

# En Provence- Unité 4

Content Area: **French II**  
Course(s): 9th Grade  
Time Period: September- June  
Length: **School year**  
Status: **Published**

## Course Pacing Guide

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### Mission Statement: World Language/French II

The Haddonfield Memorial High School World Language Program offers students a doorway to other cultures. The courses seek to create global learners who are encouraged to discover their voice through a second language. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Students will develop interpersonal skills in a nurturing environment that fosters creativity, community and conversation. Our World Language program supports literacy, as well as cultural awareness by facilitating an understanding as well as an appreciation of others.

The French II course is carefully coordinated with the French I program and is a continuation of the study of the language and culture of France today. Students will interact and negotiate meaning with their peers in order to understand and analyze oral, written, or authentic texts and to create culturally appropriate oral and written products and presentations for a specific audience.

The student-centered materials encourage the student to be creative and achieve competence at many different levels. Upon successful completion of Level II, the students are able to communicate easily and naturally in the language, as well as read and write with relative ease. Students will also possess a basic knowledge of many cultural aspects of the country and its people.

The course is focused on the culture of the French education system and the culture of four (4) French regions. The regions studied have been influenced by the geography around them which in turn is reflected in the region's gastronomy, dress, housing, music and dialectical differences.

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## Vision

The World Language Program offers comprehensive World Language instruction at all levels in a communicative and thematic approach to learning, in order to increase the capacity of students' language acquisition throughout the course of their academic careers

Model		
Unit	MP	Weeks
La Rentrée	1	4
Bienvenue à Bretagne?	1&2	8
La Vie Alsacienne!!!!	2	6
En Provence	3	7
La Vie Savoyarde	4	9

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## Unit Overview

This unit will allow students to identify and analyze, compare and contrast the southeastern region of Provence with their own culture. They will have the opportunity to explore and examine the cultural similarities and differences within the city of Nice (Provence) and in the US and the target culture. This unit intends to examine the role of geography and history and how they impact the culture of the region.

Students will be able to articulate cultural differences in city of Nice, France in terms of gastronomy, linguistic dialectal differences and geological differences on the beaches of Nice.

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences in familiar situations.

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## Enduring Understandings

Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

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## Essential Questions

- What strategies can I use to communicate more effectively?
- What can I learn about my own language and culture from the study of others?
- Do you understand the patterns of the target language?
- How do I demonstrate an understanding of the similarities and differences, and interactions across cultures and languages?

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- Can you communicate effectively in French in the interpretive, interpersonal, and presentational modes?

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## **New Jersey Student Learning Standards (No CCS)**

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### **Interpretive**

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

### **Interpersonal**

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and levelappropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### **Presentational**

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

## **Linguistic Content Statements**

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### **Interpretive:**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- 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 unfamiliar words when used in familiar contexts.

### **Interpersonal:**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference

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## **Presentationnal:**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and preference.
- Request and suggest.

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## **Concepts and skills**

- **Concepts: What do students need to know?:**
  - Cognates
  - Alphabet
  - Numbers
  - Date/Months
  - Time
  - Adjectives
  - reflexive verbs -present tense and past tense
  - Geography of France -Specifically surrounding countries and rivers
  - Compare and contrast C1 and C2
  - Definite Articles (le, la, les, les)
  - Indefinite articles (un, une, des)
  - Regular verbs in present tense
  - Regular verbs with orthographic changes
  - Passé Composé- (past tense)
  - Direct and indirect objects
    - lui leur-plus others previously learned
    - placement in present tense
    - placement with 2 verbs
    - passé composé
  - The Imperfect tense- regular verbs and irregular verbs
  - The differences between the imperfect and the passé composé
  - Family vocabulary
  - The imperfect tense
  - Analyzing the difference between the imperfect and the passé composé
  - History of Nice (Provence)
  - Vocabulary associated with Nice in terms of:
    - food
    - music
    - linguistics
    - geological impact on the beaches
  - Mardi Gras- vocabulary and history

- **Skills: What do students need to be able to do?:**
  - Understand and be able pick out cognates from authentic text.
  - To spell words and be able to spell words aloud.
  - Understand “commands” used in the classroom
  - Read and write the date and be able to give the date aloud
  - Tell the weather each day
  - Be able to tell time on a clock
  - Be able to analyze the city of Nice(Provence) in terms of:
    - Italian influence
      - history and geography’s influence on Provence
      - food
      - customs
      - geological differences on the beaches of Nice. (Galets vs sand)
  - Explain the history of and why there is an Italian influence
  - Write, Read and Speak in the past tense using the interpretive, interpersonal and presentational modes of communication.
  - Present (as a tour guide) activities in Nice, France including:
    - Promenade des Anglais
    - Cours Saleya
    - Vieux Nice
    - Regional foods and influences on those products due to geography
    - Hotels
  - Be able to write the correct family member given a circumlocution clue
  - Apply new vocabulary from the unit to create meaning.
  - Demonstrate the cultural significance of rituals
  - Be able to conjugate regular verbs in the present tense of the target language
  - Be able to create sentences oral and written in the passé composé
  - Be able to correctly place direct objects in the present tense and in the past tense
  - Know the definitions and forms of common verbs.
  - Be able to express oneself in terms of what happened often in the past (imperfect) and what happened only once (passé composé)
  - Be able to construct a proper sentence in the target language using verb conjugation and target vocabulary

