulative Unit Assessment - Test
- Create a video about one' s typical school day, to be shared with our sister school in Montpellier.
- Write one's school schedule in the target language and present it orally - and/or answer questions about one's schedule.

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 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 and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- N/A

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

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Interpersonal Mode of Communication

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Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

In this unit, students will be able to describe and give information about themselves, their friends and members of their family. They will compare the concept of family in their culture and subculture to the ones in France and other French-speaking regions.

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

	● Adjectives in French are variable according to gender and number and they often come after the noun they describe, unlike English. ● Many adjectives in French can be recognized and predicted because of their similarities to English.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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interactions.

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
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- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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.

https://enseigner.tv5monde.com/fiches-pedagogiques-fle/tous-les-cris-les-sos
- Black M "Mama". TV5 Monde Enseigner: https://enseigner.tv5monde.com/fiches-pedagogiques-fle/mama
- TV5 Monde - show episode about family (looking at old photos)

https://enseigner.tv5monde.com/fiches-pedagogiques-fle/cest-qui-ca
- TV5 Monde - "L' amitié" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/lamitie-quest-ce-que-cest-1116
- http://www.flevideo.com: "La famille"

Interpersonal:

- Surveys about families of students in the class.
- Partner interviews (2 way interviews) and skits.
- Using family pictures as cues, ask questions and talk about one's family.
- Group Games (Lotto - # and family vocabulary, guess who)

Presentational:

- Introducing a friend or relative - video or live presentation.
- Create one's family tree.
- Describe the ideal friend.
- Present a famous family.
- Family album - present one's real or virtual family (ppt and oral presentation).

CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Mathematics - addition, subtraction and solve problems using the numbers they learn in French
- Social studies - the traditional vs the "modern" family. Different types of families, relationships.

Technology Integration

- Skype- with Class in Montpellier, France - on the topic of family and friendship.
- Quizlet.
- Authentic videos from Youtube, TV5 Monde, FLE video (see above).

Media Literacy Integration

- Students will analyze media representations of families, including TV shows, movies, advertisements, and social media content. They will identify stereotypes and biases in media portrayals of families. Then they will create a poster advertising a show about a family living in Paris.

Global Perspectives

- Understand that the concept of family is heavily influenced by one's culture and subculture.
- Understand that there are different types of families, traditional and modern, and that may come in different forms in different parts of the world.
- Getting to know people or having friends from different cultural and/or socio-economical backgrounds increases global understanding.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:

- Skits: providing each other information about family members and friends / describing friends and family members.
- Drawing a family tree, based on information provided (in writing or orally).
- Exit tickets - (ex: write a sentence about one's relative or friend)
- Quizlet - vocabulary drills.
- Quizzes.

Summative Assessments, Projects, and Celebrations:

- Cumulative Unit Assessment - Test.
- Create a family album (real or virtual family) to be presented to the class.

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 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 and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- N/A

Unit 4: My daily activities - " Mes activités"

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Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

In this unit, students will compare a typical day for a teenager in France and other French-speaking countries to what they are accustomed to. They will learn about some unique French sports/games and what sports are most popular. Students will learn to talk about their daily activities, express likes and dislikes and extend and respond to invitations.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are daily lives like for teenagers in different parts of the world? • What is the impact of sports and music in the lives of teenagers? • What is the impact of sports, games and music on society as a whole? • How are cultural perspectives reflected in a culture's social practices?	Students will understand that… • While aspirations and lives of teenagers around the world may be very different for socio-economical reasons, global digital communication has certainly narrowed that gap. • Sports and music are beneficial and enrich teenagers' lives in many ways (positive impact on mental and physical health, hobbies that keep away from "trouble", allows them to make friends and be active in the community...etc.). • People are much more likely to be fully engaged and dedicated to a hobby if they enjoy it and it is not forced on them. • Many daily activities are not entertaining or fun but they are a necessary part of life. Each member of the family and society needs to participate in

	various duties that are and beneficial to the community. ● Sports, games and music are an important part of a country's culture, particularly popular culture (Example: the last Men's soccer World Cup, where the French team took the trophy home, was a great moment of euphoria and unity in the whole country, in a difficult time where social gaps and intolerance were a concern). ● Cultural perspectives are gained by the language and through experiences and exposure to its practices.
Areas of Focus: Proficiencies (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.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. ● 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:** ● Talk/write about various sports/ leisure / daily activities / instruments one does/plays. ● Express likes/dislikes/preferences about various sports/ leisure / daily activities / musical instruments. ● Talk/write about different activities one does in different seasons/weather. ● Say what the weather is like. ● Extend/accept/refuse invitations. ● Talk/write about what people do / are doing/ don't do / are not doing. ● Discuss how well and how often one does something. ● Ask/answer a variety of questions about one's daily activities. ● Compare activities that represent a typical day for teenagers in the U.S. and French-speaking countries. ● Discuss what sports/games are typical and popular in France and other French-speaking countries. **Instructional Strategies:** *Interpretive:* ● TV5 Monde: - "Interview au collège de Clermont Ferrand" https://enseigner.tv5monde.com/fiches-pedagogi

