

Verona Public School District Curriculum Overview

French - Grade 7-8/Level I



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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course is an introduction to the French language and culture, emphasizing the four skills of listening, speaking, reading and writing. The language is presented within the context of the contemporary French-speaking world and its culture. In addition to a textbook, technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: to list, to ask questions, to describe, to give and follow directions, to narrate and to express opinions. These functions will be incorporated in a variety of contexts, for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

Prerequisite(s):

VHS: None, HBW: French Grade 5-6

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. 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.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) X B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<u>Discovering French Bleu</u> (Textbook, Workbook, Resource Books, Audio program, DVD program, Online version of the textbook)	<ul style="list-style-type: none"> ● Teacher-made resources ● www.lepointdufle.net ● www.edpuzzle.com ● http://enseigner.tv5monde.com/ ● www.quizlet.com ● Classzone.com ● Allons-y Magazine ● Voces Digital Online

Unit Title / Topic #1: Daily Life	Unit Duration: 10 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs)

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age and level appropriate, culturally authentic materials orally or in writing.

Transfer Goals:

Students will be able to independently use their learning to...

- Engage in a conversation in which likes and dislikes are accurately stated in the target language of French.
- Maintain a conversation by asking and answering simple questions in the target language of French.
- Ask and answer detailed questions about their daily activities in the target language of French.

Meaning

Students will understand that:

Students will understand that:

- Communicative strategies vary and diversify depending upon a variety of rules and scenarios.
- Refinement comes with practice.
- The language we use changes with the situation.
- The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills.

Essential Questions:

- What strategies can you use to communicate effectively?
- How do you improve your language skills?
- What situations can affect how you speak to someone?
- How does someone expand their French communication skills?
- How do you improve your language skills?
- How do you keep a conversation going?
- When should you speak in the informal vs. the formal?

- Refinement comes with practice.
- Asking questions often extends conversations.
- The language we use changes with the situation depending upon your audience.
- Language serves a purpose and demands meaning, thought and structures.
- A dictionary does not account for cultural traditions and grammatical rules.
- When cultures are compared it is evident that they (English and French) are both unique and similar.
- Each language has a set of rules and procedures that are varied depending upon to whom you are speaking.
- Learning a language enables an individual to learn the culture and customs of the society.

- How can one express complex ideas, in writing and speaking, using simple terms?
- Why isn't a dictionary enough?
- To what extent are French and English different?
- Why don't you use the same expressions with everyone or everything?
- How can learning and using a language help you assimilate into a new culture?

Acquisition of Knowledge & Skills

Students will know:

- Basic sentence structure (subject/verb agreement)
- Use of the infinitive with 'er' verbs
- Use of the expression j'aime/je n'aime pas/je préfère + the infinitive
- Use of expressions for wanting, liking, not wanting, preferring
- Use of expressions for inviting, accepting and turning down an invitation
- Basic sentence structure
- Irregular verb "être" (to be)
- Yes/No question formation
- Formation of negative sentences
- Common places one finds oneself
- Useful prepositions and conjunctions
- Basic sentence structure
- Regular "-er" verb conjugation
- Adverbs and their placement in a sentence
- Construction of verb + the infinitive
- Question formation using questions phrases + est-ce que or inversion
- Irregular verb "faire" (to do/to make)

Students will be able to:

- Talk about activities they like to do/don't like to do
- Express likes, dislikes and wishes
- Extend, accept and decline invitations
- Ask if someone can/want to do something with them
- State that they can/can't do/must do something
- Identify people and where they are and are not
- Ask and answer yes or no questions
- Express negation
- Conjugate the verb "to be"
- Distinguish between different places
- Include conjunctions when speaking
- Talk about their activities
- Describe what people do and don't do
- Talk about what they want/don't want/can/cannot/must do
- Ask for information using various questions phrases
- Ask what other people are doing
- Conjugate regular "er" verbs
- Include adverbs when speaking
- Improve native speech, using typical French expressions
- Conjugate the verb "faire" and use its expressions

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: A French-speaking exchange student is visiting your school. Interview him/her for the school newspaper. Include the following questions and add your own to continue the conversation. Present your interview to the class.

