

Sayreville Public Schools
French Level Three, 5 credits

French Level Three
Academic Elective
Schools Course Applies to
5 Credits
Full Year Course

Date Curriculum Approved/ Revised: _____

Table of Contents:

Statement of Purpose.....	3
Unit 1: Daily News and Stories.....	4
Unit 2: Everyday Problems.....	10
Unit 3: To Each His Own.....	15
Unit 4: Exploring Nature.....	20
Unit 5: Going on a Safari.....	27
Unit 6: Personal and Social Responsibilities.....	32
Unit 7: My Future.....	38
Unit 8: Tunisia: French Speaking African Country.....	44
Unit 9: Having a Good Time.....	50

Statement of Purpose

Students will be able to gain an understanding of their world using second language. They learn how to express themselves in the class using simple

language structures while finding connections between their own interests and the Francophone world. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Summary of the Course: The primary goal of French 3 is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the level 3 Curriculum seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. Use of the target language becomes less sheltered as students express opinions and draw inferences in the target language.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Unit 1: Daily News and Stories

Summary of the Unit: Oral interpersonal communication is highlighted in this unit as students learn how to voice wonder about and make or reject possible explanations for the actions or “moods” of others they see. Major focus is given to the two past tenses, *le passé composé* and *l'imparfait*, and their appropriate contextual uses as students break news of past events and continue, and end the narration of a personal story.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on breaking news of past events.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to news and stories.

Presentational: Students use the target language and memorized phrases in order to break news of past events and express how they feel about them..

Enduring Understanding

Students will understand that...

- It is common for people to jump to conclusions on things they see and that there are many factors which contribute to misunderstandings.
- Definitions of “friendship” or of a “true” friend vary from person to person, culture to culture.
- In French, past actions cannot all be expressed using a single past verb tense; tense selection is determined by context.

Essential Questions:

1. Can one know the truth about a person’s feelings or about a situation just by observation?
2. What is the true meaning of friendship?
3. How does one determine which French Past Tense is appropriate to describe a past action, event and tell a story?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Imagine that you are at a party observing different moods of the people around you and then create a skit and act out your conversation. You imagine why the people are acting that way and offer two possible explanations for their emotional state. You will be able to accept one explanation as possible and the other as improbable.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.frenchtogether.com

<http://go.hrw.com/elot/>

www.laits.utexas.edu/tex/pr/tap8.html

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Breaking News	5 Days	<p>Express interest or share news.</p> <p>Wonder what happened.</p> <p>Use French expressions to break news to someone and to show interest.</p>	<ul style="list-style-type: none"> • Tell a partner about something personal that happened during the weekend, on a vacation, or on another real or imaginary occasion. Then switch roles. • A friend brings news about some of your friends. Ask him/her logical follow-up questions based on the 	<p>- Students write an eight-to-ten line script for a play. Two characters discuss a mutual friend’s date with the person of his or her dreams. One of the characters should break the news, tell what happened on the date, and comment on how the friend felt. The other character should show interest and express disbelief.</p>	<p>WL.7.1.IL.A.1 WL.7.1.IL.A.3 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.1 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.4</p>

<p>Reacting to breaking news</p>	<p>5 Days</p>	<p>Accept or reject explanations in a variety of situations.</p> <p>Use French adjectives, in their masculine and feminine forms to describe a person's feelings or emotional state.</p>	<p>information he/she gives you.</p> <ul style="list-style-type: none"> ● Listen as a native speaker asks his friends why another friend does not talk to him, then tell if he accepts or rejects the explanations they offer. ● Students imagine themselves in a situation where: An ambulance is seen at the house across the street and tell how many different explanations they can think of. ● Look at pictures of various people showing different emotions and write a short paragraph for each person, telling how the person feels and offering an explanation why. 	<p>Prepare a script for a dialogue in which one person recounts a story of an incredible past event, using the connecting words learned in the unit, telling his/her friend what happened to him and how he felt throughout the event. The friend will show interest and react to the story.</p>	
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Stories	10 Days	<p>Use sequencing words to tell a story.</p> <p>Use the French conjunctions/connecting words to begin, continue and end a story: <i>“A propos, à ce moment, Là, bref, c’est à dire, heureusement, malheureusement, enfin”</i>.</p> <p>Tell a story using</p>	<ul style="list-style-type: none"> Imagine that you are the guest who unexpectedly arrived at a friend’s house. Write in detail the sequence of events that lead up to your arrival. Work with a partner to correctly sequence pieces of a provided story. Then, set the story in the past using the passé composé and imparfait. Your friend is telling you about his/her trip to France. Write his/her account in the past tense. Choose between the “Imparfait” or “passe compose” in each sentence. Students think 	<p>-Imagine that a Francophone student attended your school last year. That student is now back in France and wants to find out what happened to you and your friends since he or she left. Write an e-mail message in which you relate all the latest news.</p> <p>-Write a story about something unusual, real or imaginary that happened to you. Tell what happened, and explain how you felt about it. Be sure to follow logical order, and use linking words to make your story sound natural.</p> <p>-Imagine you are a reporter for a French teen magazine and you’ve been assigned to cover the following story: Your favorite celebrity was seen in Provence last weekend. He or she got lost and his or</p>	
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the “passe compose” or “imparfait” based on sentence context.

Discuss how learning a Foreign Language can help in the journalism career.

of reasons why it would be beneficial for a journalist to have knowledge of the language and culture of a country he or she is visiting on assignment. then , in small groups, they share their ideas and discuss how professional reporters and journalists often have to travel to other countries to work on a story. While they may find people there who speak their language and can act as interpreters, they would gather more interesting and accurate information.

her car broke down. Writer and article in which you explain what happened to the celebrity, how he or she looked, and how he or she felt about the incident. Be sure to use the “imparfait” and the “passe compose” in your article.

