

Verona Public School District Curriculum Overview

French - Grade 5/6



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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:

The primary objective of Grade Five and Six French is to have students effectively establish foundational skills in the target language in order to begin to develop a basic proficiency in the target language. All domains of the target language including oral, listening, reading, and written skills will be addressed throughout each unit of study. The students will be able to communicate employing basic structures, as well as develop an awareness of Francophone culture.

Prerequisite(s):

Grade 5: None, Grade 6: Grade 5 French

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.	<ul style="list-style-type: none"> X 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.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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) 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>
<p>Grade 5: No textbook</p> <p>Grade 6: <u>Discovering French Bleu</u> (Textbook, Workbook, Resource Books, Audio program, DVD program, Online version of the textbook)</p>	<ul style="list-style-type: none"> ● Teacher-made resources ● www.lepointdufle.net ● www.edpuzzle.com ● http://enseigner.tv5monde.com/ ● www.quizlet.com ● Classzone.com ● Voces Digital Online ● Various French Workbooks (Having Fun with French by Hayes, Collection Alouette by Pierrette Gaudreau, French by McGraw Hill, Discovering Languages French by Robbins, Ashworth)

Unit Title / Topic #1: Let's Talk Culture	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...

- Analyze the relationship between practices, products, and perspectives of the cultures studied.
- Accurately engage in French using spoken polite expressions, greetings and salutations, as well as identify French letters and accent marks.
- Apply their knowledge of products and practices from the French culture in order to develop a cultural perspective of the French- speaking people.
- Develop foundational skills including vocabulary acquisition in order to communicate in French.
- Engage in French conversations using greetings/salutations and manners in both the formal and informal setting with others around their age and/or adults.

Meaning

Students will understand that:
Students will understand that:

- Communication and culture play important roles in really understanding someone.
- People interact differently depending on where they are and to whom they are speaking.

Essential Questions:

- Why is it important to be able to speak another language?
- What situations can affect how you speak to someone?
- How can I use my existing communication skills to learn a new language?
- Why can't you always translate word-for-word from one language to another?
- How does knowing the French alphabet help you speak and understand the language better?

- Acquisition of a new language is greatly improved when prior/existing communicative skills are referenced.
- Each language has unique rules and structures that may not explicitly translate directly to another language.
- The use of vocabulary acquisition will help them to interpret spoken and written language on a variety of topics.
- Greetings are essential for starting
- Learning another language will help them better understand the world around them.
- Even beginner WL learners can use what they are learning to better communicate with people in the target language.
- France has a rich and diverse culture that has influenced other countries and cultures around the world.

- How do I develop communicative competence with vocabulary acquisition?
- Why are greetings important?
- What can we learn about our own language and culture from studying another?
- How can you use the French that you are learning in a basic conversation?
- How did France influence other countries throughout the world?
- To what extent is formal and proper usage necessary to communicate effectively?
- How do people communicate without using language?

Acquisition of Knowledge & Skills

Students will know:

- Where in the world French is spoken (Geography and Culture)
- General greetings and goodbyes
- Expressions used to introduce oneself
- Expressions of feelings
- When to use formal vs. informal greetings
- Manner vocabulary
- French Alphabet
- French colors
- French-speaking countries around the world

Students will be able to:

- Say hello and good-bye
- Greet someone and respond appropriately
- Ask how one is feeling and respond accordingly
- Distinguish the difference between formal and informal situations
- Use proper manners
- Spell learned expressions, using the French alphabet
- Talk about the color of things
- Ask and say what someone's favorite color is
- Familiarize themselves with many the French-speaking countries in the world

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: *You are in Paris on a student exchange program and are meeting new French classmate and your new French teacher. Recreate a conversation of what you would say to each other to get to know one another. Ask and answer: hello, nice to meet you, what's your name, spell your name, how are you, good-bye. Be careful to use familiar and formal terms with the correct people.*

- I can understand spoken polite expressions, manners, greetings and salutations.
- I can identify written cognates and name French letters and their sounds, as well as French accent marks.
- I can greet and say goodbye to people, ask for, give and spell my name and others' names, ask for and state how I and other people are feeling.
- I can distinguish when to use the formal vs. informal use of greetings, salutations and polite expressions.

