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

Overview:

This set of 5 learning units is reflective of the scope and sequence of the thematic units outlined in Discovering French Today! Level 2 (Valette, Valette) lessons 13 to 28. Each unit from the textbook is complemented with culturally authentic material carefully selected from various French websites, keeping in mind the thematic context as well as the students' level of proficiency. The authentic materials include real-world photos, videos, articles, and cultural information that will give students opportunities to learn about the products, practices, and perspectives of the target cultures. These will enable students to acquire a broader and deeper understanding of the French language and culture in the francophone world and will offer multiple opportunities to compare the new language and culture with their own. Students are prompted to reflect, reason, form opinions and share with their classroom peers.

The ultimate goal of learning to communicate in French is to become confident in one's ability to function in the francophone world. As much as possible, teachers create an immersion environment by using French to teach French. However, grammar is essential in French 3 in order to compose sentences with correct syntax. Connections with English grammar will help students understand the importance of learning verbs and new tenses to express themselves with clarity and share their thoughts and opinions with others.

World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (*N.J.A.C.* 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, *N.J.A.C.* 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school into college.

Introduction: **Designed to verify all students are familiar with Summit High School technology tools: Google Classroom sign up, how to use pdf format with Kami and upload completed assignments.**

Start instruction with a review: La France et ses régions - Recall names of French regions (including overseas) and where they are located, review the geography features of France and its major cities. Reflect on cultural differences between regions and between France and the United States.

Unit 1: *LES SPECTACLES.*	
Big Ideas: *Course Objectives / Content Statement(s)* *LES SPECTACLES.* ***Unit 1: Theme: Contemporary life (Leisure and Sports).*** ***Theme: Beauty and Aesthetics (Music, Performing Arts, Visual Arts).***	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• Who are some famous French singers? What kind of music do they perform? • Why do French people enjoy music from different countries? • What kind of music from Africa do they listen to? Do artists with African roots sing in French? What kind of music instruments do they use? Are these music instruments African or modern or both? • Who are some famous French actors? • What American movies feature French actors? • Do French actors speak French or English in American movies? • How will I recognize a French actor in an American film?	• French people love going to the movies and to concerts. French museums in Paris offer special exhibits and events that are very popular. • Many famous French actors and singers are featured in American films and are also famous in the United States. • World music is very popular in France. All French people enjoy cultural diversity in music and go to all kinds of concerts. North African music has influenced music in France with a newer genre «le raï» made popular by Khaled. An American music genre is becoming more and more widespread in France: le rap. There is a very important celebration in France "La fête de la musique" (in June every year). It promotes musical diversity and recognition of music from different cultures. Yannick Noah (a famous former tennis pro converted to music) proposes songs with a message on friendship and environmental issues. • French speakers try not to repeat a noun or an expression in their sentences. In order to avoid such repetitions the use of direct and indirect object pronouns is necessary.

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. • 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,	**Instructional Focus:** Students will use vocabulary, adjectives, present and past tenses in cultural context. These areas are essential to describe performers (beautiful, famous, great…). Students will write adjectives with the correct agreement: feminine, masculine and plural forms. Students will use the appropriate form of most common verbs in present and past tenses (passé composé) to describe artists: he/she is, he/she was… This unit will also focus on direct and indirect object pronouns used to avoid repetitions in a sentence. Unit 1 introduces authentic readings and videos linked to the theme of entertainment. Students will learn the names of French singers/ performers/actors and how to invite a friend to a concert or a movie. **Instructional Strategies:** **Interpretive:** text: "La chanson en France", (updated text with some current singers). "La fête de la musique" (D'accord 3 p. 66). " Le Rap français" (Chez nous - avril/mai 2021) presenting singers Gims, Jul, Angèle, and Jain. Yannick Noah - Le même sang (Clip officiel) fill-in the blanks with verbs). Video: "TV5, Une journée avec David Guetta le DJ" David Guetta & Fred Rister - France (http://www.flevideo.co/fle_video_quiz_low_intermediate.php?id=4716), multiple choice questions. "La fête de la musique" http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4642 multiple choice questions. Video clips from YouTube with French actors: Gérard Depardieu, Audrey Tautou, Jean Reno, Marion Cotillard, Juliette Binoche, and Omar Si as well as video clips with French singers: Jean-Jacques Goldman, Khaled, Céline Dion, Gims, Jul, Angèle, Jain, Yannick Noah, Zaz, Daft Punk, and David Guetta. **Interpersonal speaking:** Students will discuss information from texts and videos with partners in groups and present personal opinions/cultural

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.	comparisons. **Presentational speaking:** Students will use their phone or their Chromebook to record answers to some printed or recorded cultural questions (on Go Formative) about music in France.