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads

CD Player/Television

Webquests

Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 2:Everyday Problems

Summary of the Unit: Interpersonal communication is explored further in this unit as students discover ways in which French students share their problems and concerns with their close friends. Ways to share a confidence, ask for and give advice, ask for and grant a favor, and make excuses are closely examined as students practice grammatical structures such as object pronoun placement with past tense verbs and before an infinitive.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on breaking news of past events.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to news and stories.

Presentational: Students use the target language and memorized phrases in order to break news of past events and express how they feel about them..

Enduring Understanding:

Students will understand that...

- Friends play an important role in everyone’s life and French teenagers enjoy the same supportive relationships with their friends as do American teens.
- Everyone, at some point, will need either a favor from or will be asked to do a favor for a friend; it is important to know the specific cultural etiquette to be followed in such situations.
- Disagreements and misunderstandings are common to all relationships and it is important to know how to properly apologize, accept an apology, or reproach someone.

Essential Questions:

1. What role do “friends”play in the lives of teenagers in France and in other Francophone countries?
2. How does one politely go about asking for or responding to a request for a favor?
3. What role do making and accepting apologies play in maintaining healthy relationships with others?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Imagine that you are “Chère Agathe”, the editor of the advice column in the French teen magazine “sans soucis”, and you just received a letter from a French teenager who is depressed because he does not have any friends in his high school. Write a response to his letter and give him advice about what he should do to make friends.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.france.fr/...france/french-education-system

<http://go.hrw.>

www.academic.cengage.com/french

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Conflicts and Solutions	10 Days	Share a confidence Ask for and give advice	<ul style="list-style-type: none"> ● Listen to a conversation between a French teenager and his friends who all come to him with their problems. Then choose among given pictures, the one that illustrates each friend's problem ● Listen and discuss the 	- Create a dialogue with a partner where: You ask your partner for help with a problem. Describe the problem, listen to your partner's advice, and accept or refuse it. Listen to your partner's problem and offer at least two pieces of advice. Act out the conversation.	WL.7.1.IL.A.1 WL.7.1.IL.A.3 WL.7.1.IL.A.5 WL.7.1.IL.A.8 WL.7.1.IL.B.2 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.4

		<p>Use and understand vocabulary associated with love and friendship</p> <p>Talk about feelings associated with love and friendship</p> <p>Express ideas about friendship</p> <p>Use indirect object pronouns with verbs in the imperative tense to give advice.</p>	<p>French songs: "<i>Ma meilleure amie</i>" (Koziel) and "<i>Amies ennemies</i>" (Nadiya)</p> <ul style="list-style-type: none"> • In groups of three, students imagine they've already asked for advice about a problem and followed it, but it didn't help. Students write a letter, explaining what they did to try to resolve the problem and why it didn't work. They should also ask for a different approach to solve the problem. Groups then, exchange letters and write a reply suggesting a new way to solve the problem. 	<p>-Students create a soap opera episode about a group of friends preparing a surprise party for a famous guest. They should:</p> <ul style="list-style-type: none"> • Decide who the famous guest is. • Decide whom to invite. • Ask for and give advice about preparations. • Include some type of misunderstanding, like a lost invitation or an old grudge. 	
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Supportive relationships	5 Days	<p>Ask for and grant a favor</p> <p>Make excuses</p> <p>Use direct object pronouns with transitive verbs in the present and past tense</p>	<ul style="list-style-type: none"> • Listen as a French teenager asks her family to help her get ready for her party, then tell if they say they will help or do they make excuses. • Read a text message from your friend who needs your help planning a party, then write a response, offering to do three things to help him/her out. 	<p>- Students role play a conversation with a partner based on the following prompts: Your partner is planning a graduation party for his/her best friend and asks you how to organize the party. Tell him/her what preparations he/she should do to ensure that the party is a huge success. Then,switch roles.</p>
Healthy relationships	5 Days	<p>Apologize and accept an apology</p> <p>Reproach someone</p>	<ul style="list-style-type: none"> • Create with a partner, five situations or reasons why apologies may be used and write the corresponding apology. • Listen to native speakers apologizing and identify the 	<p>- Write a conversation in which you apologize to a friend for something you did. Explain what happened and find out if your friend is still upset with you. Your friend should tell what you should have done instead, and then accept your apology.</p>

			<p>expressions, tell why each person is apologizing and if the other person accepts the apology or reproaches him or her.</p>		
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads, Webquests

CD Player/Television, Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 3: To Each his Own

Summary of the Unit: Different genres of music, novels, and films are the focus of this chapter in which students learn how to express their personal tastes in each and how to inquire about the preferences of others. Many options are offered for expressing favorable and unfavorable opinions, along with various strategies for summarizing key information about different cinematic and musical presentations.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on expressing favorable and unfavorable opinions.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to music, novels and films .

Presentational: Students use the target language and memorized phrases in order to express opinions about different genres of music, novels and films.

Enduring Understanding:

Students will understand that...

- Music, dance and film, as forms of entertainment, play a large role in the lives of Francophone teenagers, but their tastes in each vary much as they do for American teens.
- Many languages borrow terms from other languages; many music terms come from English while terms used in ballet and cuisine come predominantly from French.
- There exist in Francophone countries several sources, both in print and online, one may consult for information on current forms of entertainment.