- 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.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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.

ques-fle/sport-416
- Chanson "coup de poing"

https://enseigner.tv5monde.com/fiches-pedagogiques-fle/top
- Weather and mood - Stromae "La pluie" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/la-pluie

- http://www.flevideo.com:
- " Tu aimes le sport?" https://www.flevideo.com/fle_video_quiz_beginning.php?id=6894
- "Qu'est-ce que tu fais le week-end?"

https://www.flevideo.com/fle_video_quiz_beginning.php?id=7041
- Text/statistics about French people and leisure time.

https://docs.google.com/document/d/1eM2khJCa7OXI_txs8IdH_pGhA7e7d0QccwoKfeBf6KM/edit
- La France et le football (Coupe du Monde 2018)
- https://www.youtube.com/watch?v=GmDJr1VSWDo
- https://www.youtube.com/watch?v=pQoMCCYqLKU
- https://www.youtube.com/watch?v=NCMJiqEqCbk
- https://www.youtube.com/watch?v=-cyV1mbtUL0

Interpersonal:
- Surveys (daily activities, sports, musical instruments, preferences...)
- Partner interviews (2 way interviews) and skits on favourite/least favorite activities...etc.
- Group Games (Vocabulary lotto, pictionary, charades).
- Hot top activity, discussing leisure activities.

https://docs.google.com/document/d/1eM2khJCa7OXI_txs8IdH_pGhA7e7d0QccwoKfeBf6KM/edit

- Skype discussion with sister school in Montpellier on the topic of hobbies, daily activities.

Presentational:
- Ppt and oral presentation "My activities"

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.	• Presentation about a sports celebrity. • Group presentation: French impressionist painter and show how they represent daily life.
Differentiation	**Assessments**
Interdisciplinary Connections • English: Learning grammar terms and recognizing cognates • Art: Impressionists paintings about daily activities **Technology Integration** • Skype- conversations about hobbies and daily activities with class in Montpellier, France • Authentic YouTube videos: • **TV5 Monde** site - variety of videos and activities. • **Lepointdufle.com** site, about weather vocabulary and grammar interactive practice. *http://www.lepointdufle.net/ressources_fle/exercices_de_francais.htm* • **Quizlet** (vocabulary) Les activités et preferences • **Conjuguemos** (Regular ER verbs - present tense) https://conjuguemos.com/verb/18 **Media Literacy Integration** • Instruct students to find an image related to the World Cup, either online or from printed sources. Ask students to critically analyze the chosen media representation using the guiding questions provided. Encourage them to consider the following aspects: What is the main message conveyed by the media representation? What techniques or strategies are used to influence the audience's perception? Are there any biases or stereotypes present? What information is missing or omitted? How might this media representation influence public opinion or attitudes towards the World Cup?	**Formative Assessments:** • Skits: Discussing one's daily / leisure activities. • Listening comprehension - video about someone describing what he / she likes or does not like to do on the week-end. • Exit tickets - (ex: write a sentence about one's favorite and least favorite activities). • TPR - Sports and hobbies/activities (verbs). • Quizlet - vocabulary drills. • Mini whiteboards, to show quick responses. • Quizzes **Summative Assessments, Projects, and Celebrations:** • Cumulative Unit Assessment - Test. • Ppt presentation and live oral presentation about one's activities, with questions from the audience at the end.

Students will then create their own World Cup media advertising using canva.

Global Perspectives

- Comparing internet and smartphone use of teens in France and the U.S.
- Comparing the use of free time in France and the U.S.
- Talking about the effect of sports on nations and international relations.

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 for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm	Increase task	Differentiated

directions	structure (e.g. directions, checks for understanding, feedback	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 and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- N/A

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

2020 New Jersey Student Learning Standards – World Languages

7.1 World Languages Novice High

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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

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

In this unit students will learn about the different types of housing typically found in France and other French-speaking regions and countries. They will describe their town and places of interest and compare it to a typical French town. They will ask for and give directions. They will describe their house/ apartment. They will discuss future plans and say where they are going to go and what they are going to do there, and say where they recently went/came from. They will also be able to order food or drinks and pay for the bill (with Euros) at a café and they will know the significance of the café in French culture.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How does our home reveal our need, expectations and our social, economical, historical and geographical conditions? • How does the structure of a town affect its sense of community? • What are the typical places in a French town and what are their accompanying activities? • In what ways are businesses and shops different in France vs. the US? • What is French restaurant dialogue and protocol?	Students will understand that… • The types of homes found in different places in the world reflects people's various needs, expectations and life conditions. • The way the town is structured may strengthen or weaken the sense of community. • French towns, constructed around a plaza with various small shops and eateries surrounding the plaza, are the center of many interesting weekend and evening activities. • In France, people tend to shop more (than people in the U.S.) at specialty shops or at the local

