Summit Public Schools
Summit, New Jersey
Grade Level: After 4 consecutive years of French or at the end of grade 10
Content Area: French 5

Overview:
The focus of this course is to continue to develop students' French language skills through a cultural lens. This curriculum uses authentic documents to present diverse cultural themes of the francophone world. Comparing and contrasting one's own native language and cultural practices, products, and perspectives with the French language and culture enables students to gain new insight about French speaking countries in the world. Students will use and learn vocabulary and grammar in cultural contexts using authentic print, audio, and video documents. Each unit presents a different cultural theme aligned with the AP French Language and Culture course. These themes promote the inclusion of a variety of language concepts into a context that is interesting, meaningful and worth exploring. They are useful to integrate language, content and culture into a series of lessons and activities that promote the use of the language in a variety of contexts. Each theme is used to plan a comprehensive unit over several weeks of study culminating in diverse assessments in the four language skills: speaking, listening, reading, and writing.

Unit 1: "Les voyages, les vacances en France, la restauration et l'hôtellerie".
Theme: Contemporary life.
Contexts: Leisure and sports, travel.
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate Mid

Interpretive Mode of Communication
Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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

This unit is intended as a transition from French 4. Students will recall information from our study on youth travel and extend their knowledge with an in depth exploration of travel options for adults.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What accommodations do French people favor for their vacation • Why have French people reduced their vacation time? • Why is the Michelin guide so important for travelers?	Students will understand that…. • French people choose their travel destinations and accommodation differently due to financial hardship. • Consequently, French people have to shorten their vacation time and reduce their travel budget. • Michelin (the French tire company) publishes maps and restaurant and hotel guides for travelers. The Michelin company is very famous in France and still has its headquarters in Clermont-Ferrand in the heart of the Auvergne province. • The red Michelin guide (guide rouge) influences the lives of chefs in France and in the world. It is published every year and famous chefs are afraid of losing a star. • To compare vacation locations and prices, <u>comparative and superlative forms of adjectives</u> are essential.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. • 7.1.IM.IPRET.5: Use target language to	**Instructional Focus:** <u>Practical language: vocabulary.</u> Students will use vocabulary in cultural context. Unit 1 examines vacation and travel choices in France. Authentic articles and videos are used to discuss where and how French people vacation, the different places one can stay while visiting France. Vocabulary of hotel reservations and hotel services is used to examine options and alternatives. <u>Linguistic structures:</u> are embedded in the lessons. Students will review the comparative and superlative forms of adjectives while comparing duration and cost of vacation plans. A review of "adjectifs et pronoms interrogatifs" will help students formulate questions. Answers will use "adjectifs et pronoms démonstratifs et possessifs". **Instructional Strategies:**

paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change. • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. • 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual	*Interpretive:* Discuss ideas with partners and with class. Practice interpersonal speaking with simulated conversations: one student initiate the conversation and another one answers (ex: when making a hotel reservation). *Interpersonal:* Students read a variety of texts and articles from authentic online French newspapers and magazines. For example, from the newspaper "Le Parisien" they will read an article that explains how 3 million French people have decided to spend their vacation time at home or with families to save money. They watch an authentic video on Michelin and the company's famous tourist guides. *Presentational:* Simulated conversations are presented to the class. Students will analyze how the changing economic and political environments influence French people and their vacation choices. They will retell stories about culturally authentic selections and share opinions as well as produce cultural comparisons with their own community.

prompts about familiar and some unfamiliar situations. ● 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. ● 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. ● 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. ● 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. **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:**

- Language arts (compare/contrast structure of language, patterns of speech, and etymology of words)
- Social studies (geography of France, where do people travel in France when on vacation)

Technology Integration

- Students use Edmodo where complete lesson plans are posted and available. They use EDpuzzle to watch videos and clipchamp.com to record presentational speaking. They use chromebook to look for the meaning of unknown words and take notes. Students will use Padlet to answer open-ended questions. Multiple responses are shared by students. For example: after reading the story on the Stanley Hotel students can post their reaction : Do you believe that the hotel is haunted? Would you vacation there? Why? Why not?