Essential Questions:

1. What do teenagers in Francophone countries enjoy as forms of entertainment?
2. What traces of other languages might one find in the English language, and are there English words that become, in turn, part of other languages?
3. How does one go about finding information about the scheduling of different forms of entertainment in Francophone countries?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students imagine they have an interview with a movie director about a screenplay they wrote. They should act out the conversation, and then change roles. In their conversation, students should:

- **Discuss the book they wrote about in their screenplay. Talk about the plot, the characters, and why they like it. Decide where the movie will take place and who will be the actors.**
- **Make plans for a sequel to the movie they are making.**

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

Music on youtube

www.filmsdefrance.com

www.paris.angloinfo.com/whatson/movies/

<http://www.chantefrance.com>

<http://go.hrw.>

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Different musicians for different categories of music	5 Days	<p>Identify people and things.</p> <p>Use the verb “Connaitre” to identify people and things.</p> <p>Discuss famous Francophone musicians and actors.</p> <p>Use <i>C’est un/C’est une</i> or <i>il est/elle</i></p>	<ul style="list-style-type: none"> Using the verb “<i>connaître</i>”, students say whether or not they know the cities on the map. Pair activity: Using a stack of pictures, students ask their partner if he/she knows the people/things on the cards. The partner will answer yes or no using the verb “<i>connaître</i>”. In small groups, students 	<p>- Imagine that you are the new DJ at a radio station. Interview some people to find out what kinds of music they like or dislike, and who their favorite singers and bands are. Write a list of questions for your survey. Then, imagine that you have already done the interviews and write the responses of four people you surveyed.</p>	<p>WL.7.1.IL.A.1 WL.7.1.IL.A.3 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.1 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.5</p>

		est to mean he is /she is.	select a few people from school and ask group members if they know them using the verb a "connaître"	
Likes, dislikes and preferences	5 Days	Ask for and give information	<ul style="list-style-type: none"> • Read an excerpt from a french entertainment guide and answer questions. • Send an e-mail to a French pen pal asking his/her opinions on music, movies, books, people, etc, and state his/her opinions on the same subjects. 	- Choose one film and one book, then talk about each one. Identify the genre, discuss the characters, describe the plot to a small group and give your opinions.
Francophone Music	10 Days	Give opinions	<ul style="list-style-type: none"> • Students pretend they are with their friends trying to decide on a movie to see on the weekend. They suggest their two favorite films and mention 	- Choose a classical musician from a French speaking country and prepare a presentation including instruments, artist or group, and cultural elements using online resources.

		<p>Give information using relative pronouns "Qui and Que" (<i>that, which, who, and whom</i>)</p>	<p>what type of movie each one is.</p> <ul style="list-style-type: none"> ● Discuss and compare American and French tastes in different forms of entertainment ● Discuss the French language website and the corresponding expressions in English. ● Read and discuss information on: <ul style="list-style-type: none"> - "Minitel", France's highly successful online information service. - Cannes Film Festival. ● Students pretend that a French friend has come to visit them. They show him/her the music collection they have using sentences that 	<ul style="list-style-type: none"> - Create a debate between two movie critics, each having different opinions about a particular film. Present to class. - Create a powerpoint presentation to present multicultural aspects of music from the francophone world: Zouck (Antilles), Rai (Northern Africa), Lara Fabian (Canada). - You are a critic working for a journal distributed for French speakers interested in American culture. Write a review in French of a book you've read recently. Include the relative pronouns "Qui and Que" in your writing. 	
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			incorporate the relative pronouns “ <i>qui</i> ” and “ <i>que</i> ”.	
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads

CD Player/Television

Webquests

Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 4: Exploring Nature

Summary of the Unit:

In this unit, students explore various aspects of nature, life in the outdoors, as well as related activities in Canadian parks and camping grounds, they reinforce previous lessons, on asking for and giving information, expressing discouragement/offering encouragement, asking for/giving advice, and relating a series of events. Information is also provided on endangered animals in Francophone countries and on various French-Canadian expressions. Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on exploring nature.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to nature and camping.

Presentational: Students use the target language and memorized phrases in order to ask for/give advice and relate a series of events.

Enduring Understanding:

Students will understand that...

- There exists in most countries a heightened awareness of the importance of preserving the environment which has led to the development of many new programs in the field of ecology.
- The problem of endangered animal species is universal and programs focusing on their preservation are in place in many Francophone countries.
- Recounting a story in the past requires one to know which is the appropriate past tense to use for the verb based on the context of the description of events.

Essential Questions:

1. Do countries other than the United States face problems of ecology and of endangered species?
2. What must one know and what skills must one possess in order to make a successful journey into nature and the outdoors?
3. How does one recount a story of events which happened in the past in proper French?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students work in pairs to create a conversation based on the following prompts:

One partner must convince the other to come to the Parc de La Jacques-Cartier. He or she has never been camping and is a bit fearful. To convince his or her partner, the student should tell his or her friend:

- What there is to see and do at the park.
- What to bring.
- What to do and what not to do at the park.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.defipourlaterre.org

www.lesamisdelafterre.org

<http://go.hrw.>

www.pc.gc.ca/eng/progs/pn-np/index.aspx(Canadian National Parks)

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Camping	4 Days	Ask for and give information Give directions Recognize geographical features on a map Read a map and signs for success in any excursions.	<ul style="list-style-type: none"> Listen to informations from the Office of Tourism, given to a French teenager who is trying to choose what park to visit, then decide which park is mentioned using the Québec map. Students find out about camping areas in their region: Describe the area they would most like to visit and explain why. Then, create a brochure for 	- Students role play a conversation with a partner based on the following prompts: Camper: Asks the ranger where the park is located. Ranger: Tells the camper in detail where the park is located. Camper: Asks the ranger what there is to see and do at the park. Ranger: Suggests at least three things the camper can see and do at the park. Camper: Says that you are scared since he has never gone camping before, and asks for advice. Ranger: Mentions three things that the camper should or shouldn't do while at	WL.7.1.IL.A.1 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.3 WL.7.1.IL.C.4 WL.7.1.IL.C.5