	market, where they take the time to explore unique products. ● The ways our homes and towns/cities are structured reflect our history, culture and environmental constraints. ● French restaurant dialogue and protocol is much more formalized than its American counterpart.
Areas of Focus: Proficiencies (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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● 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	**Instructional Focus:** ● Talk/write about whether one lives in a village, town or city. ● Describe one's neighborhood. ● Provide a general description of different types of homes. ● Provide one's address. ● Identify points of interest in a town or city. ● Compare U.S. towns to a typical French town. ● Understand and give directions to get around town. ● Recognize/name words related to one's home. ● Discuss what is in one's home and where things are located. ● Compare one's home and typical homes in France. ● Discuss where one goes and what one does in town / in the city. ● Discuss how one travels or goes around town. ● Say to whose house one goes/is going. ● Express preferences ● Understand the importance of cafés in French towns and in Europe. ● Say that one is hungry and thirsty. ● Ask for/offer a friend something to eat and/or drink. ● Formally ask for something to drink and/or eat. ● Ask how much something costs. ● Ask a friend to lend money. ● Ask and pay for a restaurant bill.

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.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.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

- Talk about what one is going to do and where.
- Discuss future plans.
- Say/write about who is coming.
- Discuss where people are coming/arriving from.
- Discuss what people just did.
- Know about different types of typical and traditional homes in various regions of France and other French-speaking countries.
- Identify and analyse the factors that influence those differences.

Instructional Strategies:

Interpretive:

- Listening activities including video clips on Youtube, Flevideo, Yabla, TV5 Monde... - with comprehension questions and various activities.
  - Tournefle " La maison française typique" https://tournefle.wordpress.com/2018/01/17/la-maison-francaise-typique/
  - Yabla "La ville de Paris" https://french.yabla.com/player_cdn.php?tlang_id=en&id=1224
  - http://www.flevideo.com: "les arrondissements de Paris" https://www.flevideo.com/fle_video_quiz_beginning.php?id=7486
  - http://www.flevideo.com: "La maison de Marine" https://www.flevideo.com/fle_video_quiz_beginning.php?id=6988
  - http://www.flevideo.com: "Alice décrit sa maison" https://www.flevideo.com/fle_video_quiz_beginning.php?id=6960
  - TV5Monde - Song - Zaz "Sous le ciel de Paris" https://enseigner.tv5monde.com/fiches-pedagogiques-fle/sous-le-ciel-de-paris

Interpersonal:

- Partner interviews (2 way interviews) and skits (ex: house hunting, at the café, getting around town).
- Group Games (lotto, pictionary, guess game-home/places in town vocabulary)

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.

- Discussion and/or emails with students of our sister school in France, on the topic of where we live (our home, town, state/region).

Presentational:

- Video about one's home.
- Celebrity home presentation (1st or 3rd person).
- Virtual ad of home/ apartment for rent.
- My favorite French-speaking city (some highlights of the city) - ppt and presentation to the class.
- Video about Summit and our community/region to be shared with students at our sister school in Montpellier.

Differentiation

Interdisciplinary Connections

- Geography: French-speaking cities (maps...etc.) and global issues such as the environment and pollution.
- Art (architecture): Famous monuments in some French-speaking cities. Traditional French homes.

Technology Integration

- Google Earth visits of French sites (web-based) http://www.google.com/earth/
- Skype- with Class in Montpellier, France
- Authentic videos (youtube / TV5 Monde...etc.)

Media Literacy Integration

- Discuss the influence of media on our perceptions of homes and the impact it can have on our understanding of different living arrangements. Students will examine the media sources and discuss the following:

What type of home is being depicted?
What features or elements are highlighted in the representation?
How is the home portrayed? (e.g., luxurious, cozy, spacious, modern)
Are there any implicit or explicit messages being conveyed about the home or the lifestyle associated with it?

Assessments

Formative Assessments:

- Skits: ex: house hunting, at the café...
- Exit tickets - (ex: write a sentence describing one's home or city).
- Using mini white board for quick responses, writing sentences about where we go in town, or practicing the formation of the near future in the context of places in town and activities.
- Quizlet: vocabulary drills.
- Quizzes

Summative Assessments, Projects, and Celebrations:

- Cumulative Unit Assessment - Test
- Video about one's home (script to be handwritten in class).

Finally, students will draw their ideal home and present it to the class.

Global Perspectives

- Understand environmental problems such as pollution in the cities of Paris and New-York, and what is being done to improve the situation.
- Compare typical and traditional homes in various regions of France and other French-speaking countries with the U.S.. Identify and analyse the factors that influence their differences.
- Compare typical and traditional U.S. and French towns. Identify and analyse the factors that influence their differences.

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 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 and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- N/A