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 ● Language arts: compare/contrast structure of language, patterns of speech and etymology of words in English and in French. ● Music/Performing arts: compare/contrast songs and performances of French and American singers and actors. **Technology Integration** ● Students will use technology to view selected age appropriate videos about French actors and singers. They will practice vocabulary with online exercises and games (https://quizlet.com/) and quizlet live. **Media Literacy Integration** ● Students are encouraged to ask questions about all the cultural information presented to them in the form of video clips, audio recordings, podcasts, and news articles. Most information presented is	**Formative Assessments:** ● Multiple choice questions quizzes. Simple oral and written (exit ticket) check for understanding to make sure that students master new vocabulary words. **Interpersonal speaking**: discuss personal likes/dislikes of French entertainers/ movies/songs. Formulate an invitation to a show. **Presentational speaking**: with cultural comparison: French singers collaborate with singers from other countries (England, Canada, North Africa…) to perform. Do American singers do the same? **Summative Assessments, Projects, and Celebrations** **Summative:** A Unit test will include vocabulary from the lesson, specific cultural questions about French entertainers, and grammar components including review

taken from authentic sources on the French Internet. Students will discuss the information, analyze the journalist's message, purpose, and point of vue, and compose a cultural comparison.

Global Perspectives

- A number of the actors/singers/groups presented in this unit are of African ancestry from the Francophone world. Students' cultural comparison will therefore include a global understanding of the music world.

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	Multi-sensory	Modified

of present and past tenses with new verbs: connaître, savoir, dire, lire, and écrire, direct/indirect object pronouns (ex. I like him, I don't like her…) (Discovering French Resource Book).

responses	techniques	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:

Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- YouTube.com/ : video clips: Gérard Depardieu, Jean Reno, Marion Cotillard, Audrey Tautou, Juliette Binoche, Omar Sy, Gims, Jul, Angèle, Jain, Khaled, Jean-Jacques Goldman, Céline Dion, Yannick Noah, David Guetta, Daft Punk.
- Mary Glasgow magazine https://fr.maryglasgowplus.com/magazines/issues/Chez-Nous-avril-mai-2021-137557
- David Guetta & Fred Rister - France. http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4716
- D'accord 3, Langue et culture du monde francophone, Vista Higher Leaning, 2015, p. 67 (La fête de la Musique).
- Bande annonce fête de la musique 2012. http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4642

Unit 2: Les Sports	
Big Ideas: *Course Objectives / Content Statement(s)* *LES SPORTS* ***Unit 2: Theme: Contemporary life (Leisure and Sports).*** ***Theme: Global Challenges (Health issues).*** ***Theme: Families and communities (Childhood and adolescence).***	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What role do sports play in French culture and French speaking countries? How have sports connected people from around the world?	• French people love sports. They love actively participating in team sports and watching games. • some world competitions and the olympic games were first "invented" in France. French people enjoy watching international competitions (soccer, rugby, cycling, tennis…) • Some French athletes are also famous in the United States: Zinedine Zidane, Kylian MBappé, Joakim Noah, Tony Parker… • It is simple to recognize a sentence with a direct object pronoun in the passé composé. To determine if the past participle takes an agreement, listening to the change of pronunciation of the past participle is a valuable tool.
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.	**Instructional Focus:** Students will use vocabulary of sports (names of sports, equipment, players….) in cultural contexts. They will determine what sports have an origin in France and which ones are not played in the United States (la pétanque?). Vice versa, some American sports (baseball) are not played in France. Students will discover that some sports have their origin in France (tennis, cycling, modern olympic games…). Students will discuss the benefits of some sports for teenagers. They will read about competitive sport challenges and how they may affect schooling and peer relationships. Some parents are overly involved in their children's sports and career. Are these instances detrimental to a child's wellbeing ?

• 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. • 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	Looking at "sport families", students will read about Yannick and Joakim Noah, Zinedine Zidane, Kylian Mbappé and some famous cyclists. Unit 2 will use a variety of articles and videos to support discussions and help students formulate cultural comparisons. This unit will further the practice of direct and indirect object pronouns adding y/en to the list. Students will learn how to correctly place two pronouns in a sentence according to the verb tense. **Instructional Strategies:** **<u>Interpretive:</u>** Several readings with either multiple choice questions or open-ended questions. About "Le Tour de France" http://www.ledauphine.com/ Questions include the names of some racers, the number of days, the race itinerary, the color of the shirts (les maillots) and what they represent. To discuss excellence in sports students will recall Unit 1 and what they remember about Yannick Noah. They will then read an article : "Portrait : Les Noah" - how 3 generations of Noahs entered high level sport competitions. What factor is presented in the article that explains the 3 Noahs' achievement? Students will watch several videos on sports followed by multiple choice questions (graded check for understanding) and followed up by class discussions about the importance of the sports in French culture. Film: "Le ballon prisonnier" D'accord! 3 p. 262. Vista Higher Learning (2015) + comprehension questions and reflection questions with class discussion about a teen who is pushed to play soccer by his father. Interpretive video and text: Roch Carrier "Le chandail de hockey" Le chandail de hockey (The story of a young boy from Quebec and his passion for hockey). Students will answer questions on the video and check their answers with a print version. The vocabulary used in this video can be introduced with a painting: Henri Masson "Hockey" 1940. **Hockey.** **<u>Interpersonal:</u>** After watching the short film "Le ballon prisonnier" students will discuss the benefits of a sports career. They will discuss the pressure that "Dylan" (the