Media Literacy Integration

- Show videos or present articles that discuss the influence of the Michelin Guide on restaurants and chefs, highlighting both positive and negative perspectives. Ask students to critically analyze the potential biases in the guide, such as cultural biases, regional preferences, or the influence of popular trends. Students will then create a fake article for a restaurant on the Michelin Guide.

Global Perspectives

- Students will understand the extent of diversity in products and practices that exist within the French culture and compare these practices with their own.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners

- Multiple choices quizzes on vocabulary of travel and grammar. Listening and reading exercises (Q&A) on videos and articles. For example, students will watch a video about a receptionist in a hotel and discuss the different aspects of the job. Class discussions on information from reading and listening exercises will help students practice the vocabulary, formulate an opinion, and compose cultural comparisons. Students will use the language creatively in writing about cultural differences. For example, they will examine the use of bottled water in France and in the United States.

Summative Assessments, Projects, and Celebrations:

- IPA "L'ancien restaurant de Bernard Loiseau" Students will read the story of Bernard Loiseau and his tragic death after the Michelin guide downgraded his restaurant. Students will work on exercises following IPA format. A similar task (IPA) will use an article about "Le Stanley Hotel", a hotel in Colorado with a disturbing reputation that was visited by Stephen King. It later was the site of the movie "The Shining". Unit 1 test will include listening, vocabulary, and grammar exercises, and cultural questions based on the texts and videos studied in 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:

Discovering French Rouge *Valette Valette (McDougal Littell 2001)* p. 226 "Séjour en France"

"La colocation … même en vacances"
http://www.leparisien.fr/societe/la-colocation-meme-en-vacances-11-04-2011-1402573.php
"3 millions de Français renonceraient à partir en vacances"
http://www.lexpress.fr/actualites/1/societe/trois-millions-de-francais-semblent-renoncer-aux-vacances-en-2013_1233179.html
"L'épopée Bibendum, une entreprise à l'épreuve de l'histoire" Lionel Dumond, Editions Privat, 2002
"L'ancien restaurant de Bernard Loiseau perd sa 3ème étoile, treize ans après son suicide"
http://www.lexpress.fr/actualites/1/culture/l-ancien-restaurant-de-bernard-loiseau-perd-sa-3e-etoile-treize-ans-apres-son-suicide_1759265.html
"Un bistrot de Bourges étoilé par erreur à la place d'un restaurant de l'Essonne"
http://www.leparisien.fr/essonne-91/un-bistrot-de-bourges-etoile-par-erreur-a-la-place-d-un-restaurant-de-l-essonne-17-02-2017-6687672.php
"Estelle Denis teste le métier de réceptionniste en hôtellerie" (M6-15/11/2012)
https://www.youtube.com/watch?v=FefJDO54EGI
"L'histoire du Stanley Hotel et de ses fantômes" (27/02/2014)
http://documystere.com/frantomes-demons/histoire-du-stanley-hotel/

Unit 2: "Les urgences médicales, les docteurs et les soins de santé".
Theme: Global challenges.
Contexts: Health issues, nutrition and food safety.
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Interpersonal Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Big Ideas: *Course Objectives/Content Statement(s)*
In this unit students will build up from the vocabulary of body parts studied in French 3 and will be able to describe symptoms, explain what is wrong, understand the doctor's prescription and where to get

medication. Cultural comparison between France and the United States will investigate how the French take care of their health and rely on homeopathic remedies and natural spring waters.

- To provide teachers with detailed lessons that teach students to recognize and understand their feelings and the impact their reactions to those feelings have on others. Additionally, students will learn how to regulate their emotions in order to be calm, focused, and ready to learn during their time in school and beyond.