- What is his/her name?
- Where does he/she live?
- Does he/she speak French at home?
- Does he/she listen to the radio? Who?
- What do he/she like to do (hobbies)?
- Does he/she watch TV? When? Where? What programs?
- What does he/she do on weekends? Where? When? With whom?

Presentational Writing: Your French pen pal wants to know how a typical American teen spends his/her day. In an e-mail, write where you are and where you are not at various times of the day, seasons and months. Only use vocabulary you know.

- I can ask and answer various questions to get more information about what people are doing, what they like to do (in general), where they are from, etc.
- I can use correct grammar structure to ask and answer questions about myself and others
- I can use previously learned vocabulary (such as calendar and time vocabulary) and expand upon it to get and give more detailed information
- I can demonstrate my understanding of how life in France can be both similar and different to life in the US

Stage 3: Activities

Interpretive:

- Engage and practice with authentic audio/video activities.
- Read a dialogue/authentic material and answer questions.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community.
- Interact in paired dialogues A/B activities, interview, role play, and skits.
- Communicate with teacher/classmates in the target language.
- Respond to simple questions in the target language.

Presentational:

- Use lists, chunks of language, and memorized phrases, while using culturally appropriate gestures and intonations.
- Write a short paragraph in target language.
- Present your paragraph using Google slide, etc.

Differentiation Strategies:

- Flexible grouping based on ability/interest level.
- Interest based options (product/process choice).
- Technology integration.

Examples: “I CAN...”

- Reinforce key grammar and vocabulary points (*Leçons 5-8 Warm-up Activities*)
- Listen to and read along with a native dialog on CD (*Leçons 5-8*)
- Accurately interpret native speakers (*Handouts-Listening 5-8, Handout-DVD 5-8*)
- Indicate what you like to do, don't like to do, want to do and don't want to do (*TB p. 74-79, Ex. 1-9, Handout-Writing 5, Handout-Activités 5, Overhead Transparency 14a, 14b, 17*)
- Ask classmates if they like to do certain things (*TB p. 81, Ex. 4*)
- Accurately interpret native speakers (*Handout-Listening 5, Handout-DVD 5, TB p. 80, Ex. 1*)
- Invite a French friend to spend the weekend at my house (*TB p. 80, Ex. 2*)
- Express what I like to do in different situations (*TB p. 81, Ex. 5*)
- Communicate likes and dislikes, using simple French questions and answers (*TB p. 81, Ex. 6, “Communipak” and “Block Scheduling” Activities*)
- Teach family members how to talk about their activities, in French (*Handout-Family Involvement 5*)
- Identify important vocabulary (*TB p. 82-89*)
- Indicate where people are/are not and describe how they are/are not (*TB p. 85-89, Ex. 1-10, TB p. 90, Ex. 1-2, Handout-Writing 6, Handout-Activités 6, Overhead Transparency 15*)
- Accurately record a verbal conversation in French, then translate to English (*Handouts-Dictée 5-8*)
- Communicate where people are and who they are at different times, using simple French questions and answers (*TB p. 91, Ex. 4, “Communipak” and “Block Scheduling” Activities*)
- Describe what people are doing, what they like/don't like doing and what they can/can't do (*TB p. 94-101, Ex. 1-15, TB p. 102-103, Ex. 1, 3, 4, Handout-Writing 7, Handout-Activités 7, Overhead Transparency 14a, 14b, 16, 17*)
- Ask and describe what people are doing (*TB p. 106-11, Ex. 1-11, TB p. 112, Ex. 1-2, Handout-Writing 8, Handout-Activités 8, Overhead Transparency 18*)
- Create a “Project-Message Illustré” (*TB p. 103, Ex. 4*) (*writing*)
- Speak with “Créa-dialogue” prompts (*TB p. 102, Ex. 2*) (*speaking*)
- Speak with “Créa-dialogue” prompts (*TB p. 113, Ex. 3*) (*speaking*)
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, Take Home Tutor CD-Rom, www.youtube.com)
- Self-Assess my learning (*Handout-Multiple Choice Leçons 5-8*)
- Evaluate authentic reading materials (*“Lecture et Culture” Activities*)
- Accurately record a verbal conversation in French, then translate to English (*Handouts-Dictée 5-8*)
- Teach family members what I am learning in class, in French (*Handout-Family Involvement Leçons 5-8*)
- Translate sentences from English to French (*Whiteboards*)
- Recall vocabulary (*Flyswatter, Memory, Popsicle sticks, Sparkle, Charades, 4-Corners*)
- Make meaning through song (*CD-Sing Along*)
- Assess my knowledge with Tests “Quiz Leçons 5-8” (*formative, listening, writing, culture*)
- Self-evaluate my knowledge with Leçons 5-8 Multiple Choice Tests
- Assess my speaking skills with Unit 3 Speaking Performance Tests