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## Interdisciplinary Connections

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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## Technology Standards

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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### **21st Century Themes/Careers**

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- ☐ Creativity.
- ☐ Critical Thinking.
- ☐ Communication.
- ☐ Collaboration.
- ☐ Life & Career Skills.
- ☐ Information Literacy.
- ☐ Media Literacy.

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### **Instructional Strategies & Learning Activities**

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- Creating conversations
- Presenting skits to the class
- Interpreting spoken French using gestural and visual clues as comprehensible input for understanding
- Groups reading aloud to further understanding and peer editing
- Personal research projects to be presented in class in groups
- Diff. Ins. – vocabulary and verbs
- Quia Games – internet site for world language review
- Peer editing and as well as teacher review of writing
- Serpentine review game
- Quizlet, Kahoot, Gimkit to review acquired vocabulary
- Flipgrid to apply oral skills
- Paired activities and small group instruction
- Flipped classroom
- Creating situations in order to contextualize vocabulary
- Formative assessments- gestures, manipulatives
- Interpreting text from print and other technology
- Que Pensez-Vous?
- Story-based approach for comprehensible input

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### **Differentiated Instruction**

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- Inquiry/Problem-Based Learning

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- Learning preferences integration (visual, auditory, kinesthetic)
  - Tiered Learning Targets
  - Learning Through Play
  - Meaningful Student Voice & Choice
  - Relationship-Building & Team-Building
  - Self-Directed Learning
  - Choice Boards
  - Role-Play
  - Mastery Learning (feedback toward goal)
  - Goal-Setting & Learning Contracts
  - Game-Based Learning
  - Grouping
  - Rubrics
  - Jigsaws
  - Learning Through Workstations
  - Flipped Classroom
  - Assessment Design & Backwards Planning
  - Student Interest & Inventory Data

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## **Formative Assessments**

- TPR – Total Physical Response – Vocabulary Assessment
- Written activities corrected and checked
- Vocabulary review with Gimkit and Quizlet Live
- FlipGrid
- Biweekly conversations presented to the class
- Picture and movie talk
- Mini-Quizzes

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## **Summative Assessment**

- Proficiency-based Unit test
- Flipgrid-project applying the vocabulary acquired and verbs through speaking
- Mini-presentation-oral with partners

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## **Resources & Technology**

Such as:

- Chromebooks.
- Promethean Board
- Authentic books and texts.
- Google Slides for input
- <https://edpuzzle.com/>
- <https://info.flipgrid.com/>
- Internet
- LCD Projector



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- Headsets for computer practice

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## Closure

Such as:

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

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## ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

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## Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

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- Keep extra supplies of classroom materials (pencils, books) on hand.
  - Maintain adequate space between desks.
  - Give directions in small steps and in as few words as possible.
  - Number and sequence the steps in a task.
  - Have students repeat the directions for a task.
  - Provide visual aids.
  - Go over directions orally.
  - Provide a vocabulary list with definitions.
  - Permit as much time as needed to finish tests.
  - Allow tests to be taken in a room with few distractions (e.g., the library).
  - Have test materials read to the student, and allow oral responses.
  - Divide tests into small sections of similar questions or problems.
  - Allow the student to complete an independent project as an alternative test.
  - Give progress reports instead of grades.
  - Allow open-book tests.
  - Stand near the student when giving directions or presenting a lesson.
  - Mark the correct answers rather than the incorrect ones.
  - Permit a student to rework missed problems for a better grade.
  - Average grades out when assignments are reworked, or grade on corrected work.
  - Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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## **504**

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading
- verbal testing
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

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## **At Risk**

Examples may include:

- Use of mnemonics
- Have students restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting

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- Follow a routine/schedule
  - Teach time management skills
  - Verbal and visual cues regarding directions and staying on task
  - Adjusted assignment timelines
  - Visual daily schedule
  - Immediate feedback
  - Work-in-progress check
  - Pace long-term projects
  - Preview test procedures
  - Film or video supplements in place of reading text
  - Pass/no pass option
  - Cue/model expected behavior
  - Use peer supports and mentoring
  - Have parent sign homework/behavior chart
  - Chart progress and maintain data

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## **Gifted and Talented**

Examples may include:

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Encourage risk taking