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 deal with emergencies? Health issues? How does the French health system work? • How do they get a prescription? Where do they go to get it filled? • Why do French people drink bottled mineral water? Are there benefits? • What can we learn from the French eating habits and culinary traditions?	Students will understand that… • French pharmacies are different from drug stores in the United States in that they only sell prescription drugs and health/hygiene items. • Bottled spring water is considered as a health benefit and French people select their water for their well-being. • French food and eating habits are changing from traditional meals and meal times to a more americanized trend. • A French chef explains that France adheres to its culinary traditions. • The passé composé and imparfait verb tenses are used to describe health problems of the past, while the subjonctif allows to express orders, wishes, what has to be done.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and	**Instructional Focus:** Practical language: vocabulary. The study of health and medical care in Unit 2 will start with a review of the vocabulary of body parts. Students will describe symptoms of various health conditions (childhood illnesses, emergency situations…). They will explain what is wrong, how they feel and understand the doctor's prescriptions. Students will recognize the health benefits of spring water and fresh foods. Linguistic structures will be emphasized. Students will review the passé composé/imparfait (verb tenses used to describe health problems of the past). They will use the subjonctif verb tense after expressions of emotions, describing how they and others feel about certain facts or

cultural practices) in the target culture(s) to determine the meaning of a message.

- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
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- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences

events, and expressing feelings about past actions and events.

Instructional Strategies:

Interpretive:
Students read a variety of texts and articles from authentic online French newspapers and magazines. For example an article from L'Express about bottled water. From diverse French tv news and information networks, they watch authentic videos about the use of "self-medication" (bypassing the doctor's office) and about French breakfast (its benefits to one's health).

Interpersonal:
Discuss ideas with partners and with class. Practice interpersonal speaking with simulated/prepared conversations for example at the doctor's office and in the emergency room.

Presentational:
Simulated conversations are presented to the class. A 2 min presentation about an emergency/accident will be recorded on clipcham.com and posted on Edmodo.

and strings of connected sentences. ● 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. ● 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. ● 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. ● 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. ● 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. **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:**

- Science/health: how to take care of one's health. Symptoms of non-life threatening injuries/health issues.
- Science: are there benefits to drinking spring water as opposed to tap water?

Technology Integration

- Students use Edmodo where complete lesson plans (with homework assignments) are posted and updated. They use EDpuzzle to watch videos and clipchamp.com to record presentational speaking. They use chromebook to look for the meaning of unknown words and take notes.

Media Literacy Integration

- Introduce students to various claims made about natural spring waters, such as purity, health benefits, or environmental sustainability. Provide students with a list of claims and ask them to research and find evidence supporting or debunking each claim. Instruct students to critically evaluate the reliability and credibility of their sources. Facilitate a class discussion where students present their findings and engage in a debate about the validity of the claims.

Global Perspectives

- Students will gain perspectives on the Francophone world to develop respect and openness to others and to interact appropriately and effectively with citizens of Francophone cultures. French people rely heavily on prescription medications when ill. They obsess about their health and consume food and water for particular health benefits.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners

- Multiple choice quizzes on vocabulary and grammar. Listening and reading exercises (Q&A). Class discussions on information from reading and listening exercises. For example students will collaborate, reflect, and share opinions about French meals and French eating choices : Do French people eat healthier meals than we do? Students will write short reaction paragraphs about cultural differences between healthcare and meals in France and in the United States.

Summative Assessments, Projects, and Celebrations:

- IPA "Eau en bouteille ou du robinet: le match en chiffres". Students will read an article from the French magazine L'Express about the benefits of bottled water vs. tap water. They will be able to infer meaning of unknown words, to analyze the author's ideas, and to write about their opinion. Furthermore, Unit 2 test will assess students' mastery of vocabulary of health and hygiene. Students will complete grammar exercises, they will identify and reproduce verb tenses, and answer questions on essential cultural aspects from the unit.