- Assess my writing skills Unit 3 Writing Performance Test (*formative*)
- Assess my listening skills with Unit 3 Listening Comprehension Test
- Assess my reading and cultural awareness skills with Unit 3 Reading Comprehension Test

Unit Title / Topic #2: People and Possessions	Unit Duration: 10 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs)

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age and level appropriate, culturally authentic materials orally or in writing.

Transfer Goals:

Students will be able to independently use their learning to...

- Engage in simple conversations discussing the objects they own and want to own in the target language of French.
- Accurately describe people and things during a conversation conducted in the target language of French.

Meaning

Students will understand that:

Students will understand that:

- Building vocabulary increases the ability to communicate.
- Cultural variations in language, grammar and structure are necessary to communicate precise meanings.
- The use of communication in a foreign language for personal enjoyment, travel, work, and enrichment encourages lifelong learners within our community.

Essential Questions:

- Why is learning vocabulary important?
- What types of patterns are evident in the target language and your own?
- What language structures are important to accurately convey meaning in the target language?
- Why is learning a foreign language important and beneficial?
- What can be learned about the target culture by observing differences in verbal and non-verbal communication?
- How do you go beyond thinking in English?

- Communication takes on numerous different forms, both verbal and non-verbal which can be compared across all world languages
- Translation rarely involves a one-to-one correspondence of words.
- Learning a language is an ongoing process

- What do you do when your ideas are more complex than your ability to communicate them?

Acquisition of Knowledge & Skills

Students will know:

- Descriptions of people and how to identify them
- Common school, household and bedroom objects
- Irregular verb “avoir”(to have), in the present tense
- Use of affirmative and negative sentences using “il y a”
- Useful prepositions
- Use of definite and indefinite articles in affirmative and negative sentences
- Use definite article in the general sense
- Use of definite article with the days of the week
- Proper position of adjectives
- Proper position of adverbs
- Adjective agreement (masculine, singular, plural)
- Use of colors
- How to describe one’s nationality
- Adjectives which precede a noun
- Use of il/elle est vs. c’est
- Expressions with c’est

Students will be able to:

- Ask and respond to personal questions about themselves and others
- Describe themselves and others
- Talk about what one has and doesn’t have
- Identify and designate people and things
- Talk about where things are located
- Describe their bedrooms
- Express negation
- Make generalizations
- Discuss repeated events
- Say whether the things that they have work or not
- Explain the parts of a computer
- Conjugate the verb “avoir” and use its expressions
- Identify definite and indefinite articles and use them appropriately
- Contradict a negative statement or question
- Describe people and things in detail
- Express one’s nationality
- Position adjectives either before or after a noun
- Make adjectives agree with the noun that they modify, both singular and plural, feminine and masculine
- Distinguish between the use of c’est and il/elle est
- Describe people and things according to beauty, age, goodness, size, colors and nationalities (BANGS adjectives)
- Express opinions using c’est + adjective
- Include expressions in their conversation to help them sound like native speakers
- Describe people and things in detail
- Express one’s nationality
- Position adjectives either before or after a noun
- Make adjectives agree with the noun that they modify, both singular and plural, feminine and masculine
- Distinguish between the use of c’est and il/elle est

- Describe people and things according to beauty, age, goodness, size, colors and nationalities (BANGS adjectives)
- Express opinions using c'est + adjective
- Include expressions in their conversation to help them sound like native speakers
- Use colors to describe things

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: Create a dialogue where you and your French pen pal Facetime each other and talk about what your “dream bedrooms” would look like. Create an illustration to go along with your “dream bedroom” and show it to your friend. Present the conversation in front of the class.