		<p>Categorize various outdoor vacation activities based on where one is vacationing.</p> <p>Convert from kilometers to miles.</p>	<p>French speaking tourists about the place they chose, Illustrate it with photos or pictures from magazines and write a caption for each picture. They also write directions to the area from major cities nearby and make a map to accompany them.</p>	<p>the park.</p>
Outdoor Events	8 Days	<p>Ask for and give advice</p> <p>Discuss clothing and equipment one would need to pack in order to prepare for outdoor Vacations and excursions.</p>	<ul style="list-style-type: none"> • Students pretend they are in charge of obtaining the equipment for their class camping trip. For each activity their teacher schedules, they write in French at least three items they should bring. • Students create a conversation in which one friend announces 	<p>- You have been away at summer camp for about a week, and you are not too happy about it. First, write a letter home complaining about your life at camp. Then, write your family's response to your letter. Your family's letter should offer encouragement and give advice on what you should do.</p> <p>- Imagine that you went on a camping trip</p>

		<p>Use the verb <i>“emporter”</i> to advise someone what to bring.</p> <p>Exchange ideas and give advice about what outdoor activities are encouraged and those that one must be cautious about. Using impersonal expression <i>“Il faut que”</i>.</p> <p>Complain; express discouragement and offer encouragement.</p> <p>Relate a series of events.</p> <p>Describe a place using the verbs <i>“avoir”</i> and <i>“etre”</i> in <i>“l'imparfait”</i>. Recount a story of events in the past using <i>“le passé composé or l'imparfait”</i>.</p>	<p>that he or she is going camping and asks for advice about what to take on the trip. The other friend offers advice about what to take and how to behave while in a park.</p> <ul style="list-style-type: none"> • Look at an advertisement for clothing and camping supplies priced in Canadian Dollars and convert those prices into American dollars after researching the current rate of exchange. • Students pretend they went to Madagascar to observe the animals there. Upon their return, they write a brief letter to their friend about their experience. 	<p>recently, and you had an unused or exciting adventure. Write a story describing your experience in detail.</p> <p>- Write a story from the point of view of an animal. First, tell which animal you are and talk a little bit about your life. Then, describe a specific encounter you had with some humans. Be sure to mention where you saw them, what happened, how you reacted or felt, and your opinions of humans.</p>	
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<p>Environmental Awareness</p>	<p>8 Days</p>	<p>Express problems and solutions using indirect commands.</p> <p>Describe the natural environment and discover how the French speaking world incorporate “<i>tourisme écologique</i>” into their outdoor activities to protect it.</p> <p>Share information from Francophone sources on endangered species.</p>	<ul style="list-style-type: none"> • Tell a story, from a series of pictures of camping activities, that relates in the past the events pictured. • Watch a video about endangered animals in different Francophone areas and on an activity sheet, classify the problems and solutions that pertain to ecology. • Produce with a group a list of the five most important environmental problems and for each, suggest two possible solutions. • Compare environmental problems and solutions in a Francophone country and the U.S. by 	<ul style="list-style-type: none"> - You are a member of the Nature Club at school. Create a poster for Ecology Awareness week. Your poster should include slogans about protecting the environment and national Parks, and preserving wildlife. - Investigate on the Internet a French author whose work focuses on nature and summarize one work for an oral presentation to the class. - Compose short descriptive paragraph on oral presentation on “<i>Jacques Cousteau’s work</i>”. 	
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reading a French newspaper on the Internet, and compose a written report.

- Listen and sing along to song “*Je l’aime a Mourir*”: by Francis Cabrel and discuss the meaning of the song about the environment.
- Read magazine articles about the environment and those who protect it, such as “*Jacques Cousteau*”. Then answer comprehension questions

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads
CD Player/Television
Webquests
Visit authentic websites

Cross Curricular/ 21st Century Connections:**Technology Themes:**

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design**21st Century Themes:**

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 5: Going on a Safari

Summary of the Unit: In this unit, students explore the African wildlife and Safari, rain forests that support a wide variety of plants and animals, as well as related activities in the Central African Republic. While students learn the geography of Africa, they practice the research and discovery skills of asking for information and locate different countries on the map.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on exploring the African wild life.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to the African wild life .

Presentational: Students use the target language and memorized phrases in order to ask for information on the African wildlife and Safari.

Enduring Understanding:

Students will understand that:

- When they go on Safari in Africa, they will experience a new world of wildlife adventure, fantastic scenery and cultural highlights.
- The Safari adventures create awareness of unspoiled habits, the animals that share this planet with us and different cultures.
- Going on Safari makes you get a new viewpoint on life.

Essential Questions:

1. What kind of wildlife and vegetation can be seen in the Central African Republic?
2. Is going on a Safari dangerous?
3. How do I prepare for my Safari in Africa?
4. What can I do and see in a Safari?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Act out a scene where several people are camping in a reserve. Suddenly, they hear noises that sound like gunshots. Wondering what the noises could be, the group decides to go see what's happening. As they come over a hill, they see poachers. Knowing that they could be in danger, they leave immediately. When they reach a village, they look for a phone to call the reserve patrol. Students do the following things at the appropriate times: Express fear; warn their friends; reassure one another and express their relief.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher's Edition with Integrated Multimedia
Listening comprehension exercises
Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.france.fr/...france/french-education-system

<http://go.hrw.>

<http://www.awf.org/wildlife-conservation/all>

<http://www.tripsavvy.com/africas-most-iconic-safari-animals>

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Passion for animals and wildlife	5 Days	<p>Ask for and give advice</p> <p>Respond to discussions in which suppositions are made</p> <p>Exchange ideas about what can be seen in a Safari</p> <p>Identify common wild animals</p>	<ul style="list-style-type: none"> • Pair activity: You and your friend, decided to go on a Safari. Discuss what you should do before leaving, what Safari related items you should consider taking with you and what you might see on your Safari. • Listen to a native speaker talking about items he is taking with him for his Safari, then list all the items mentioned. 	<p>- Students prepare a slide show of their photo Safari in the Central African Republic, and present it to the class with a commentary on each slide. Students find out what they might see on a photo Safari in the Central African Republic and about the animals they are photographing. They also invent interesting incidents that will happen during the imaginary trip, and include the preliminary packing.</p>	<p>WL.7.1.IL.A.1 WL.7.1.IL.A.2 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.3 WL.7.1.IL.C.4 WL.7.1.IL.C.5</p>