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. **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.	boy from the movie) has to live with and if his father is the source of the pressure. **<u>Presentational:</u>** Students will write a paragraph opinion about "Le ballon prisonnier". Writing requirements, such as the use of linking words, will be reviewed to help students present their opinion and a cultural comparison with their school/friends and/or peers.
Differentiation	**Assessments**
Interdisciplinary Connections ● Physical education. Students examine the requirements, techniques, and demands of some sports at the professional and international level. ● Health. Students look at health benefits of sports and compare/contrast school programs	**Formative Assessments:** **<u>Formative:</u> <u>Interpersonal speaking:</u>** ● Discuss what sports you like to watch on television? What sports do you play? Any sport you play with a parent?

promoting sports in France and in the United States.

Technology Integration

- Students will use technology to view videos about French athletes. They will practice vocabulary with online exercises and games (https://quizlet.com/) and quizlet live and they will use Go Formative to write and record answers to questions about sports they enjoy and what sports their families practice and/or watch.

Media Literacy Integration

- Students are encouraged to ask questions about all the cultural information presented to them in the form of video clips, audio recordings, podcasts, and news articles. Most information presented is taken from authentic sources on the French Internet. Students will discuss the information, analyze the journalist's message, purpose, and point of vue, and compose a cultural comparison.

Global Perspectives

- A number of the athletes presented in this unit are of African ancestry from the Francophone world (the Noah family, Zinedine Zidane, Kylian Mbappé). Students' cultural comparison will therefore include a global understanding of the world of sports.

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

- Students will watch several videos to discuss what sports French people like: Rugby (French team wins the 6 nations championship in 2022) Tournoi des Six Nations 2022 : France - A… Rugby and soccer are amongst the most watched sports in France. Video " L'épopée fantastique de l'équipe de France 2022" L'Épopée FANTASTIQUE de l'Équip… Tennis is also a very popular sport in France thanks to the Roland Garros Tournament in Paris : L'origine du tennis. Finally "Le Tour de France" is the most watched cyclist competition each summer in France and around the world: C'est quoi le tour de France ? - 1 jour, 1 qu… "Un jour une question : c'est quoi le tour de France? Fle video: "Le premier tour de France" https://www.flevideo.com/fle_video_quiz_intermediate.php?id=4669. Students will answer multiple choice questions for each video and discuss the information with partners and with the class.
- **Presentational speaking:** Based on a chart with athletes' salary, students in groups will discuss who is the most/least paid athlete, compare/contrast athletes' salary in different sports as well as differences between men and women athletes. They will complete a short presentation with an opinion on the amount earned by some athletes. Is it fair or unfair?

- **Short quizzes:** Quizlet live (team game) to review names of sports (+ multiple choice quiz).

Summative Assessments, Projects, and Celebrations:

- IPA (short version) - In preparation for this assessment, students will read an article about Kylian Mbappé (Ça va - novembre-décembre 2020) https://fr.maryglasgowplus.com/magazines/issues/Ca-va-novembre-decembre-2020-135820 The personal question fosters a reflection on Mbappé's involvement in several charities.

- **Presentational Writing: Essay:** At the end of this unit on sports students will write an essay.

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

Do you believe that young people are pushed to practice a sport to have fun and stay healthy or because their parents envision a professional career with financial wealth?

Recommended Texts to Support Unit:

Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- YouTube.com/ Video clips on: rugby, tennis, le Tour de France, la pétanque… YouTube videos are also used to present famous French athletes.