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:

Discovering French Rouge *Valette Valette (McDougal Littell 2001)* p. 261

"Les pharmaciens face au défi de l'automédication"
http://www.francetvinfo.fr/france/les-pharmaciens-face-au-defi-de-lautomedication_1285065.html
"Quelle eau boire pour être en bonne santé"
http://www.youtube.com/watch?v=AURy4BIV5WM
"Eau en bouteille ou du robinet: le match en chiffres" L'Express (14/04/2010)
http://www.lexpress.fr/actualite/societe/environnement/eau-en-bouteille-ou-du-robinet-le-match-en-chifres_859054.html
"Les repas en France" D'Accord 2 (*Vista Higher Learning 2015)*
"Que mangent les Français au petit déjeuner?" (*From France 5 tv station and show "La quotidienne")*
https://www.youtube.com/watch?v=_Ks2wdQDOFY
"La cuisine française avec Guy Martin" (*From TV5Monde and show "7 jours sur la planète")*
https://www.youtube.com/watch?v=tUFa7KvyHGc
Add from "Hollywood Canteen" (French website "Hollywood Canteen, les seuls hamburgers livrés à domicile")
http://www.hollywoodcanteen.fr/mentions-legales.php

Unit 3: "Les villes françaises, leur histoire et leur développement".
Theme: Contemporary life. Context: Housing and shelter.
Theme: Beauty and aesthetics. Contexts: Architecture, Contribution to world artistic heritage.
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Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Big Ideas: *Course Objectives/Content Statement(s)*
In this unit students will review the vocabulary of housing and places to live in (town or country) to investigate how French cities were built. Cultural comparisons between France and the United States will help identify important aspects of major French cities and their historical evolution.

- To provide teachers with detailed lessons that teach students to recognize and understand their feelings and the impact their reactions to those feelings have on others. Additionally, students will learn how to regulate their emotions in order to be calm, focused, and ready to learn during their time in school and beyond.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How were French cities started? • How were they developed? • What are their characteristics? • What can we see in French cities today? • What is "patrimoine"? • How does a French city contribute to the World Artistic Heritage?	Students will understand that… • Most French cities are more than 2,000 years old. Most were built by the Romans and still have Roman ruins. • A good example of the transformation of a French city is Senlis were a visitor can walk through time. • French people are very protective and proud of their cultural heritage. A special celebration of French monuments, historical and famous sites is held each year in September. • Vocabulary of monuments is used to talk about the historical background of French cities and about the importance of the French cultural heritage. For example, castles and/or cathedrals are key historical features. • In order <u>to express conditions</u> in French one must use <u>the conditional verb tenses</u>. For example, "If French cities had not been protected, they would not have withstood centuries".
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
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cultural practices) in the target culture(s) to determine the meaning of a message.

- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
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- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday

Instructional Strategies:

Interpretive:
Students read a variety of texts and articles from authentic online French magazines for example L'Express. They will watch authentic videos from French tourism agencies (Senlis, SNCF), answer multiple choice questions to check for understanding. Each video is followed by a class discussion giving students an opportunity to share their opinion on the cultural content.

Interpersonal:
Discuss ideas with partners and with class about the similar development of French cities and compare it with American cities.

Presentational:
Students will record a 2min presentation about historical and cultural elements of several major French cities. Can we define the richness of a French city by its historical/cultural heritage or by its industrial activity?. A cultural comparison must be included in the presentation.

topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

- Art and architecture: beauty of ancient buildings/monuments and how to preserve them for future generations.

Technology Integration

- Students can find complete lesson plans on Edmodo. They use EDpuzzle to watch several videos and clipchamp.com to record presentational speaking. Students will use French websites to find information needed for their project in a French city of their choice. Using online documents, students will produce a Powerpoint presentation.