<p>Fearful situations and warnings on a Safari</p>	<p>5 Days</p>	<p>Express fear and relief</p> <p>Use conversation to caution and reassure someone</p> <p>Discuss rules to obey in order to stay safe in a Safari</p>	<ul style="list-style-type: none"> • Students write down warnings for various people, based on illustrations they see. • Students invent interesting incidents that will happen during the imaginary trip (ex: a narrow escape from a lion, etc..) 	<p>- You are a script writer and you are writing a scene between two friends on a Safari. One friend wants to get out of the jeep. The other thinks it's a bad idea, cautions the friend, and express fear of what could happen. Write their conversation.</p>
<p>Africa's different countries</p>	<p>5 Days</p>	<p>Use definite articles and prepositions with geographical terms to identify countries</p> <p>Compare and contrast the use of verbs with infinitive in French and English</p>	<ul style="list-style-type: none"> • Sentence completion to practice the use of different articles and prepositions with geographical locations. • Pair activity: Look at the list of countries and capitals. Take your best guess at matching each country with its correct Capital City. After the allotted time, turn to your partner and 	<p>- Students look at illustrated activities. If the verb the teacher points to is followed by "a", students remain seated. If the verb is followed by "de", students stand up. Once students make their decision, they make a statement using the correct verb and prepositions.</p>

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential seating.

Use verbal praise.

Allow for breaks when needed.

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads

CD Player/Television

Webquests

Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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Unit 6: Personal and Social Responsibilities

Summary of the Unit:

In this unit, students will explore the importance of personal and social responsibilities. They will organize how personal responsibility affects the larger community. While learning the French vocabulary for the brands and proper maintenance of a car, students learn how a lot of responsibility comes with driver's licenses. French expressions for household chores are used along with expressions for asking for, giving, and refusing permissions.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on personal and social responsibilities.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to personal and social responsibilities.

Presentational: Students use the target language and memorized phrases in order to ask for, give and refuse permissions.

Enduring Understanding:

Students will understand that...

- French teenagers take an active part in the maintenance of their homes and are responsible for many of the daily household chores.
- Teenagers in France share similar responsibilities to home and the environment with students in the United States.
- Driving changes teen's level of responsibility drastically.

Essential Questions:

1. How does the responsibility of household chores prepare adolescents for adulthood?
2. What responsibilities do I believe I personally have for 1) myself, 2) my family, 3) my community?
3. What is my responsibility when it comes to driving and road safety?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Think of an instance when you were impressed by the way a teenager took responsibility for something. Write a news story (or letter to the editor) about this person.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher's Edition with Integrated Multimedia
Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.charactercounts.org

<http://go.hrw.>

www.preventionroutière.ass.fr/

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Responsibility at home	5 days	<p>Compare and contrast chores in French and American households.</p> <p>Ask for, grant, and refuse permission.</p> <p>Express one's opinion about household chores and responsibilities around the home. Discuss how chores teach adolescents to balance fun with responsibility.</p>	<ul style="list-style-type: none"> • Classify the pastimes and household chores that are assigned to the members of a family in a selection read by the class. • Compose a journal entry that discusses personal chores of each family member and their respective days of completion. • You are conducting a survey among students in your school, about their chores at home. Prepare ten to twelve precise questions to 	<p>- With a partner, role play a conversation between a mother and son based on the following prompts: The son: asks his mother permission to go to his friend's house. The mother: tells her son to water the yard first. The son: asks his mother permission to go to a movie tonight. The mother: tells her son ok, just this once. The son: tells his mother he will wash the windows tomorrow. The mother: tells her son to be polite with his friend's parents.</p> <p>- Complete a self-reflection to summarize your individual feelings about chores and other household responsibilities.</p> <p>- Create a PowerPoint presentation about household chores in</p>	<p>WL.7.1.IL.A.1 WL.7.1.IL.A.2 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.1 WL.7.1.IL.B.2 WL.7.1.IL.B.3 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.3 WL.7.1.IL.C.4 WL.7.1.IL.C.5</p>

		Debate about the fairness of chores according to gender.	which they must answer by “yes” or “no”.	your home. Talk about your responsibilities and those of the other members of your family.
Social Responsibilities	5 Days	<p>Identify expressions used to ask for and accept assistance.</p> <p>Identify expressions used to accept, politely, refuse , and thank someone for assistance.</p> <p>Demonstrate an understanding of the importance of being polite when asking for, accepting, refusing, and/or thanking someone for help.</p>	<ul style="list-style-type: none"> • Share personal experiences where you asked for, accepted, refused and or thanked someone for help. • Group activity: Work in groups of three. On ten index cards, write requests for help for certain activities. When your group has finished, trade cards with another team. Each group must now come up with a valid and plausible excuse why you cannot help in each of 	<p>- Listen to the requests made by the teacher and write down two possible answers to each request.</p> <p>- Imagine you are moving into a new house/apartment this weekend. You know you will need help so you ask your friend for help. You are confident that your friend will help you with anything, but you quickly learn that he/she is not willing to help as you thought. Act out the dialogue between you and your friend.</p>