- "Le tennis" http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4612
- "Le Tour de France" http://wwww.flevideo.com/fle_video_quiz_intermediate.php?id=4669
- "Le sport ça me dit" 2009, https://www.youtube.com/watch?v=G31-AAsDh7A
- Carrier, Roch. Le chandail de hockey. https://www.youtube.com/watch?v=shyFWU8pCjs&t=13s
- 1 jour, 1 question "Depuis quand les sports d'hiver existent-ils?" https://www.youtube.com/watch?v=DeTvkNydJnE
- Classement Forbes milliardaires 2023 des sportifs les mieux payés dans le monde. https://www.forbes.fr/classements/classement-2023-des-sportifs-les-mieux-payes-au-monde/
- Ronaldo athlète le mieux payé au monde depuis son départ en Arabie saoudite, les stars du PSG Messi et Mbappé juste derrière https://www.lefigaro.fr/sports/football/ronaldo-athlete-le-mieux-paye-au-monde-depuis-son-depart-en-arabie-saoudite-les-stars-du-psg-messi-et-mbappe-juste-derriere-20230502
- D'accord! 3 p. 262. "Le ballon prisonnier" Vista Higher Learning, 2015.

Unit 3: *LE CORPS, L'HYGIÈNE ET LA ROUTINE QUOTIDIENNE*

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

LE CORPS, L'HYGIÈNE ET LA ROUTINE QUOTIDIENNE

Theme: Global Challenges (Health issues, Nutrition and food safety).

Theme: Families and communities (Childhood and adolescence).

Note that this unit on Discovering French 2 is presented with the preceding one on sports. However, the grammar structures introduced are extensive and challenging and require in depth presentation with additional practice. It is therefore recommended to depart from the book's suggested scope and sequence and to introduce this unit on its own.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do French people talk about their daily activities and personal care? • What are the names of all the objects one can find in a bathroom? • Do French children have a morning routine similar to American children? • How did French children go to school in the «old	Students will understand that… • Mastery of the vocabulary of body parts is necessary in order to talk about one's health, health problems and their causes, and to describe pain. Vocabulary practice can be done on line with websites such as: https://learningapps.org/watch?v=p6x7qjd8317 • in order to talk about their everyday routine, particularly in the morning, students will need

days»? Was their school experience similar or different? • How do I explain, in French, what is wrong when I feel sick or in pain? • How do French people talk about injuries? • Are French and American prescribed medications similar or different? • What expressions can be used to talk about an injury that happened in the past?	vocabulary of toiletries. For example: I brush my teeth with toothpaste. • the pronouns y and en are frequently used in everyday spoken French. An awareness of the uses of y and en will increase students' oral comprehension. In the passé composé, the past participle does not agree with en. In infinitive constructions en comes before the infinitive. • in French, activities that we do everyday are expressed by reflexive verbs. This grammatical structure does not correspond to an equivalent in English. To describe actions that one performs on one's body, French speakers use a specific construction with a reflexive pronoun and verb.
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.	**Instructional Focus:** The study of health and personal care in this unit will start with a review of the vocabulary of body parts. Adding on new words from the middle school program, students will learn the names of articulations and major organs. Students will describe symptoms and where they feel pain. For example: I have a headache. Students will review known names of toiletries and add on new articles of personal hygiene. They will construct complete sentences to explain for what part of the body each item is used. For example: I brush my teeth with a toothbrush and toothpaste. Specific linguistic structures will be used to talk about where one hurts and to talk about one's daily routine. Students will review pronouns and how to use 2 pronouns in one sentence including y and en in different verb tenses. **Instructional Strategies:** **Interpretive:** Students read along a text about "Sylvie's" daily routine (Raconter sa journée https://www.podcastfrancaisfacile.com/). Questions include comprehension questions and grammar questions on reflexive verbs. Interpretive listening is assessed with listening exercises from «Discovering French Rouge». Exercises are either

• 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.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.	MCQ or fill in missing words and/or phrases. After watching a TV5 Monde video: http://enseigner.tv5monde.com/fle/une-journee-516 ("Ils ont entre 11 et 14 ans, ils vont au collège à Clermont-Ferrand. Partons à la découverte de leur emploi du temps pour une journée."), students will discuss a typical day of a French teenager from Clermont-Ferrand. Questions assess students' comprehension on time and school routine as well as a cultural comparison between a French teen's day at school and our Summit students' typical day. A video: «Découvrez l'école d'autrefois…» Découvrez l'école d'autrefois en Haute-Marne is used to help students understand the school practices differences in French schools in the old days. Students will write complete sentences to answer comprehension questions. **Interpersonal:**. Students have many opportunities throughout this unit to discuss their personal routine with a partner. This exercise could be done at the beginning of the class as a warm-up activity to recall the vocabulary and use of the reflexive verbs. Practice of interpersonal speaking can be done with simulated/prepared conversations for example at the doctor's office. **Presentational:** Students will answer recorded questions about their daily routine on Go Formative.

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

Interdisciplinary Connections

- Science/health: how to talk about one's health and describe symptoms. What personal hygiene choice added to our daily routine is beneficial to one's health.

Technology Integration

- Student practice memorization of vocabulary with quizlet.com/. This unit includes several listening exercises that can be completed with the Chromebook. Similarly, the practice online vocabulary exercises are done on Chromebook. Teachers verify each exercise is completed by granting class participation points.