Media Literacy Integration

- Divide students into small groups and assign each group a specific form of media related to a world heritage site.
  Instruct each group to analyze their assigned media by considering the following questions:
  - What is the main message or theme conveyed?
  - How does the media represent the artwork or cultural heritage site?
  - What techniques or elements are used to engage the audience?
  - Are there any biases or limitations in the media's representation?

  Students will then recreate the media with additional information they consider important to highlight.

Global Perspectives

- Students will gain perspective on French cultural assets and legacy in the world. It is important to respect the pride French people feel about their historical and cultural heritage.

Supports for English Language Learners

Formative Assessments:

- Multiple choice quizzes on vocabulary and grammar will assess students' mastery of the French language. For example a quick check on vocabulary of French cities will include words referring to streets, houses, city features, and historical buildings. Multiple choice quizzes will also assess listening comprehension. For example, students will watch a short video about Strasbourg and answer questions about its key features (historic and present) using vocabulary practiced in class.

Summative Assessments, Projects, and Celebrations:

- IPA "Clermont-Ferrand": students will read an article on this city and use knowledge of vocabulary to answer questions following IPA format with inferring and interpretive questions. They will describe and analyze the author's ideas and present an opinion on the article with a cultural comparison. Students will write an in-class essay: Should the French spend so much money and effort to preserve their "patrimoine"? Students will use vocabulary practiced in class and recall information from the texts and videos to present arguments, an opinion, and a cultural comparison. The project "Une ville française" asks students to select a French city of their choice, explain its history and present its monuments and points of interest to the class.

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	Modified assessment grading

	mapping	

Recommended Texts to Support Unit:

Discovering French Rouge *Valette Valette (McDougal Littell 2001)* p. 303
"Senlis, ville médiévale à 2 pas de Paris" (video from the Office du Tourisme de Senlis)
https://www.youtube.com/watch?v=csM9anLppyE
"Montpellier visite guidée - Tourisme en Languedoc-Roussillon" (video from voyages-sncf.com)
https://www.youtube.com/watch?v=OJ4iiFan-kw
"Vidéo visite Nîmes et le Pont du Gard" (from voyage-sncf.com)
https://www.youtube.com/watch?v=9zuBKY023OI
"Clermont-Ferrand: la force tranquille" L'Express.fr (11/06/2010)
"100 ans au service du patrimoine culturel" (video from Le Centre des Monuments Nationaux)
https://www.youtube.com/watch?v=9zuBKY023OI

Unit 4: "L'amitié et l'amour"
Theme: Families and communities. Contexts: Friendship and love, customs and ceremonies.
Theme: Science and technology. Contexts: Social impact of technology.
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate High

Interpretive Mode of Communication
Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Interpersonal Mode of Communication
Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Presentational Mode of Communication
Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Big Ideas: *Course Objectives/Content Statement(s)*
Unit 4 is about human relationships, from youthful friendship, to love between adults, as well as challenges in adult relationships. In this unit students will describe degrees of friendship, the meaning of friendship and family relationships. The movie "Cyrano de Bergerac" will be used to discuss lack of honesty in a relationship. The 3rd part of this unit will present new vocabulary of technology to examine modern aspects of friendship influenced by technology.

- To provide teachers with detailed lessons that teach students to recognize and understand their feelings and the impact their reactions to those feelings have on others. Additionally, students will learn how to regulate their emotions in order to be calm, focused, and ready to learn during their time in school and beyond.