- I can ask and answer questions in French, in detail.
- I can draw and label objects that are located in a teen’s bedroom.
- I can use proper French grammar including article/noun agreement and adjective agreement/placement.

Presentational Speaking: Create a video vlog showing your “real” bedroom, in great detail.

- I can use proper French grammar including article/noun agreement and adjective agreement/placement.
- I can make a presentation in French, using props as my prompts
- I can describe my bedroom, the objects in in and what I like to do in my room.

Stage 3: Activities

Interpretive:

- Engage and practice with authentic audio/video activities.
- Read a dialogue/authentic material and answer questions.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community.
- Interact in paired dialogues A/B activities, interview, role play, and skits.
- Communicate with teacher/classmates in the target language.
- Respond to simple questions in the target language.

Presentational:

- Use lists, chunks of language, and memorized phrases, while using culturally appropriate gestures and intonations.
- Write a short paragraph in target language.
- Present your paragraph using Google slide, etc.

Differentiation Strategies:

- Flexible grouping based on ability/interest level.
- Interest based options (product/process choice).
- Technology integration.

Examples: “I CAN...”

- Discuss EUs and EQs
- Identify important vocabulary (*Leçons 9-12*)
- Assess my knowledge with Quiz “avoir” (*formative*)
- Assess my knowledge with Quiz “Adjectives” (*formative*)
- Draw, label, and present “Dream Room” (*formative*)
- Draw, label, and present “Dream Car” (*formative*)
- Speak using “Créa-dialogue” prompts (TB p. 149, Ex. 3)
- Familiarize myself with lesson vocabulary and culture (*Watch DVD Leçons 9-12*)
- Listen to and read along with a native dialog on CD *Leçons 9-12*
- Reinforce key grammar and vocabulary points (*Leçons 9-12 Warm-up Activities*)
- Describe people and identify objects and possessions (TB p. 139-147, Ex. 1-14, TB p. 148, Ex. 2, TB p. 161, Ex. 4, *Handout-Writing 9, Handout-Activités 9, Overhead Transparency 19-23*)
- Accurately interpret native speakers (TB p. 148, Ex. 1, *Handouts-Listening 9-12, Handouts-DVD 9-12*)
- Talk about what one has/doesn't have, identify people and things, make generalizations (TB p. 152-159, Ex. 1-16, TB p. 160, Ex. 1, *Handout-Writing 10, Handout-Activités 10, Overhead Transparency 21, 24, 25*)
- Take a class survey (TB p. 160, Ex. 2)
- Show that I know masculine/feminine/plural (*TPR-Popsicle Sticks*)
- Accurately interpret native speakers (*Handout-Listening 10, Handout-DVD 10*) Translate sentences from English to French (*Whiteboards*)
- Speak with “Créa-dialogue” prompts (TB p. 161, Ex. 3) (*speaking*)
- Describe people and identify objects (TB p. 164-169, Ex. 1-10, TB p. 170-171, Ex. 1, 3, 4, *Handout-Writing 11, Handout-Activités 11, Overhead Transparency 26a, 26b, 27*)
- Describe a famous male and female celebrity (TB p. 171, Ex. 4)
- Describe people and things using colors and other adjectives; express opinions (TB p. 174-179, Ex. 1-8, TB p. 180 Ex. 1, *Handout-Writing 12, Handout-Activités 12, Overhead Transparency 21, 28*)
- Describe my pet (TB p. 181, Ex. 4)
- Translate sentences from English to French (*Whiteboards*)
- Make meaning through song (*CD-Sing Along*)
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom*, www.youtube.com)
- Self-Assess my learning (*Handout-Multiple Choice Leçons 9-12*)
- Communicate where people are and who they are at different times, using simple French questions and answers (“*Block Scheduling*” *Activities*)
- Teach family members how to talk about their possessions, in French (*Handout-Family Involvement 9-12*)
- Reinforce key grammar and vocabulary points (*Leçon 10 Warm-up Activities*)
- Accurately record a verbal conversation in French, then translate to English (*Handouts-Dictée 9-12*)
- Speak with “Créa-dialogue” prompts (TB p. 170, Ex. 2)