Media Literacy Integration

- Students are encouraged to ask questions about all the cultural information presented to them in the form of video clips, audio recordings, podcasts, and news articles. Most information presented is

Assessments

Formative Assessments:

- Multiple choice quizzes on vocabulary and grammar after online practices with quizlet.com/. Grammar quizzes can also have a multiple choice format to identify areas in need of additional practice. Grammar quizzes include reflexive verbs in present and past tenses and pronouns.
- Graded listening exercises include several listening exercises such as «La routine quotidienne de Sylvie» (Podcast français facile): https://www.podcastfrancaisfacile.com/texte/raconter-journee-au-present.html and Discovering French 2 workbook listening exercises.

Summative Assessments, Projects, and Celebrations:

- Students will complete a project to describe a grandparent's daily routine and school experience. The display should include pictures of the parent (in school if possible) and pictures of the student in elementary school. The project is based on an

taken from authentic sources on the French Internet. Students will discuss the information, analyze the journalist's message, purpose, and point of vue, and compose a cultural comparison.

Global Perspectives

- Students will be able to compare/contrast their daily routine with their French counterparts. For example, the videos used in this unit will present what French teenagers do every day when they go to school.

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

interview with student formulated questions and a cultural comparison between their grandparents' experience and their own. Furthermore, Unit 3 test will assess students' mastery of vocabulary of health and hygiene with grammar questions on reflexive verbs and pronouns.

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:

Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. (and Discovering French Rouge) Houghton Mifflin Harcourt Publishing Company, 2013 + workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- YouTube.com/ Video clips on: daily routine for example: "Destiny - Animation Short" https://www.youtube.com/watch?v=wEKLEeY_WeQ
- Enseigner le français avec TV5MONDE : "Ils ont entre 11 et 14 ans, ils vont au collège à Clermont-Ferrand. Partons à la découverte de leur emploi du temps pour une journée". http://enseigner.tv5monde.com/fle/une-journee-516 http://enseigner.tv5monde.com/sites/enseigner.tv5monde.com/files/asset/document/adomania-unejournee-app_0.pdf

Unit 4: *LES VÊTEMENTS, LES ACCESSOIRES ET LA MODE.*	
Big Ideas: *Course Objectives / Content Statement(s)* *LES VÊTEMENTS, LES ACCESSOIRES ET LA MODE.* **Unit 4: Theme: Contemporary life (Advertising and Marketing)** **Theme: Beauty and Aesthetics (Ideals of Beauty).**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

• While shopping in France, how do I ask for a specific size? • What is fashion? Who created modern fashion for women? • Do French people buy a lot of "luxury" brands: Channel, Vuitton, Yves Saint-Laurent, Hermes? • What are different fashion styles? What are some clothing items always in style? • Is fashion similar everywhere? • Why do most French people wait for "Les soldes" to get great bargains? • How are sales in France different from store sales in the United States? • How will I use the past tense to describe what I was wearing yesterday?	Students will understand that… • sizes are different in France and in the United States and there are 2 words for size: «taille» for clothing and «pointure» for shoes. • Coco Chanel created fashion for women in the early 1900's. She liberated women by giving them comfortable clothing. • there are many styles we can choose from, yet some items perdure. • France has government regulated sale dates for all shops to protect the small shop owners from the constant price cutting of large national and international chains. The "soldes" are only allowed twice a year and cannot last more than 6 weeks. • interrogative and demonstrative adjectives and pronouns are useful to ask or answer questions about clothing items and accessories. • adjectives of colors and numbers (prices) need to be in agreement with the noun. • superlative and comparative structures are used to make comparisons.
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	**Instructional Focus:** In this unit students will recall known words, review previously taught clothing items, and integrate new vocabulary words to describe what they wear, like, dislike, and would like to purchase. Students will recognize vocabulary of clothing and accessories in readings from culturally authentic selections. For example, they will read about French people and fashion. In general, the French purchase a few items of high quality clothing and use accessories to personalize the look and keep up with fashion trends. Students will apply their knowledge of thematic vocabulary to interpret information from videos on Coco Chanel and fashion creations.. Students will participate in guided conversation. For example, they will ask and answer questions about colors, sizes, and prices to simulate a discussion in a store. In order to describe a clothing item they will talk about the color, the fabric or material and the design. They will reproduce particular