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 the qualities/characteristics of a friend? • How do teens express their feelings in France and in the United States? • What is involved in planning a wedding in France? • Can friendship/love survive lies/deception? • How is our relationship with others altered by new technology?	Students will understand that… • French teeanagers value their friends. • French men and women marry later in life, the number of weddings in France has declined, and the tendency is a non religious wedding (Le mariage à l'américaine). • The story of "Cyrano de Bergerac" identifies difficulties at expressing one's own feeling. Students will analyze the feeling of trust in a relationship and how lies can be destructive. • Technology offers new ways of keeping in touch with our friends. Is technology really helping friendship? • In order to describe Cyrano and express an opinion on his personality one must use adjectives such as brave, courageous, deceitful, etc… The past tenses are useful to describe weddings of the past. We need the subjonctif to talk about what has to be done. For example: "It is necessary that Cyrano tell the truth".
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with	**Instructional Focus:** Practica language: vocabulary. Students will use vocabulary to express feelings towards other people, and to discuss relationships. Congratulating, comforting, expressing sadness and sympathy are topics using the same vocabulary. While describing Cyrano de Bergerac students will review adjectives and select from a list those that best fit Cyrano's personality. Students will learn new vocabulary related to technology when discussing the benefits of texting and social networking (Facebook). Linguistic structures: grammar. Students will review essential grammatical components of the French language already used in the previous units.

a variety of topics.

- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories,

For example they will use the past tenses, the subjonctif, and the conditional clauses to talk about Cyrano and his shortcomings (lies). They will use the subjonctif when speaking about friends, for example, it is necessary to…. Essential to… Review of reflexive/reciprocal verbs in the past tense is essential to talk about love and marriage in French. The past tense of reflexive/reciprocal verbs will be used in context with a review of the rules of agreement of the past participle.

Instructional Strategies:

Interpretive:
Students will listen to conversations in movies and use practiced vocabulary to answer questions. Particular scenes of Cyrano will be read (authentic text). Meanings of difficult/old fashioned words and expressions should be provided to ease understanding and make it fun for students to play the scene. Reading texts and articles about social media will help students gain understanding of printed material on technology and how social media influences the way we interact with one another. For example, the article "SMS textos" will allow students to identify differences between French and American texting expressions : "Je t'M" is "I love U".

Interpersonal:
Students will discuss how they interact with their friends and what are the essential qualities they look for in friendship.
Reading Cyrano's scene under the balcony with partners (role play) will help students understand the situation and the dilemma. Students will express opinions about the benefits of technology as far as friends and family are concerned.

Presentational:
Persuasive written compositions will require that students present opinions and support their positions with evidence and use of cultural perspectives. A recorded 2 min speaking presentation requires that students present an opinion and a cultural comparison with their own community.

presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. ● 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. ● 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. ● 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. ● 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Social studies (history of France during the 17th century when Cyrano belonged to a company of musketeers) **Technology Integration** ● Students use Edmodo where they can find complete lesson plans and where they post completed assignments (for example 2 mn recording). They use Chromebook and EDpuzzle to watch videos and clipchamp.com to record presentational speaking. Padlet is used to share answers on a topic. The article "SMS textos" presents both positive and negative aspects of technology in relationships. Using technology as a tool to communicate, students will post remarks on Padlet. **Media Literacy Integration** ● Students can individually create their own adaptation of Cyrano de Bergerac in a format of their choice (e.g., short film, podcast, graphic novel).They should consider how their chosen medium allows them to emphasize certain aspects of Cyrano de Bergerac and engage with a specific target audience.	**Formative Assessments:** ● Multiple choice quizzes on vocabulary and grammar. Listening exercises with the movie "Cyrano de Bergerac" and the short videos are graded. Reading exercises with comprehension and reflexion questions are designed to help students master the lesson content. For example, 2 of the most famous monologues from Cyrano (La scène du Nez, Sous le balcon) are used to check for understanding. **Summative Assessments, Projects, and Celebrations:** ● Unit test is replaced by 2 in-class essays: one on Cyrano and the other on Friendship and technology. Students will present a project on the theme developed in Cyrano's movie: "Is it acceptable to tell lies to your best friend?". A speaking test on Cyrano will include answers to questions and a 2 min presentation (AP style) and will be recorded.

Global Perspectives

- Students will understand the similarities between French and American teens when discussing friendship and the use of technology.