<p>Driving Responsibilities</p>	<p>5 Days</p>	<p>Compare and contrast the types/brands of cars available in the US vs France.</p> <p>Compare American and French traffic signs.</p> <p>Discuss how many responsibilities come with learning how to drive and owning a car while still in school.</p>	<p>the scenarios listed. Each excuse must be different.</p> <ul style="list-style-type: none"> • Write ten sentences describing what you might say to someone to whom you are giving a driving lesson. • Pair activity: Students work with a partner to create a poster promoting safe driving habits: They research France's traffic signs and create a slogan or a promotional character to feature on their poster. With their partner, students make the layout and message more attractive and attention getting. 	<ul style="list-style-type: none"> - Role play a conversation with a partner in which you explain to an exchange student the process for obtaining a driver's license in your state and the responsibilities that come with it: How old must you be? What examinations must be taken? Are there temporary licenses or permits? Then switch roles. - Role play a scene with a partner in which you are trying to convince your reluctant parent to allow you to get your driver's license. Your partner will play the role of the parent who is afraid to let you get your license for a variety of reasons. 	
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Express Obligation	5 Days	Express obligation using " <i>Il faut que+subjunctive tense</i> "	<ul style="list-style-type: none"> Meet with a friend and decide to hold a party to celebrate the end of the school year. The party is a great success but there is a lot of cleaning to do afterwards. Divide up the chores, telling each other what has to be done using "<i>il faut que+subjunctive</i>". 	- Imagine you are the boss of your dream company who needs to hire a staff. Design a color advertisement that will run in the local newspaper. In the advertisement, mention at least two positions you need to fill. Be clear about the requirements for each position using " <i>Il faut que+subjunctive tense</i> ". Share your advertisement with the class.
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

- Repeat, clarify and modify directions when necessary.
- Allow for additional time when needed.
- Refocus on task.
- Use visual clues.
- Demonstrate tasks.
- Break assignments down.
- Preferential seating.
- Use verbal praise.
- Allow for breaks when needed.

Suggested Technological Innovations/ Use:

- Use computers, chromebooks and/or iPads
- CD Player/Television
- Webquests
- Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

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Unit 7: My Future

Summary of the Unit:

Students will look out how to express future plans, including college/career plans and professions they would like to explore. They will also learn vocabulary to help them apply for internships and schedule and have interviews with potential employer.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on the future/careers.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to professional goals.

Presentational: Students use the target language and memorized phrases in order to ask about and express intentions for the future, express indecision and give advice about future goals and plans.

Enduring Understanding:

Students will understand that...

- Certain strategies exist which can assist individuals to seek, secure and maintain employment successfully.
- There are differences between educational systems and employment practices.
- Learning French (a United Nations language) as a second language can increase their job opportunities in this International Organization.

Essential Questions:

1. How does one talk about the future in the target language?
2. How does one go about searching for employment in one's chosen field/career?
3. What is the importance of studying French in career opportunities?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Create a ten year plan life, detailing what you would like or will plan to do in the next ten years. Set long term Educational and professional goals (e.g I will graduate from college, I will do an internship in Paris..) as well as decide where you would like to live and what you would like to be as a profession. Include also if you will be married, have kids, etc...

Resources:

Text: *Allez, viens!* Holt French level 1, Annotated Teacher's Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.france.fr/...france/french-education-system

<http://go.hrw.>

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Future Plans	10 Days	<p>Ask about and express intentions for the future.</p> <p>Form and use the future tense in French for regular and irregular verbs.</p>	<ul style="list-style-type: none"> • Pair activity: With a partner, talk about the future. What will you do once you graduate from High School? Will you travel or will you continue your education? • Interview a partner about what type of job he/she will be doing, where he/she would live and how many children they intent on having. 	<p>- Imagine that you have just won \$100.000. Share with the class at least five things you will do with the money. Create a powerpoint presentation to share with the class as you speak.</p> <p>- Set up a schedule for all your household chores and responsibilities that you will be doing next weekend. Layout the chart of responsibilities on a poster board and present the plan to class using the future tense.</p>	<p>WL.7.1.IL.A.1 WL.7.1.IL.A.2 WL.7.1.IL.A.3 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.1 WL.7.1.IL.B.2 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.1 WL.7.1.IL.C.2 WL.7.1.IL.C.3 WL.7.1.IL.C.4 WL.7.1.IL.C.5</p>
Career and College	15 Days	<p>Make plans about life after high school.</p> <p>Identify jobs/ professions and discuss class/course requirements</p>	<ul style="list-style-type: none"> • Listen to French teenagers' conversation and based on their likes and dislikes, tell what they are planning to do after 	<p>- Students will be given a written prompt to write an e-mail to a college recruiter to help finalize future plans. The students will write in e-mail format and use the future tense throughout the e-mail. <i>Writing Prompt:</i> " What</p>	