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. • 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	grammatical patterns when identifying the characteristics of clothing items. For example while asking for a specific color students will reinforce their knowledge of gender and number agreement, and placement of adjectives. Students will participate in activities to describe clothing styles and will use comparative and superlative structures to compare clothing items and accessories. For example: this gold ring is more expensive than this one.Students will learn about "Les soldes" (items on sale) compare prices and make choices. Students will watch authentic video selections about Coco Chanel and answer comprehension questions about her legacy. They will collaborate to write a cultural comparison including comparative and superlative expressions (it is more, less expensive than…). **Instructional Strategies:** **<u>Interpersonal:</u>** Students will discuss with partners how they shop, what their preferences are, and if they pay attention to fashion and famous brand names. They will collaborate to describe celebrities clothing styles for example: Harry Styles. **<u>Interpretive:</u>** Students will read and analyze charts, printed results of a survey about world known designers/brands: Dior, LVMH… and use comparative structure to compare/contrast their income and influence on the French economy. **<u>Presentational:</u>** Students will record a 2 minute presentation about their style and use information from class to express their likes/dislikes of other styles giving precise examples. For example: «Je n'aime pas les vêtements des grands couturiers parce qu'ils…»

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.
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 ●	**Formative Assessments:** ● Multiple choice quizzes on vocabulary and grammar using quizlet.com to review and practice. Class discussions on information from reading and listening exercises. For example students will collaborate, reflect, and share opinions about French fashion and shopping preferences : Do French people buy very expensive items? ● Questions on videos will assess students' listening skills and recognition of essential thematic vocabulary words. For example: «Coco, Inside Chanel» Coco – Inside CHANEL (VF) is a video in French with English subtitles to help students understand the life of Coco Chanel and
Technology Integration ● Students practice memorization of vocabulary with quizlet.com/. This unit includes several videos from the French internet that students watch on their Chromebook.	
Media Literacy Integration ● Students are encouraged to ask questions about all the cultural information presented to them in the form of video clips, audio recordings, podcasts,	

and news articles. Most information presented is taken from authentic sources on the French Internet. Students will discuss the information, analyze the journalist's message, purpose, and point of vue, and compose a cultural comparison.

Global Perspectives

- Students will be able to compare/contrast their shopping choices with their French counterparts. For example, discuss what shopping choices French people make and compare these choices with American choices.
- Students will discuss the economic benefits of having fashion designers in France and how fashion is linked to tourism in Paris.

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

write simple answers to 5 questions in French. With the video «Expliquez-nous la haute couture» Expliquez-nous... la haute couture, students will answer questions about what makes Paris the fashion center of the world.

Summative Assessments, Projects, and Celebrations:

- A Unit test will assess students' mastery of vocabulary of clothing and fashion with grammar questions on adjectives, numbers, and comparative and superlative structures. Mastery of cultural knowledge is assessed with MCQ on fashion in France, Coco Chanel, and styles (la mode vintage, la Converse, la mode Vichy, le jean).

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:

Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- Enseigner le français avec TV5 Monde. "Luxe: Les recettes françaises". http://enseigner.tv5monde.com/fle/luxe-les-recettes-françaises
- L'indépendant. "Les Français et la mode" (25/02/2017). https://www.lindependant.fr/2017/sondage-video-les-francais-et-la-mode.2292970php
- RTL "Les soldes pour les jeunes" (07/01/2013) http://www.rtl.fr/actu/60-des-hommes-font-les-soldes-7756659332
- Pourquoi la mode française est-elle la meilleure du monde?
  - Pourquoi la mode française est-elle la meilleure du monde ? Explications - Fashion W…
- Apprendre le français avec TV5 Monde "L'histoire de la Converse"
  - L'histoire de la Converse Apprendre le français avec TV5MONDE
- Patrimoine : le jean de Nîmes
  - Patrimoine : le jean de Nîmes
- Marie-Claire France: Salon du vintage
  - Salon du vintage

Unit 5: *L'AFRIQUE FRANCOPHONE*

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

L'AFRIQUE FRANCOPHONE

Unit 5: Theme: Contemporary life (Travel)

Theme: Beauty and Aesthetics (Contributions to World Artistic Heritage, Visual Arts, Literature).

Theme: Families and Communities (Customs and Ceremonies)

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How many countries would you guess there are in Africa that use French? • Why do some African countries have French as their official language? • How can history help me understand that many African countries were French colonies? • What are some specific facts about 10 francophone African countries that will help me understand their importance for France and in the world? • How will I use the future tense to describe what African countries I will visit and what I will buy in each one? • What is the cultural importance of a griot ? • What do African women wear? • Where can I see African masks? • What do fables from Niger teach us?	Students will understand that… • Leopold Sedar Senghor, a poet and first president of Senegal founded a formal organization known as "La francophonie" to preserve and foster the French language on every continent. Currently, the fastest growing number of French speakers is in Africa. • today, French is a recognized official language in some 29 countries around the world, including France, Canada, the Democratic Republic of Congo, Cameroon, Belgium and Switzerland. Indeed, most of those 29 countries are members of 'la francophonie'. Recently, La Louisiane (former French colony) became a member. • the French language doesn't just open doors to French culture (from France) but to cultures from all over the world. • African countries like Senegal and the Ivory Coast have strong ties with France. • French speaking African countries have a rich cultural heritage with a strong influence in France. Students will discover aspects of this cultural heritage and how it is valued and preserved today. For example African masks are displayed in the Musée du Quai Branly in Paris. • to talk about a future trip to Africa one needs 2 new verb tenses: the future tense and the conditional tense.
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.