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	Increase	Individualized

provided via computer or electronic device	opportunities to engage in active academic responding	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:

Discovering French Rouge, *Valette Valette (McDougal Littell 2001)* p. 344 "Les relations personnelles"
Court métrage "A tes amours" (2001), D'accord 3, (*Vista Higher Learning)* p. 8
"L'amitié, qu'est-ce que c'est?" TV5 Monde, (04/03/2016)
http://enseigner.tv5monde.com/fle/lamitie-quest-ce-que-cest-1116
"Le mariage en France: le mariage à l'américaine" (08/08/2011)
https://www.ameliste.fr/
"En France, le mariage perd du terrain" (13/03/2017)
http://www.leparisien.fr
Film "Cyrano de Bergerac" (1990)
'Facebook a-t-il détruit l'amitié?", Thèmes, *(Vista Higher Learning)* p. 18
"La solitude numérique", D'accord 3, (*Vista Higher Learning)* p. 256
"SMS, textos: dites "Je t'M" avec le pouce!", Face à Face, (Vista Higher Learning) p. 53
Court métrage "On s'embrasse" (2000), Thèmes, (*Vista Higher Learning)* p. 60

Unit 5: "L'influence des médias".
Theme: Science and technology. Context: The new media.
Theme: Contemporary life. Context: Advertising and Marketing.
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate High

Interpretive Mode of Communication
Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Interpersonal Mode of Communication
Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Presentational Mode of Communication

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

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

This unit is designed to transition from investigating technology as a means of social interaction to examining electronic media. Students will become aware of the place of technology in everyday life. It is a tool we use to stay informed, prefered over paper format. It can be a catalyst to drive educational transformation for the 21st century. Technology is also being used more and more for advertising. As in the United States, newspapers and magazines in France are very popular. Print media is, at the moment trying to adapt to its changing structures. With the advancement of technology most magazines and newspapers are now available online. One concern is the increase of commercials on the internet. This evolution is felt differently in France and in the United States. Since students use more technology at home and in schools should we be concerned about their exposure to commercials?

- To provide teachers with detailed lessons that teach students to recognize and understand their feelings and the impact their reactions to those feelings have on others. Additionally, students will learn how to regulate their emotions in order to be calm, focused, and ready to learn during their time in school and beyond.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What media are being transformed and how? Will some media disappear? • What are the most popular print media in France? • How has technology impacted the ways in which we stay informed? • How does one choose reliable sources on the internet? • How does advertising and marketing improve our quality of life? • Does advertising present challenges for consumers? • In what way are French ads similar or different from American ads? • How is education affected by new technological advancements?	Students will understand that… • French print media present different opinions on a same topic. • French print media (articles) can be found online. • We are more and more subjected to online advertisement. • French television ads are different from American ads in that some have informative messages. • The use of technology in schools is also a marketing tool. • French people are more sensitive to ads online than American and tend to be more careful when providing personal information. Most online ads have a counterproductive effect on French people who tend to block more ads while using the internet. • Relative pronouns are used to avoid a repetition. For example, to talk about French newspapers and magazines without a repetition of the name or to link 2 sentences: l'Express is a magazine in which... Adjectives help express a reaction. For