		<p>Use the irregular verb “<i>croire</i>” to explain career preferences.</p> <p>Identify career options in government, business and trades.</p> <p>Be able to solicit for a job by creating a resume.</p> <p>Ask and answer questions in a job interview.</p> <p>Discuss how learning French as a second language can increase their job opportunities in International organizations.</p>	<p>graduating from high school.</p> <ul style="list-style-type: none"> • Students will write a cover letter to apply to a profession that they would like to obtain in the future. The cover letter should include an introduction of oneself, why the student has interest, qualifications for the job, and a past history and why the student would be a good fit for the position. • Research careers and professions in which the knowledge of a second language is needed. • Through a guided French tour of the United Nations, students will have the opportunity to 	<p>do you think you will want to do after high school? Write about your plans or ideas for the future. Include any future studies and career plans”.</p> <p>- Role play a conversation with a partner in which one person is a senior in high school and the other a manager interviewing him/her for the job. The manager explains the job requirements and the candidate must explain why he/she is qualified.</p> <p>- Students prepare a powerpoint presentation that outlines how learning the French language increases their job opportunities in various types of professional</p>	
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		<p>Discuss Education System in France and compare it to the one in the US</p>	<p>visit the United Nations Headquarter including a behind-the-scenes view of the organization at work. Students get to spend time with a United Nations staff member (a multilingual tour guide) who can provide them with the latest issues on the UN Agenda, ask them questions in French, and encourage them to respond.</p> <ul style="list-style-type: none"> • Students read an authentic piece of information on Secondary Education in France, then discuss the similarities and differences between Education in France and the US in 	<p>positions for which the following International Organization recruit:</p> <ul style="list-style-type: none"> - The United Nations - UNESCO - DECD - The International Labor Bureau - The International Olympic Committee - The Universal Postal Union - The International Red Cross - Union of International Associations. 	
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		<p>Express indecision and give advice about future goals and plans</p> <p>Discuss what one would do under certain conditions using the conditional tense.</p> <p>Express polite requests using the conditional tense.</p>	<p>groups or partners and produce a Venn Diagram demonstrating these comparisons.</p> <ul style="list-style-type: none"> Students work with a partner who will pretend to be their guidance counselor. Each student tells the counselor about his or her goals and plans for the future, and the counselor gives advice about how those goals and plans can best be achieved. Working with a partner, discuss what would be different at school if you were the principal. 	<ul style="list-style-type: none"> Students work in pairs to act out a scene between a parent and a teenager: The teenager talks to his or her parent about what he or she is thinking of doing after high school, what he or she is thinking of doing after high school, what he or she wants to do within the future, and why. The parent is not very happy with this choice and tries to discourage the teenager from it. The teenager tries to convince the parent. Create and act out a conversation with a partner, between two indecisive friends who are trying to decide what to do in the future. Think about three situations contrary to reality and write what you would do in these situations using the conditional tense. Students role play a 	
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			<p>What changes would you make and why would you make them? Ask your partner his/her ideas about what he/she would do as principal of the school.</p>	<p>conversation with a partner based on the following prompts: Imagine that you work for a job placement center. Ask your partner questions about his/her career goals and the type of company he/she would like to work for, where it would be located, etc...Your questions should be formed in the conditional tense. Exchange and obtain information from each other using the formation of the conditional tense.</p>
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

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- Allow for additional time when needed.
- Refocus on task.
- Use visual clues.
- Demonstrate tasks.
- Break assignments down.
- Preferential seating.
- Use verbal praise.
- Allow for breaks when needed.

Suggested Technological Innovations/ Use:

- Use computers, chromebooks and/or iPads
- CD Player/Television
- Webquests
- Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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Unit 8: Tunisia: French Speaking African Country

Summary of the Unit: In this culture oriented unit, rich in the history and tradition of the Francophone country “Tunisia” in North Africa, students discover the cultural similarities and differences of homes and family life between the Tunisians and those who live in the United States. Related chapter readings offer additional information on daily life in Tunisia, as well as the traditional and modern aspects of the country. Previously learned expressions for describing rural and urban settings are developed further into more sophisticated grammatical constructions as is the use of comparative structures to compare rural and urban lifestyles.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on Identifying and discovering the culture of the French speaking North African country: “Tunisia”.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to lifestyle in a French speaking North African country.

Presentational: Students use the target language and memorized phrases in order to compare and contrast cultural practices of a French speaking North African country and USA.

Enduring Understanding:

Students will understand that:

- Cultural practices of North Africans are different from the ones of the Americans.
- The French speaking country of “Tunisia” was a French protectorate from 1881 until it gained its independence

in 1956.

- As a matter of respect, it is important to demonstrate the appropriate cultural etiquette in various settings when visiting a foreign country.

Essential Questions:

1. Why is French the official language of many countries in Africa?
2. How are the cultural practices of North Africans different from the ones of Americans?
3. How is the daily life in the North African Country “Tunisia”?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students work cooperatively in groups to research an assigned aspect of Tunisian culture: Art, music, cuisine, teen life or current events, creating a poster that reflects their findings. They will then present this poster to the class and state in French what they have learned about the country.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets

European Imperialism in Africa

Pre-Colonial Map of Africa, 1870

Map of Africa 2015 World Atlas

<http://go.hrw.>

<http://www.tunisiaonline.com>

<http://www.cia.gov/library/publications/the-world-factbook/>

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Francophonie in Africa	5 Days	<p>Identify French-speaking african countries</p> <p>Recognize the influence of the French society all around the world.</p> <p>Analyze the origins of French colonization in Africa.</p> <p>Become familiar with some geographic locations, history and cultural practice of the French speaking region of North Africa.</p>	<ul style="list-style-type: none"> • Students identify Francophone countries and match the French name of each country to the country's location on the map. • Students watch l'Afrique Francophone video which provides geographical review and a brief history of the French colonization of Africa, highlights " le Maghreb", the French influence in Africa and the African influence in France today. Students answer the post-viewing questions. 	<p>- Students do a powerpoint presentation comparing and contrasting the pre-colonial map of Africa from 1870 and the present map. Students explain how has the map of Africa evolved into its present form.</p>	<p>WL.7.1.IL.A.1 WL.7.1.IL.A.2 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.1 WL.7.1.IL.B.2 WL.7.1.IL.B.3 WL.7.1.IL.B.5 WL.7.1.IL.C.2 WL.7.1.IL.C.3 WL.7.1.IL.C.4 WL.7.1.IL.C.5</p>