• 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

Instructional Focus:

The vocabulary used in this unit is extensive and covers a number of different areas. For example, students will learn the names of 10 African countries with cultural and economical information. They will recognize the geographical location of each country and identify aspects of culture presented in photographs and videos. For example, Dakar is the capital of Senegal where Leopold Sedar Senghor was born… Students will analyze the changing economic environment in these 10 countries, for example: the Ivory Coast is the 1st world exporter of cocoa beans. Students will also explain how cultural beliefs in the target culture are reflected in its daily life. For example "le griot" (the poet/medicine man of a village) still has a role in modern society and his oral transmission of tales and fables is valued by everyone in Africa.

Students will compare and contrast how important "le pagne wax" is for African women who are very attached to their traditional dress. Is this African cloth popular in the United States?

Students will examine African masks and infer why people produce them and in what ceremonial events they are used. Additionally, masks have become a "commodity" sold in antique stores and are on display in famous museums.

All the vocabulary necessary to understand and talk about these diverse topics will be studied in context with authentic readings and videos. Through mastery of the new vocabulary, students will be able to describe orally and in writing the similarities and differences among products and practices found in western African cultures and compare them with their own.

The purpose of learning information about the former French colonies in Africa is to understand the value of the French language in these countries and recognize cultural roots and heritage. This unit will serve as an introduction to in depth study of the francophone world in French 5 honors and AP.

Instructional Strategies:

<u>Interpersonal:</u> Students will discuss the particularity of each African country presented in class and

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.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.

compare/contrast cultural products and beliefs with those in their community.

Interpretive: Students will watch several videos about some particular themes within the context: about the "pagnes" and the names of the patterns: Le pagne africain: petit nom, gros succès et grandes ambitions. This video will explain how the "pagne" (African cloth with distinct patterns) has become a fashionable item for French women: https://www.youtube.com/watch?v=tqD16-qc1Sc&t=15s . About the production of cocoa beans in Côte d'Ivoire: https://www.youtube.com/watch?v=8thNJBCoLek&t=4s. Meanings of difficult words and expressions should be provided to ease understanding and make it fun for students to discuss this fashion from Africa. Would you like to wear a dress or a shirt made out of African wax prints?

Presentational: A persuasive written essay will require that students present their opinion and support their position with arguments taken from the 3 fables read in class. For a recorded 2 min presentational speaking on Go Formative, students will use information from authentic materials presented in class and conclude with a cultural comparison with their own community. It is essential that students understand that a cultural comparison is not an opinion or a stereotype commonly heard. A valuable cultural comparison must include authentic information as evidence. For example: The African women I saw in a video about Côte d'Ivoire enjoy wearing different patterns of "pagne" whereas in my community it is not a fashionable item. Students should also use learned cultural information from the previous unit about fashion.

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

Differentiation

Interdisciplinary Connections

- Social studies: history of France and its colonies. How did most African colonies of France become independent in 1960? The only one to remain a colony until 1962 is Algeria.

Technology Integration

- Students will use their chromebook to watch videos posted on Google Classroom. They will record their presentational speaking with their Chromebook on Go Formative and upload the saved recorded answers.

Media Literacy Integration

- Students are encouraged to ask questions about all the cultural information presented to them in the form of video clips, audio recordings, podcasts, and news articles. Most information presented is taken from authentic sources on the French Internet. Students will discuss the information, analyze the journalist's message, purpose, and point of vue, and compose a cultural comparison.

Global Perspectives

- Students will understand the importance of the French language in francophone countries. In Africa, French is a tool used for communications, commerce, and education.

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

Formative Assessments:

- Multiple choice quizzes on vocabulary and grammar. True or false questions are also very useful to check for understanding while not demanding overwhelming memorization of cultural facts. Listening exercises with authentic videos about African countries. Reading exercises with comprehension and reflexion questions are designed to help students master the vocabulary in context. For example, students will read about the role of the "griot" in the African tradition. They will also read 3 African fables from Niger and find cultural messages and morals. They will analyze the value of the morals and determine if they correspond to moral teachings in their own cultures.