Presentational Speaking/Writing: *You are a reporter for PBS and have just been assigned to host an international t.v. show on French-speaking countries in the world. For the next episode, you have been assigned the country of: _____.*

- Research your country and write a presentation, stating:
- The country (in French and English)
- It's capital (in French)
- The colors of the flag (in French)
- 8 interesting facts about the country (in English)
- Re-create the country's flag
- Show where, on a map, that your country is located

- I can talk about colors and discuss various French-speaking countries.
- I can better understand global francophone cultures.

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
- Assess my knowledge with Quiz: Culture

- Assess my knowledge with Quiz: Introductions
- Create an Original Comic Strip
- Assess my knowledge with Quiz: Manners and Alphabet
- Assess my knowledge with Test: Bonjour
- Reinforce key grammar and vocabulary points (*Handout: "Bonjour Julie" Handout: "Ca va?" p. 30-31, Handout: "Salutations" p. 1-8*)
- Recall information and reinforce pronunciation (*Individual Memory, Class Memory, Flyswatter*)
- Make meaning through song (*iPads, Handout: "Salut!" (youtube: John De Mado)*)
- Utilize technology to review important vocabulary and grammar (*Quizlet.com*)
- Accurately present and record French speakers (*Spell out your name, write others' names in French*)
- Make meaning through song (*CD "Sing, Dance, Eat Quiche"-le Drapeau Francais, l'Alphabet*)
- Reinforce key grammar and vocabulary points (*Handout: "Review"*)
- Prepare a written and oral conversation to greet and say goodbye to someone, ask his/her name and say and spell one's name, ask someone how he/she is feeling.
- Describe the culture in America and compare/contrast it to various French-speaking countries
- Give examples of when I would be formal/informal with someone
- Find out and discuss how many French speaking countries there are and where French is spoken using a map. Identify their flags and basic facts about the countries
- Create surveys of students' favorite colors
- Discuss what strategies you need to learn when learning a new language
- Compare French and English cognates
- Have students learn the French alphabet and accents. Spell common words and people's names.
- Have students identify titles and when they are used (Mr., Mrs., and Miss)
- Recall vocabulary and reinforce pronunciation (*Individual Memory, Class Memory, Flyswatter, Charades-TPR*)
- Make meaning through song (*CD "Sing, Dance, Eat Quiche"-le Drapeau Francais*)
- KWL: Discuss what you know about French-speaking countries
- Familiarize with lesson culture (*Handout: "le Maghreb" p. 5-6, "Morocco" p. 9-10, "Algeria" p. 20-21, "Tunisia" p. 29-30*)
- Reinforce key culture points (*Handout: "le Maghreb" p. 7-8, "Morocco" p.11-19, "Algeria" p. 22-28, "Tunisia" p. 31-39, Handout "Word Search", Handout "Map of Africa"*)
- Recall vocabulary playing French Hangman
- Play Colors Bingo
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom, www.youtube.com*)
- Speak with Mini dialogs, speaking and listening activities

Unit Title / Topic #2:

Daily Conversations

Unit Duration: 10 weeks

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...

- Further develop foundational skills, including number acquisition, in order to communicate important information in French.
- Implement calendar, season and weather vocabulary and phrases in order to communicate daily conversations in French.
- Incorporate family and clothes vocabulary in their foundational skills in order to further communicate more information in French.

Meaning

Students will understand that:

Students will understand that:

- Learning another language will help them better express themselves to the world around them.
- Knowing calendar vocabulary can help beginning French learners communicate a variety of information.
- Knowing weather, season, family and clothes vocabulary can help beginning French learners with communicating a variety of information.
- Knowing numbers can help beginning French learners communicate a variety of information.

Essential Questions:

- How could you use simple vocabulary to get your point across to a native speaker?
- How do we use numbers in daily conversations?
- How does knowing calendar vocabulary help you when traveling to or living in a French-speaking country?
- When do we use the calendar when speaking to a French-speaker?
- What are topics that people talk about every day?
- When would we talk about the weather?
- How can French family life compare to American family life?

- The use of vocabulary acquisition will help them to initiate and continue conversation on a variety of topics.

- How do people decide what clothes to wear?
- How are American and French holidays similar and different?
- How do you understand what you hear and read when you are just beginning to learn a language?
- What strategies can be used for effective communication?
- Why can't you always translate word-for-word from one language to another?