- Recall vocabulary (*Flyswatter, Memory, Popsicle sticks, Sparkle*)
- Assess my knowledge with Tests “Quiz Leçons 9-12 ” (*formative, listening, writing, culture*)
- Self-evaluate my knowledge with Leçons 9-12 Multiple Choice Tests
- Assess my speaking skills with Unit 4 Speaking Performance Tests
- Assess my writing skills Unit 4 Writing Performance Test (*formative*)
- Assess my listening skills with Unit 4 Listening Comprehension Test
- Assess my reading and cultural awareness skills with Unit 4 Reading Comprehension Test

Unit Title / Topic #3: Visiting a French City	Unit Duration: 10 weeks
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Stage 1: Desired Results

Established Goals:
New Jersey Student Learning Standards (NJSLs)

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar

7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age and level appropriate, culturally authentic materials orally or in writing.

Transfer Goal:
 Students will be able to independently use their learning to...

- Get around a French-speaking city
- Request and exchange information when communicating in the target language of French.
- Describe present and future real life and fictional situations when communicating in the target language of French with peers and community.
- Engage in a conversation in which possessions, are accurately stated in the target language of French.

Meaning

Students will understand that:
Students will understand that:

- Learning a foreign language will open the doors to a new culture.
- People appreciate your effort to use their language.
- Language helps you to solve problems and/or answer questions.
- Structures and writing systems of French and English have similarities and differences.

Essential Questions:

- How will learning a new language enhance my life?
- Why is it important to learn a foreign language?
- To what extent are French and English different?
- What words or expressions can I recognize in French because of my knowledge of English?
- How can learning and using a language help me assimilate into a new culture?

- The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills.
- Communication and culture play important roles in really understanding someone, as well as yourself.
- Actively thinking about what you already know helps you better understand.
- It is important to develop your critical thinking ability as you become aware of the similarities and differences between your first and subsequent languages. In so doing, you gain new perspectives regarding your own language and culture.

- How does the content of the World Language classroom help me understand who I am and the world in which I live?
- What cues do I listen and watch for before I respond?
- How do I know that I am getting better using language in real-world situations?
- How are thought processes organized into the structure of different languages?
- How do people from different cultures sometimes say, write and do things differently from the way I do them?

Acquisition of Knowledge & Skills

Students will know:

- Address vocabulary and expressions
- Places in town
- Phrases used to ask for and give directions
- Places in a house
- Expressions used to describe where one lives
- Irregular verbs “aller” and “venir”
- Contractions for in/at/to the and of/from/about the
- “In Town” vocabulary
- Expression “chez”
- Construction “aller + infinitive” (future tense)
- Sports
- Games
- Instruments
- Stress Pronouns
- Nouns modifying other nouns
- How to use “de” to show possessions
- Family vocabulary
- Possessive adjectives

Students will be able to:

- Talk about going to different places in town
- Discuss where people are going
- Talk about going to someone’s house
- Talk about future plans
- Say who is coming
- Talk about where people are coming from
- Talk about what one plays
- Refer to people
- Talk about going places
- Talk about where one is going
- Talk about going to someone’s house
- Discuss future plans
- Say who is coming
- Talk about where people are coming from
- Discuss what sports, games and instruments one plays
- Refer to people
- Talk about possessions
- Talk about family
- Talk about possessions
- Indicate sequence

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: Reenact a dialog where a Canadian tourist is lost in a French city and asks a native Parisian for directions to various locations. Refer to your map of a French city while giving directions.

Presentational Writing: Choose a French city to re-create a city map by drawing and labeling the buildings and streets located there.

- I can get around a French city by asking for and giving directions in French
- I can talk about typical places located in a French city
- I can use proper French grammar including article/noun agreement and prepositions

Stage 3: Activities

Interpretive:

- Engage and practice with authentic audio/video activities.
- Read a dialogue/authentic material and answer questions.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community.
- Interact in paired dialogues A/B activities, interview, role play, and skits.
- Communicate with teacher/classmates in the target language.
- Respond to simple questions in the target language.

Presentational:

- Use lists, chunks of language, and memorized phrases, while using culturally appropriate gestures and intonations.
- Write a short paragraph in target language.
- Present your paragraph using Google slide, etc.

Differentiation Strategies:

- Flexible grouping based on ability/interest level.
- Interest based options (product/process choice).
- Technology integration.