Summative Assessments, Projects, and Celebrations:

- There are 2 summative assessments for this unit. The first one is a 2 minute oral presentation (recorded) for which, the students will need to review cultural facts about the African countries studied in class and the future/conditional tenses. This assignment will be graded according to students' ability to formulate sentences with the future and conditional verb tenses and cultural facts. For example: I will go to Yamoussoukro, the capital of Côte d'Ivoire and at the market, I will buy a pagne wax that has the motif "feuille de gombo"… If I have enough money I will also buy a mask….
- The other summative assessment will be an essay on African fables and folktales. Why is reading African fables still important in the francophone world today?

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:

Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013 (and workbook).

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. "Lecture pour tous" (3 contes du Niger)
- La langue française dans le monde: La langue française dans le monde
- Le pagne africain: petit nom, gros succès et grandes ambitions. https://www.youtube.com/watch?v=q6J6xxUr5Hs
- Le Wax, de la rue au podium https://www.youtube.com/watch?v=tqD16-qc1Sc&t=15s
- Côte d'Ivoire : production de cacao en baisse en 2016 https://www.youtube.com/watch?v=8thNJBCoLek&t=4s
- Masques africains de Côte d'Ivoire https://www.youtube.com/watch?v=MIZHj_Du_1U&t=10s

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation - Brainstorming is a technique used daily when previously presented information is being reviewed. For example: what do you remember about the passé composé? How does a verb change in the past tense? Before new information is introduced, students will brainstorm with their peers in groups. Each unit fosters discussions and invites students to examine unit information before composing an opinion and making a statement. For example: What kind of traditional instruments do American singers use? Are they the same instruments a North African singer would use? Students will answer such questions using verbs in present and past tenses.

Critical Thinking and Problem Solving - Students are encouraged to work collaboratively to examine information before they formulate an answer. They use higher order thinking skills to construct meaningful conclusions, incorporating information read in class or watched on videos. Their final conclusion should be based on facts and not hypotheses or stereotypes.

Communication and Collaboration - Students articulate thoughts and ideas effectively using oral and/or written communication. They work collaboratively and respectfully with partners and / or team members. All units rely heavily on this daily collaboration when answering thought provoking questions, when presenting the results of a research, and when preparing an analysis of the target culture and its influence on the global community. In unit 1 students will determine the influence that musicians from North Africa and America have on French musicians. In unit 4 students will debate the influence of French fashion designers on their choice of clothing and fashion choices in their community.

Information Literacy - Students are presented with a large variety of authentic material (print and audio, podcasts and videos). Different sources may present different opinions about entertainers. Recognizing the source of an information will help students evaluate its accuracy. Additionally, students in French 3 must begin to incorporate print and audio sources in their presentational speaking and writing. For example, students will practice speaking and writing about several French actors and musicians and must incorporate accurate information in their final products.

Media Literacy - Students will gain understanding of a variety of topics based on culture and traditions from France and from the French speaking world. For example in Unit 1 students will listen to musicians with origins in Algeria, Cameroon, Canada and Belgium who sing in French. Similarly they will watch video clips with French actors and understand that their mastery of English enables them to make movies in the United States. Several examples of French entertainers will be provided such as: DJ David Guetta and Daft Punk who are French. Marion Cotillard received a Golden Globe award (best actress) for

her role as Edith Piaf in "La Môme"and was acclaimed for her role in "Inception". In Unit 6, students will watch a video and read an article about fashion in Senegal and Côte d'Ivoire, this will enable students to compose a cultural comparison with fashion in the United States and France, based on different sources.

Life and Career Skills - Students will examine different careers in unit 1 when they learn about famous French speaking entertainers. In unit 2 some famous French sportsmen and women will be presented. Students will discuss the benefits and drawbacks of being a star athlete and career skills and demands will be identified. Unit 3 will help students acquire a better understanding of French schools and the importance of education when they reflect on their grandparents' schooling.

21st Century Themes (as applied to content area)Financial, Economic, Business, and Entrepreneurial Literacy - Financial, Economic, Business, and Entrepreneurial Literacy will be included when talking about clothing. Students will watch a video about vintage fashion when people select clothing items that are cheaper than in designer stores. They will use numbers to compare prices and comparative/superlative phrases to talk about the salary earned by some sportsmen.

Health Literacy - is addressed in Unit 2 while talking about sports (why is sport good for you?). Students will learn about the health benefits of sport. Various articles from Le Figaro and videos from 1 jour 1 actu will be used as well as videos about soccer, tennis, and the Tour de France. Health literacy is also a topic in Unit 3 when students will describe their daily routine, including vocabulary of hygiene, and health issues with most common illnesses.

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics). The integration of art is present in Unit 1 when students will learn about entertainers and movies. Artistic creation is included in Unit 3 while learning about French fashion and famous fashion designers.. Unit 5 will present 3 forms of African art with masks, clothing (the different patterns of "Le pagne wax" and their meanings), and literature (African fables and folktales).