Acquisition of Knowledge & Skills

Students will know:

- Numbers 1-1000
- The structures, grammar, vocabulary, and cultural awareness necessary to:
 - Ask for and give dates and birthdays
 - Ask for and give the season and weather
 - Ask for and give one's phone number
 - Ask for and tell ages of oneself and family members
 - Give one's name and family member's names
- Clothing items and how to state what one and others are wearing
- That adjectives and nouns ending in an -e are usually feminine
- Popular French-speaking holidays

Students will be able to:

- Talk about the weather
- Ask and give personal information, such as names and ages about oneself and family members
- State what one is wearing, as well as what their family members are wearing
- Ask for and give the day, date, year and season
- Imitate appropriate intonation for asking different types of questions in French.
- Ask for and give one's telephone number and birthday
- Discuss important French-speaking holidays
- Determine whether a noun and adjective is masculine or feminine.
- Use French articles correctly

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: Reenact a dialogue where you discuss you and your family (names, ages, birthdays, phone numbers) with a new friend from Morocco.

- I can ask and answer various questions about people's (and my) ages, phone numbers, dates and birthdays, weather, family and clothing.
- I can understand and discuss numbers from 1-1000.
- I can compare/contrast family life in France and America.
- I can compare and contrast different French-speaking holidays to American holidays.

Presentational Writing: Create and share an original French-speaking magazine describing what you and your family members are wearing and in what season and weather condition

- I can prepare basic oral/written conversations about the calendar, the weather, what me and my family members are wearing.
- I can compare and contrast different French and American weather and fashion.

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
- Prepare a written and oral conversation to ask someone his/her age and birthday and give my own
- Prepare a written and oral conversation to ask someone about his/her family and present my own
- Create a Family Tree project
- Create a Calendar project
- Reinforce key grammar and vocabulary points (*Handout: “Numbers” p. 16-17, Handout “Matching 0-20, Handout “Coloriez”, Handout “Numbers” p. 18-21, Handout “Un, deux, trois” p. 79-84, Handout “Les Nombres” p. 13, Handout “Multiple Choice”, Handout “Phone numbers”*)
- Discuss what things you need to learn when learning a new language
- Reinforce key grammar and vocabulary points (*Handout “Les vêtements” p. 28, Handout “Clothing”, Handout “Les vêtements” p. 40, 43, Handout “Unscramble” p. 15*)
- Reinforce key grammar and vocabulary points (*Handout “Quel temps fait-il?” p. 40-41, Handout “Quel temps fait-il sur les photos” p. 86-87, Handout “Le temps”, Handout “Word Search”*)
- Make meaning through song (*CD “Sing, Dance, Eat Quiche”-Lundi matin*)
- Recite a memorized French poem (*Les jours de la semaine*)
- Reinforce key grammar and vocabulary points (*Handout “Le calendrier” p. 9, Handout “Les jours de la semaine” p. 14, Handout “Les jours et les mois” p. 239, Handout “Les jours de la semaine” p. 14*)
- Create Homemade board games
- Play Simon says (clothes) (TPR)

- Create weather forecast presentation
- Play weather charades (TPR)
- Recall vocabulary with Weather Bingo
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom*, www.youtube.com)
- Mini dialogs, speaking and listening activities
- Recall vocabulary (*Flyswatter, Memory, Popsicle sticks, Sparkle*)

Unit Title / Topic #3: At a French Café	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...

- Engage in various conversations that would typically take place in a French café.
- Talk about prices in Euros and Canadian Dollars

Meaning

Students will understand that:
Students will understand that:

- Food can inform us about other cultures because it tells us what is eaten in that culture.
- Learning about foods from French speaking countries can help students be culturally aware and show acceptance towards other cultures.
- Culturally authentic dishes vary from country to country yet share common ingredients.
- Eating habits differ in the United States from French speaking countries.
- Greetings and manners help when going to a café.

Essential Questions:

- Why is learning about the foods eaten in French speaking countries important?
- How are foods similar and different in French speaking countries to foods of the United States? Why do you think that is the case?
- How can knowing greetings help you when dining out?
- How can numbers be helpful when dining out?
- How do you think money is different from the United States, Canada and France?
- When should you speak in the formal vs. informal manner?

- It is important to distinguish between formal and informal situations.
- When cultures are compared, it is evident that they are both unique and similar.
- Cultural perspectives are gained by using the language and through experience, with its product and practices.
- Acquisition of a new language is greatly improved when prior/existing communicative skills are referenced.
- Each language has unique rules and structures that need to be adhered to when learning a new language.
- Numbers are important for knowing how much money is pay for food.
- Canada uses the Canadian Dollar and France uses the Euro.