Examples: "I CAN..."

- Discuss EUs and EQs
- Familiarize with lesson vocabulary and culture (*Watch DVD Leçons 13-16*)
- Listen to and read along with a native dialog on CD (*Leçons 13-16*)
- Identify important vocabulary (*TB p. 192-203, TB p. 204-215, TB p. 216-225, TB p. 226-235*)

- Reinforce key grammar and vocabulary points (*Leçons 13-16 Warm-up Activities*)
- Talk about where people live (*TB p. 194-197, Ex. 1-4, TB p. 202, Ex. 2, Handout-Writing 13, Handout-Activités 13, Overhead Transparency 30a, 30b*)
- Ask for and give directions (*TB p. 199, Ex. 5, Handout-Writing 13, Handout-Activités 13*)
- Describe my home (*TB p. 200-201, Ex. 6-8, Handout-Writing 13, Handout-Activités 13*)
- Accurately interpret native speakers (*Handouts-Listening 13-16, Handout-DVD 13-16*)
- Accurately record a verbal conversation in French, then translate to English (*Handout-Dictées 13-16*)
- Ask a native pedestrian for directions (*TB p. 203, Ex. 4*)
- Describe my ideal home (*TB p. 203, Ex. 5*)
- Talk about where people are going (*TB p. 206, Ex. 1-2, Handout-Writing 14, Handout-Activités 14*)
- Ask about going places (*TB p. 208-210, Ex. 4-7, Handout-Writing 14, Handout-Activités 14*)
- Talk about going to someone's house (*TB p. 211, Ex. 8-9, Handout-Writing 14, Handout-Activités 14*)
- Talking about future plans (*TB p. 212-213, Ex. 10-12, p. 214-215, Ex. 3-4*)
- Accurately interpret native speakers (*Handout-Listening 14, Handout-DVD 14, TB p. 214, Ex. 1*)
- Say who is coming (*TB p. 218, Ex. 1-2, Handout-Writing 15, Handout-Activités 15*)
- Ask about where people are coming from (*TB p. 219-220, Ex. 3-4, Handout-Writing 15, Handout-Activités 15, TB p. 224, Ex. 1-4*)
- Talk about playing sports, games and instruments (*TB p. 220, Ex. 5, Handout-Writing 15, Handout-Activités 15, TB p. 225, Ex. 3+4*)
- Refer to people (*TB p. 221-222, Ex. 6-8, TB p. 224, Ex. 2*)
- Describe objects and people (*TB p. 223, Ex. 9*)
- Talk about possessions and family members (*TB p. 228-229, Ex. 1-3, Handout-Writing 16, Handout-Activités 16, TB p. 234-235, Ex. 1-3*)
- Ask about one's possessions (*TB p. 230-232, Ex. 4-10, Handout-Writing 16, Handout-Activités 16*)
- Indicate sequence (*TB p. 233, Ex. 11, TB p. 234-235, Ex. 1-3*)
- Evaluate authentic reading materials (*"Lecture et Culture" Activities*)
- Translate sentences from English to French (*Whiteboards*)
- Recall vocabulary (*Flyswatter, Memory, Popsicle sticks, Sparkle, Charades*)
- Make meaning through song (*CD-Sing Along*)
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom*, www.youtube.com)
- Self-Assess your learning (*Handouts-Multiple Choice Leçons 13-16*)
- Describe my town, neighborhood and home (*"Communipak" and "Block Scheduling" Activities*)
- Teach family members how to talk about their town and homes, in French (*Handout-Family Involvement 13*)
- Use technology like classzone.com
- Create Mini dialogs, speaking and listening activities
- Self-evaluate my knowledge with Tests "Quiz Leçons 13-16" (*formative, listening, writing, culture*)
- Self-evaluate my knowledge with Leçons 13-16 Multiple Choice Tests
- Assess my speaking skills with Unit 5 Speaking Performance Tests
- Assess my writing skills Unit 5 Writing Performance Test (*formative*)
- Assess my listening skills with Unit 5 Listening Comprehension Test
- Assess my reading and cultural awareness skills with Unit 5 Reading Comprehension Test

Unit Title / Topic #4: Shopping	Unit Duration: 10 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs)

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar
- 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age and level appropriate, culturally authentic materials orally or in writing.