	example when talking about an ad one can say it is : manipulative, useful, humorous, annoying, etc...
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: ● 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. ● 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. ● 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. ● 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. ● 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. ● 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). ● 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. ● 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. ● 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. ● 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. ● 7.1.IH.IPERS.3: Relate personal stories, events,	**Instructional Focus:** Students will continue working with the vocabulary of technology used in the previous unit and will extend their knowledge with added vocabulary on various media including their transformation with the advancement of technology. A list of vocabulary and expressions is provided at the beginning of the unit and provides words applicable to more than one text (or article). This vocabulary is useful for discussions (on theme and contexts), presentations, and written assignments. Linguistic structure this unit is the review of basic relative pronouns. In addition, complex pronouns (with prepositions) are introduced, allowing students to write complex sentences. Students will be encouraged to use more complex structures orally and in writing. **Instructional Strategies:** *Interpretive:* Students read a variety of texts and articles from authentic online French resources (videos and articles) as well as literary excerpts. For example, students will watch authentic French tv commercials and compare/contrast with commercials in the United States. *Interpersonal:* Discuss ideas with partners and with class about the effects of technology on print media, and the effects of online advertising on behavior. For example, a discussion on video (short film) "Le technicien" will examine the lack of "good news" on television. Students will collaborate on 2 assignments: internet research on French print media and project. *Presentational:* Students will present a short summary of a French newspaper article. They will record a 2 min presentation and write an essay on advertising.

and experiences using connected speech and with accuracy in the present tense and often across time frames. ● 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) ● 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. ● 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. ● 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. ● 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. ● 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. ● 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. ● 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. ● 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. **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 ● Sociology: study of human behavior when subjected to commercial messages. **Technology Integration** ● Students can find complete lesson plans on Edmodo. They use EDpuzzle to watch several videos and clipchamp.com to record presentational speaking. Students will use French websites to find information on newspapers/magazines and for their project. They will then write a short summary on their research that will be posted on Google docs where class members will be able to read what everyone posted. A print copy of this collaborative work is made available. **Media Literacy Integration** ● Discuss the implications of the "Eau de Paris" campaign in terms of ethical and sustainable consumption. Explore questions such as the role of advertising in promoting responsible choices, the impact of consumer behavior on the environment, and the ethics of water bottle consumption versus tap water. Students can create their own original ad for "Eau de Paris" or "Eau de Summit"	**Formative Assessments:** ● Multiple choice quizzes on vocabulary and grammar structures will help students measure their progress. Answers to simple questions on readings guide students to focus on main ideas and to distinguish pertinent details from less important ones. Grade is based on accuracy of answers reflecting understanding of the text/article/literary excerpt or video. For example quiz on text "Tous sous influence". **Summative Assessments, Projects, and Celebrations:** ● Unit test, IPA "Sondage: la pub sur Internet n'attire pas les clients". Students will complete exercises corresponding to IPA format: inferring meaning and defining vocabulary words, recognizing and explaining main ideas, the author/journalist view point, and writing an opinion with a cultural comparison. The project "Create your own ad", will have students collaborate on creating an ad "French style". To make sure this activity is level appropriate, students can choose an existing product. The ad, however, must be original. For the in-class essay, students will write about the usefulness of online advertising: an annoying necessity? For the 2 min presentation (recorded), students will prepare a

- Assign an essay or oral presentation on the topic of privacy in French advertising. Students can investigate current regulations, industry practices, and case studies.

Global Perspectives

- Students will gain perspective on French newspapers and magazines and compare/contrast their format, titles, and political orientation to those of the United States. They will gain understanding of how the French dislike bothersome advertising online and wish for respect of their privacy.

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**

comparison: Is online advertising a "fait accompli" that we must tolerate?

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:

Court métrage "Le technicien" (2010), D'accord 3, (*Vista Higher Learning*) p. 80
"99 Francs" (Excerpt from 99 Francs, *Frédéric Beigberder,* (2000), D'accord 3, p. 106
Video "Publicité anti-tabac" (2010), FLEvideo.com
"Tous sous influence" (from Psychologie sociale: la publicité, *Elisabeth Deswarte,* (2017), https://www.psychologie-sociale.com/index.php/fr/dossiers-de-lecture/24-la-publicite
"Tous sous influence" Thèmes, *(Vista Higher Learning)* p. 233
Video "Les fruits et les légumes moches" (2014), https://www.youtube.com/watch?v=akWhBlTPFwY
Video "Emma - le trèfle maxi-feuille" (2013), https://www.youtube.com/watch?v=KbMOLg-2SFw
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