- When traveling abroad, when would it be appropriate to use formal/informal commands?
- Why study another culture?
- How can you learn about your own language and culture from the study of others?
- How does gender agreement play a role in communication and how does that compare to our own language?
- What role does food play in a culture?

Acquisition of Knowledge & Skills

Students will know:

- Vocabulary and expressions to buy food and drinks
- Names of common food and drinks
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have? etc.)
- Memorized questions related to ordering and paying for a meal
- Numbers 1-1000
- Different forms of politeness when dining out
- Foreign currency(Canadian Dollar and Euros)

Students will be able to:

- Make food and drink purchases
- Describe a typical meal in France
- Use correct articles to introduce nouns (gender and number)
- Greet others and ask how much something costs
- Politely order food
- Count from 1-1000
- Ask a friend to borrow money
- Recognize different forms of politeness when dining out

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal Communication: A French friend has been showing you around Paris. You invite your friend to a café and discover too late that you have not changed enough money. Your friend will respond to your questions.

- Ask your friend if he/she is thirsty
- Ask if he/she wants a soft drink (*or another cold drink*)
- Ask he/she is hungry
- Ask if he/she wants a sandwich (*or another food*)
- When the waiter comes, your friend orders and ask you for a croissant and a cup of hot chocolate (*or another food and hot drink*)
- Ask the waiter how much everything and then ask your friend to please lend you some Euros

Presentational: Create and share a menu that will be used during your dialogue.

- I can talk about the prices of things in Euros and Canadian Dollars.
- I can identify different types of common French food and drinks.
- I can greet customers, ask what they want, ask for and give prices, borrow money from a friend, and say goodbye politely.
- I can create small talk while hanging out with my friends.

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...”

- Improve me speaking and listening skills with Various audio/video activities
- Age- and level-appropriate authentic written and video/audio texts such as dialogues, and short video clips that focus on foods and drinks in French
- Create Shopping lists of food and drinks
- Short rehearsed/scripted and spontaneous conversations with classmates and the teacher regarding food, drinks and prices.
- Present a skit or role play shopping at a supermarket or at a clothing store to the class
- Play Game: What’s missing? (TPR)
- Accurately record a verbal conversation in French, then translate to English (*Handouts-Dictée 1-4*)
- Recall vocabulary with Food Bingo
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom*, www.youtube.com)
- Create Mini dialogs, speaking and listening activities
- Recall vocabulary with (*Flyswatter, Memory, Popsicle sticks, Sparkle*)
- Assess my learning with *Quiz Leçon 3A, 3B, 3C (listening, writing, culture)*
- Assess my learning with *Test 3 (listening, writing, culture)*
- Reinforce key grammar and vocabulary points (Leçon 3A-C Warm-up Activities)
- Ask for and say that you would like certain food items, state that you are hungry (TB p. 46-47, Ex. 1-4, Handout-Writing 3A-C, Handout-Activités 3A-C, Overhead Transparency 10)
- Familiarize with lesson vocabulary and culture (*vocabulary notes in notebooks, review guide, DVD “Families of France”*)
- Accurately interpret native speakers (Handout-Listening 3A-C, Handout-DVD 3A-C)
- Accurately record a verbal conversation in French, then translate to English (Handout-Dictée 3A)
- Identify masculine people and feminine foods (TPR)
- Ask for and answer request foods and drinks (TB p. 67, Ex. 4)
- Translate a conversation from English to French (TB p. 66, Ex. 3)
- Assess my learning with *Quiz Leçon 3A, 3B, 3C (listening, writing, culture)*
- Assess my learning with *Test 3 (listening, writing, culture)*
- Reinforce key grammar and vocabulary points (Leçon 3A-C Warm-up Activities)
- Self-Assess your learning (*Handout-Multiple Choice Leçon 3*)
- Communicate simple conversations about food and drink (TB p. 55, Ex. 4, “*Communipak*” and “*Block Scheduling*” Activities)

Unit Title / Topic #4: Let's Talk Make Plans	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 French conversations to talk about where one and one's family members are from, including cities and nationalities
- Ask for and tell time during various situations, including the 24-hour clock
- Further develop foundational skills, such as accurately applying correct articles and adjective endings that agree with people (gender and number) when talking about oneself and others
- Relate American culture to other French-speaking countries in North America, such as Canada and Haiti.