Transfer Goals:

Students will be able to independently use their learning to...

- Converse about clothing and prices in the target language of French, in culturally and linguistically appropriate ways.
- Make comparisons and give commands, so that in the long run, in the target language of French, in culturally and linguistically appropriate ways.

Meaning

Students will understand that:

Students will understand that:

- Learning a World Language opens doors to a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.
- As the world moves toward a global community, it is increasingly important for World Language study to result in proficiencies that enable you to engage in conversations, interpret authentic materials, and present concepts in a language other than your own.

Essential Questions:

- Where can you use the target language other than the classroom?
- Why is it important to communicate in another language?
- How do the products and practices of a culture come from the value systems or perspectives of a culture?
- What can you read about in your World Language that you would not be exposed to in your native language?
- How could having a global perspective change your outlook on life?
- Why can't I always translate word-for-word?

- By increasing your proficiency in another language, you acquire skills, which empower you to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target cultures.
- When languages are compared it is evident that they are both unique and similar.
- Self-discipline is exercised through the rigors of learning grammar rules and memorizing vocabulary.
- We must consistently practice listening, speaking, reading and writing a foreign language to gain proficiency and, therefore, to communicate effectively.

- How can a second language learner with a limited vocabulary and grammatical background effectively explain ideas so that a native speaker can comprehend their messages?
- How will grammatical patterns help me with language acquisition?
- How will knowledge of word choice, syntax, intonation and physical expression help me to understand another language?
- How do successful second language learners overcome the challenge of understand texts and conversations where many words, expressions and structures are unfamiliar?

Acquisition of Knowledge & Skills

Students will know:

- Clothing vocabulary
- Verbs related to shopping
- Shopping terms
- Numbers 0-1000 and higher
- Irregular “er” verbs: acheter, préférer, amener, espérer (apporter)
- Demonstrative adjectives
- Interrogative adjectives
- Irregular verb: mettre
- Regular “ir” verbs
- Irregular adjectives
- Comparisons
- Money vocabulary
- Expressions of needs/wants
- The pronoun “on”
- Regular “re” verbs
- Imperative commands

Students will be able to:

- Talk about clothes and accessories
- How to buy clothes in a store
- Count over 1000
- Indicate what people prefer and are buying
- Point out people and things
- Ask for clarification
- Say where to put things
- Describe actions
- Describe people and things (beautiful, new, old)
- Express comparisons
- Talk about money, needs, and wants
- Talk about people in general
- Describe actions
- Give commands

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: You are going to Facetime with your French friend. He/she tells you that he/she is going to come from France to visit you in the United States. He/she is traveling on a low budget and asks you for advice on how to save money, what to visit and what to wear. Reenact the situation where you and your friend are discussing what he/she should and should not do while visiting and what clothes he/she should pack.

- I can give advice/commands.
- I can use the future tense correctly.
- I can talk about clothes, weather and seasons in great detail.

Presentational Speaking/Writing: Create a fashion show with your partners. Tell the audience what he/she is wearing in great details (adjectives, price, etc.).

- I can talk about what people are wearing in great detail.
- I can use adjectives correctly (placement and agreement).
- I can talk about prices.

Stage 3: Activities

Interpretive:

- Engage and practice with authentic audio/video activities.
- Read a dialogue/authentic material and answer questions.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community.
- Interact in paired dialogues A/B activities, interview, role play, and skits.
- Communicate with teacher/classmates in the target language.
- Respond to simple questions in the target language.

Presentational:

- Use lists, chunks of language, and memorized phrases, while using culturally appropriate gestures and intonations.
- Write a short paragraph in target language.
- Present your paragraph using Google slide, etc.

Differentiation Strategies:

- Flexible grouping based on ability/interest level.
- Interest based options (product/process choice).
- Technology integration.

Examples: "I CAN..."

