

Unit 01: Bon Voyage: Autour du monde francophone

Content Area: **World Language**
Course(s):
Time Period:
Length: **3 weeks**
Status: **Published**

Unit 1

Unit Title:	Bon voyage: Autour du monde francophone
Suggested Duration:	3 weeks

Summary

This 3-week unit introduces students to the French language and the diverse cultures of the Francophone world. It focuses on building classroom routines, cultural understanding, and essential communication skills to create a strong foundation for further language learning. Students become familiar with classroom expectations, choose a French name, and explore what “culture” means. They engage in discussions around stereotypes and compare cultural products and practices between the U.S. and Francophone communities. Students also begin learning foundational language elements like the French alphabet, accents, and number pronunciation. Students explore various French-speaking regions including France, Belgium, Senegal, Haiti, Québec, and Morocco. They complete mapping activities, a webquest, and view short videos highlighting real Francophone people and their daily lives. They also learn basic weather expressions and recognize the cultural richness of the Francophone world. Students learn and practice basic conversational phrases: greetings, farewells, introductions, and formal vs. informal address (*tu vs. vous*). Through interactive games and a short skit, students begin to use French to introduce themselves and interact with classmates using their chosen French names.

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

- **Geography:** Map work, regional characteristics, climates. learn countries and capitals

- **World History:** Colonial history and how French is spoken in various regions today. Discussion of culture and discussion of stereotypes
- **Science:** weather expressions in French
- **Art:** create decorated posters/name tags of French letters with accents. Design visual poster of classroom norms. Color flags of francophone countries
- **Technology:** guided online resources for WebQuest and infographics
- **Language Arts:** Discuss naming traditions with choosing a French name and writing reflections about misconceptions with stereotyping
- **Theater:** skits and role -plays for introductions, PPT presentations
- **Music:** greeting with song, nursery rhymes with French sounds and alphabet
- **SEL:** participation, behavioral norms in class, showing empathy and proper but polite ways of speaking

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: http://www.estudiodefrances.com/?page_id=9
3. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com <https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=dialogue>
8. <https://www.francaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>

14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu
 - a. <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles
<https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com
<https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
21. https://www.youtube.com/watch?v=qTB_-J6DmlM Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking
<http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises
<https://français.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. Cultural facts <https://culturalatlas.sbs.com.au/french-culture>

Standard(s) Addressed

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WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results
<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i>

- Find out where people speak French around the world.
- Learn about different French-speaking cultures and their traditions.
- Talk about Francophone cultures in conversations with others.
- Watch, read, or listen to French media to understand different points of view.
- Compare French-speaking cultures with your own.
- Understand how people around the world are connected through language and culture.
- Understand classroom routines and expectations.
- Recognize the global diversity of the Francophone world.
- Use basic French greetings and introductions.

Mastery

Big Ideas/Understandings

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.
- Gain an understanding about Hispanic heritage month

Essential Questions

- What does it mean to be Francophone?
- What are the major geographical regions of the Francophone world, and how are they similar or different?
- How has the French language spread around the world?
- How are Francophone cultures represented in media, literature, and art?
- What are the letters represented in the French alphabet and how are their sounds different from English? How are accents used in French?
- How do languages differ in each Francophone country/place/area?
- What stereotypes are used for Francophones in general and more specifically for different regions?
- What are the different seasons and climates we encounter with the Francophone world?
- Who is a famous francophone?
- What are some famous or well known monuments across the Francophone world?

Acquisition

Students will know . . .

- Basic vocabulary and sentence structures for simple conversations
- French is spoken in not only France but in Africa (continent), the province of Quebec, and other territories Martinique, Tahiti, etc.
- Introductory vocabulary and simple phrases related to courtesy, leave-taking and greetings
- Formal and informal forms of greetings, leave-taking and expressions of politeness in French. The difference between "tu" (you informal) and "vous" (you formal) in conversations with children and friends vs conversations with adults and strangers.
- Many English words came from French (boulevard, croissant, and garage...) due to linguistic intermarriage caused by wars and invasions back in time.
- French and Americans borrow and use each other's language in everyday speaking: shopping, faire du babysitting, le weekend, un hamburger, déjà vu, cul de sac, bon voyage, c'est la vie! Sacré bleu, ...
- Differences and similarities between the sound and the writing systems of English and French, such as the pronunciation of orange vs. orange; train vs. train; petit vs. petit...
- French alphabet in order and out of order.
- Accents in French and their importance, such as ou means or and où means where, la means the and là means there... ai in lait is pronounced differently than aï in naïve... fatigue is the noun the fatigue and fatigué is the

Students will be skilled at . . .

- Compare and contrast Francophone Countries (customs and gestures...) with their own culture.
- Demonstrate awareness and differentiation in the use of "Tu" and "Vous" in conversations with the teacher, a class guest, or friends and classmates.
- Choose/point at cognate words when reading and/or listening to a list of words.
- Introducing themselves and exchanging names
- Identifying letters and sounds in the French alphabet
- Using numbers for counting
- Greetings in French and cultural gestures used
- Identify well known monuments
- locate and name key Francophone countries and regions in French in the world
- Students will identify cultural characteristics of various Francophone areas (Europe, West Africa, Canada, Caribbean, Maghreb).
- Students will demonstrate knowledge of Francophone geography through maps, webquests, and trivia activities.
- Students will interpret and reflect on video introductions from people in different Francophone regions.
- use basic weather expressions in French (e.g., *Il pleut, Il fait beau, Il neige*).
- identify and describe famous individuals from the Francophone world.
- reflect on and share prior knowledge about Francophone cultures.
- use common French greetings and farewells appropriately.
- distinguish between formal and informal address (*tu* vs. *vous*).
- introduce themselves and ask for someone's name using simple phrases (e.g., *Je m'appelle...*

adjective being tired...