Meaning

Students will understand that:

Students will understand that:

- When traveling abroad, it is important to be able to communicate in another language in order to ask for and obtain information.
- There is a connection between perspectives and practices of cultures studied this knowledge can be used to interact effectively in cultural contexts.
- Simulating real life scenarios allow new language learners to acquire the language in a more natural and practical manner.

Essential Questions:

- How does WL learning and cultural awareness extend beyond the classroom to real-life situations?
- How can knowledge of a culture assist in communication?
- What is the importance of using real-life examples and items to aid in WL acquisition?
- How do you understand what you hear and read when you are just beginning to learn a language?
- What strategies can be used for effective communication?

- When acquiring a new language it is essential that you not only be able to read and write but to also listen and accurately comprehend what the speaker is saying.
- Language learning involves acquiring strategies to fill communication gaps.
- The goal to language learning is effective communication, not word-for-word translation.

- Why can't you always translate word-for-word from one language to another?
- Why can't you always translate word-for-word from one language to another?

Acquisition of Knowledge & Skills

Students will know:

- Numbers 0-1000
- Expressions of time
- The 24-hour clock
- Nationality vocabulary and conversation starters about where one is from
- Family vocabulary
- The North-American French-speaking countries of Haiti and Canada
- Definite vs. indefinite articles
- Possessive adjectives (my, your)

Students will be able to:

- Ask for and give one's nationality
- Talk about where one and others are from (city)
- Ask for and give time in various situations
- Discuss different periods of the day and what happens
- Share the time of your plans, appointments and dates with others
- Use the 24-hour clock
- Compare and contrast the cultures of Haiti and Canada to that of the USA
- Point out people and find out who they are, their nationalities and ages

Stage 2: Acceptable Evidence

Transfer Tasks

Interpersonal: Reenact a typical dialogue that would take place between a Haitian exchange student and a Canadian exchange student at an International French Club party.

- I can communicate where one and one's family members are from.
- I can tell time under different circumstances.
- I can communicate where one and one's family members are from.
- I can demonstrate knowledge of the cultures of Haitian and French-speaking Canada

Presentational: Create and share a timetable agenda of your plans with others (dates and times) with your new French Club friends.

- I can tell time under different circumstances.
- I can discuss my family and friends.
- I can use calendar vocabulary correctly.

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...”

- Complete Culture packets and videos on Montreal and Quebec
- Complete Culture packets and videos on Haiti
- Ask and point out who people are (*TB p. 32, Ex. 1-2, Handouts-Writing 2A-C, 4A-C, Handout-Activités 2A-C, 4A-C*)
- Ask for and give others' names and nationalities (*TB p. 32-3, Ex. 3-4, Overhead Transparency 4*)
- Identify French area codes (*TB p. 33, Ex. 5*)
- Describe family members, using possessive adjectives (*TB p. 36, Ex. 1, Handout-Writing 2C, Overhead Transparency 8*)
- Improve my speaking and listening skills with Various audio/video activities
- Ask for and give one's and family members' names and ages, using possessive adjectives (*TB p. 36-37, Ex. 2-5, Handout-Writing 2C*)
- Role play (various situations involving time, such as at a train station)
- Recall vocabulary with Clock Bingo
- Recall vocabulary with Mini and Big Clocks (TPR)
- Practice giving and asking the time, using a real clock (TPR)
- Assess my knowledge with Tests “Quiz Leçons 2, 4” (*formative, listening, writing, culture*)
- Accurately record a verbal conversation in French, then translate to English (*Handouts-Dictée 2-4*)
- Utilize technology to review important vocabulary and grammar (www.classzone.com, www.quizlet.com, *Take Home Tutor CD-Rom, www.youtube.com*)
- Create mini dialogs, speaking and listening activities
- Recall vocabulary with (*Flyswatter, Memory, Popsicle sticks, Sparkle*)

- Reinforce key grammar and vocabulary points (*Leçon 4A Warm-up Activities*)
- Ask for and give the time (*TB p. 57-59, Ex. 1-6, Overhead Transparency 6*)
- Accurately interpret native speakers (*Handouts-Listening 2A-C, 4A-C, Handout-DVD 2A-C, 4A-C*)
- Apply knowledge of talking about people to real-life situations ("*Communipak*" and "*Block Scheduling*" Activities)
- Self-Assess my learning (*Handout-Multiple Choice Leçon 2, 4*)
- Evaluate authentic reading materials ("*Lecture et Culture*" Activities)
- Accurately record a verbal conversation in French, then translate to English (*Handouts-Dictée 2 A-C, 4A-C*)