- Discuss EUs and EQs
- Test my knowledge with "Quizzes Leçons 17-20" (formative, listening, writing, culture)

- Self-Assess my learning (*Handout-Multiple Choice Leçons 17-20*)
- Speaking with Dialog (TB p. 264, Ex. 2)
- Speak with Dialog (TB p. 274, Ex. 2)
- Speak with Dialog (TB p. 282, Ex. 2)
- Write in French (TB p. 283, Ex. 4)
- Speak with Dialog (TB p. 294, Ex. 2)
- Familiarize myself with lesson vocabulary and culture (*Watch DVD Leçons 17-20*)
- Listen to and read along with a native dialog on CD
- Identify important vocabulary (TB p. 256-265, TB p. 266-275, TB p. 276-283, TB p. 284-295)
- Reinforce key grammar and vocabulary points (*Leçons 17-20 Warm-up Activities*)
- Talk about clothing (TB p. 258-261, Ex. 1-2, *Handout-Writing 17, Handout-Activités 17*)
- Buy clothing in a store (TB p. 262-263, Ex. 7-8, *Handout-Writing 17, Handout-Activités 17*)
- Accurately interpret native speakers (*Handout-Listening 17, Handout-DVD 17, TB p. 264, Ex. 1*)
- Accurately record a verbal conversation in French, then translate to English (*Handout-Dictées 17-20*)
- Recall vocabulary (*Flyswatter, Memory, Popsicle sticks, Sparkle*)
- Make meaning through song (*CD-Sing Along*)
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom, www.youtube.com*)
- Talk about places I go and discuss what I am going to do in the future (“*Communipak*” and “*Block Scheduling*” Activities)
- Indicate what people prefer, buy, hope, and bring (TB p. 268-269, Ex. 1-3, *Handout-Writing 18, Handout-Activités 18*)
- Point out people and things (TB p. 270, Ex. 4-5, *Handout-Writing 18, Handout-Activités 18*)
- Ask for clarification (TB p. 271, Ex. 6-7, *Handout-Listening 18, Handout-DVD 18, TB p. 274, Ex. 1-4*)
- Say where to put things (TB p. 272-273, Ex. 8-9, *Handout-Listening 18, Handout-DVD 18*)
- Describe actions (TB p. 278-279, Ex. 1-3, *Handout-Writing 19, Handout-Activités 19, TB p. 282-283, Ex. 1-3*)
- Describe people and things (*beautiful, new, old*) (TB p. 279, Ex. 4-5, *Handout-Writing 19, Handout-Activités 19, TB p. 282-283, Ex. 1-3*)
- Express comparisons (TB p. 280-281, Ex. 6-8, *Handout-Writing 19, Handout-Activités 19, TB p. 282-283, Ex. 1-3*)
- Talk about money, needs, and wants (TB p. 286-287, Ex. 1-4, *Handout-Writing 20, Handout-Activités 20, TB p. 282-283, Ex. 1-5*)
- Talk about people in general (TB p. 288-289, Ex. 5-8, *Handout-Writing 20, Handout-Activités 20, TB p. 282-283, Ex. 1-5*)
- Describe actions (TB p. 290-291, Ex. 9-11, *Handout-Writing 20, Handout-Activités 20, TB p. 282-283, Ex. 1-5*)
- Give commands (TB p. 291-293, Ex. 12-15, *Handout-Writing 20, Handout-Activités 20, TB p. 282-283, Ex. 1-5*)
- Evaluate authentic reading materials (“*Lecture et Culture*” Activities)
- Translate sentences from English to French (*Whiteboards*)
- Evaluate authentic reading materials (“*Lecture et Culture*” Activities)
- Make meaning through song (*CD-Sing Along*)
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom, www.youtube.com*)
- Talk about places I go and discuss what I am going to do in the future (“*Communipak*” and “*Block Scheduling*” Activities)
- Teach family members how to talk about what the plan to buy, how to point out people or objects and discuss their preferences, in French (*Handout-Family Involvement 20*)

- Self-evaluate my knowledge with Tests “Quiz Leçons 17-20” (*formative, listening, writing, culture*)
- Self-evaluate my knowledge with Leçons 17-20 “Multiple Choice” Tests
- Assess my speaking skills with Unit 6 “Speaking Performance” Tests
- Assess my writing skills Unit 6 “Writing Performance” Test (*formative*)
- Assess my listening skills with Unit 6 “Listening Comprehension” Test
- Assess my reading and cultural awareness skills with Unit 6 “Reading Comprehension” Test