- Names of boys and girls in French. And explain What's in a family name, such as: M. Dubois? Means from the woods
- Titles to people and their acronyms, such as: monsieur (M), Madame (Mme) and mademoiselle (Mlle).
- Cognates are words that look and sound similar in English and French (la musique, le téléphone, horrible...) but sometimes they could be false (assister à = to attend; attendre= to wait).

Comment tu t'appelles ?).

- Students will match written and spoken greetings with visual cues (images, gestures).
- collaborate in creating and performing a basic skit using greetings and introductions with their chosen French names.
- begin developing confidence in spoken French through structured conversation practice.
- learn and follow classroom routines, behavior expectations, and participation norms.
- identify the teacher and classmates using culturally appropriate terms and phrases.
- explore the concept of culture (products, practices, and perspectives).
- choose and begin using a culturally appropriate French name.
- identify and challenge common stereotypes about Francophone communities.
- recognize cultural products and practices in the U.S. and compare them to Francophone ones.
- pronounce and write letters in the French alphabet and recognize accent marks.
- understand regional language variations and number pronunciation in French.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices:
<ul style="list-style-type: none">• Research on famous francophones• Map Quiz: Identify and label 5–10 Francophone regions or countries in French.	<ul style="list-style-type: none">• KWL chart on geography of Francophone world• Comprehension video on francophone speakers• Color in maps

- Create a travel brochure using the facts learned and French words learned on Canva, number recognition (1–10) weather, and important places

- Webquest
- Identify French accents and what they are used for
- Classroom Culture Contract: Students create a poster or Google Slide together summarizing class expectations and values (respect, curiosity, effort).
- Name Tag Activity: Students decorate name tags with their chosen French names and 1–2 symbols of their interests (link to culture).
- Stereotype Sorting: In small groups, sort index cards with stereotypes (some true, some false) about Francophone cultures. Discuss origins and truths.
- Mini Language Detective: Introduce regional language variations (e.g., Belgium, Quebec, West Africa) through images or words and have students guess where they come from.
- Greeting Scenarios: Roleplay different contexts (e.g., meeting a teacher vs. friend).
- Gallery Walk: Posters or slides around the room with famous Francophone figures (e.g., Stromae, Aimé Césaire, Celine Dion, Mbappé). Students rotate and complete a note sheet: Who? Where? Why famous? Francophone Scavenger Hunt: Using a map, students find and label countries/regions where French is spoken. Add cultural symbols/images for each.
- Skit Prep: Students pair up to create a 30-second greeting skit using French names, origin, and a cultural fact from a Francophone country they “come from.”

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

- Shorter sections
- Larger print
- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)
- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed

STAGE III Learning Plan

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Organize plan by weeks

Week 1: Introduction to course, teacher and students

- Assign seats and explain classroom expectations
- Introduce teacher and students with ice breakers
- completing a [Google form](#) about our class procedures and their personal background and preferences
- [Google Slides presentation](#) introducing themselves and talking about what they like/dislike and briefly comment to their peers' presentations.
- Go over class routines, participation rules, and behavior norms
- Introducing "What is Culture?"
- Introduction of syllabus
- Pick a French name
- Discussion of stereotypes in the Francophone World
- Products and practices used/seen in the US.

- Differences with language (numbers and region specific languages)
- Alphabet, accents and sounds

Week 2: Geography of Francophone World

- Geography of the French speaking world overview with names of places in French
 - Europe (Luxembourg, Belgium, Switzerland)
 - Europe (France)
 - Western Africa (Senegal and Ivory Coast)
 - Canada (Quebec)
 - French Caribbean (Haïti Guadeloupe St Martin Martinique)
 - Le Maghreb (Morocco, Algeria, Tunisia)
- Complete a webquest/trivia
- Color in a map for each geographical area
- Quizlet Live Game on countries and capitals
- Watch introductions of people who come from different parts of the world
- Identify important monuments across the Francophone continents
- Discuss weather expressions (raining, snowing, nice/sunny, bad)
- Gallery Walk and/or slides of famous Francophones
- Activity: “What do you already know about the Francophone?”

Week 3: Greetings

- Introduce basic greetings and farewells with small video
- discuss cognates
- Formal vs informal with tu and vous
- Simple name exchange phrases je m'appelle... (I am ...)
- Recognize how people greet each other in the French speaking world and compare it to the U.S.A
- Skit (greeting/farewells/ introductions with their French names)

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

- Tiered activities
- Student Choice
- Flexible Grouping
- Incorporating tech tools to aid
- Adapting learning styles
- Added visuals to support discussion. Give printed photos or slides showing uniforms or meals.
- Provide sentence starters
- Create a Gallery Walk Worksheet to guide them
- Provide a brochure template with areas clearly labeled

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Map of African countries <https://drive.google.com/drive/search?q=countries>
- African words <https://www.youtube.com/watch?v=9VVE6KKX0U>
- Les expressions imagées <https://langue-francaise.tv5monde.com/decouvrir/voyager-en-francais/les-expressions-imagees-darchibald>
- French in our regions <https://francaisdenosregions.com/>
- How the French are seen outside of Europe <https://www.youtube.com/watch?v=EeojAStxURQ>
- Google Slides with pictures and vocabulary
- French alphabet <https://www.frenchtoday.com/blog/french-pronunciation/french-alphabet-sounds/>

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the

need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	