<p>Cultural Comparisons</p>	<p>10 Days</p>	<p>Discuss hospitality and lifestyle of Tunisian people.</p> <p>Identify the traditional and modern aspects of "Tunisia".</p> <p>Discuss reasons for visiting the French speaking country of "Tunisia"</p> <p>Form comparative sentences.</p> <p>Compare and contrast cultural practices of North African countries and USA.</p>	<ul style="list-style-type: none"> ● Create a graphic organizer illustrating the the traditional and modern aspects of "Tunisia". ● Students evaluate several readings highlighting life style of Tunisian people. ● In groups of three, students research a five- star hotel in Tunisia and one in USA, compare and contrast the hotels focusing on amenities offered and price per night. Students make a chart of their findings. ● Listen to the song "Vive La Rose" and circle the comparative forms in the lyrics copy. ● Imagine that 	<p>- Students do a powerpoint presentation about the Tunisian and american societies in an effort to compare and contrast their lifestyles.</p> <p>- Students imagine they are spending a long weekend in "Tunisia". They establish the itinerary with their friends: How will they get there, where will they stay, and what sites will they see? Each group will use a powerpoint or google slides to present their itinerary to the class.</p> <p>- Research and prepare a powerpoint presentation about a Francophone country and compare and contrast its geographical features with other French speaking areas studied before, using comparative and superlative descriptions.</p>	
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<p>Hypothetical Situations</p>	<p>5 Days</p>	<p>React to hypothetical situations using the conditional tense.</p>	<p>you are exchanging homes and schools with your Tunisian pen pal who lives in the city of <i>“Nefta”</i>. You have already written a letter to him or her telling about your life in the United States. Exchange the letter with your partner and answer it, telling what life in Tunisia will be like for the American and what you would like to do in the United States.</p> <ul style="list-style-type: none"> • Correctly use the imperfect and conditional tenses with the <i>“Si clause”</i> to discuss what they would do if they lived in <i>“Tunisia”</i>. <i>“Si j’habitais en Tunisie, je ferais ...”</i>(If I 	<p>- Students write an essay about traditional activities in the Francophone Country <i>“Tunisia”</i> comparing and contrasting with their own culture.</p> <p>- Students write an essay about traditional activities in the Francophone country <i>“Tunisia”</i> comparing and contrasting with their own culture.</p>	
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			lived in Tunisia, I would...).	
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

- Repeat, clarify and modify directions when necessary.
- Allow for additional time when needed.
- Refocus on task.
- Use visual clues.
- Demonstrate tasks.
- Break assignments down.
- Preferential seating.
- Use verbal praise.
- Allow for breaks when needed.

Suggested Technological Innovations/ Use:

- Use computers, chromebooks and/or iPads
- CD Player/Television
- Webquests
- Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

21st Century Themes:

9.1 21st Century life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage

in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 9: Having a Good Time

Summary of the Unit: In this unit, students will explore the products and practices that individuals and families in the target culture use when celebrating milestone events. Communication strategies to facilitate conversations related to the theme (asking for explanations and confirmation of ideas, asking for and giving opinions and impressions) will also be explored. Related chapter readings offer additional information on Carnival Celebrations in “Louisiana”.

Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on celebrating events.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to cultural celebrations.

Presentational: Students use the target language and memorized phrases in order to ask for and give opinions and impressions about cultural celebrations.

Enduring Understanding:

Students will understand that:

- There are many cultural differences and similarities between Holiday traditions throughout the world.
- Holidays traditions such as Carnival differ in “New Orleans” and Francophone regions.
- There are similarities and differences between the French and American Celebrations.

Essential Questions:

1. How are Holidays traditions celebrated in “Louisiana”?
2. How do Holidays traditions such as Carnival differ in New Orleans and Francophone regions, such Nice, Quebec, and Martinique?
3. What similarities and differences there are between the French and American Celebrations?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Imagine that you are visiting friends in Southern Louisiana. You are taken to a Cajun restaurant and dance hall.

Act out the following scenes with your classmates:

a) You don’t know what to order, so your friends make suggestions. Because you are not familiar with the suggested foods, you ask for some explanation. You taste the food, and your friends want to know what you think. Give an opinion and add an observation about Cajun food.

b) At the dance hall, your friends discuss music preferences. A live band starts to play. You don't know what kind of music it is, so you ask your friends. They explain what kind of music it is, and then ask you reaction to both the music and the dancing. You give your impression.

Resources:

Text: Allez, viens! Holt French level 1, Annotated Teacher's Edition with Integrated Multimedia

Listening comprehension exercises

Teacher generated vocabulary and worksheets

Video Guide activities sheets.

www.carnaval.qc.ca

[http://go.hrw.](http://go.hrw)

www.christmasfestival.com/history.php

www.stargazer.net/bonfires/

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	World Language Standards
Parties and Celebrations in "Louisiana"	5 Days	Identify culture-specific holidays, as found in culturally authentic written texts. Be aware of some different celebrations that are held throughout the States. Identify articles of clothing related to celebrations.	<ul style="list-style-type: none"> Students research the history of their own state and compare it with louisiana's history. Students read "<i>L'Arrivée a Lafayette</i>" a story about a French teenager who just arrived in Lafayette, Louisiana to spend easter with his American cousins, and 	<ul style="list-style-type: none"> Students research using given websites to create a powerpoint presentation about Christmas festivals found in Louisiana: "Festival of Lights" and "Festival of the Bonfires" and present it to class. Students make masks which are a traditional part of the annual celebration "Mardi Gras". They display their masks in the classroom. 	WL.7.1.IL.A.1 WL.7.1.IL.A.2 WL.7.1.IL.A.3 WL.7.1.IL.A.4 WL.7.1.IL.A.5 WL.7.1.IL.A.7 WL.7.1.IL.A.8 WL.7.1.IL.B.1 WL.7.1.IL.B.2 WL.7.1.IL.B.3 WL.7.1.IL.B.4 WL.7.1.IL.B.5 WL.7.1.IL.C.1 WL.7.1.IL.C.2 WL.7.1.IL.C.3 WL.7.1.IL.C.4 WL.7.1.IL.C.5

			break into groups of three to discuss and answer questions on what they've read.		
Cajun Music and Food in Louisiana	15 Days	<p>Compare and contrast celebrations in French and US.</p> <p>Ask for confirmation of idea using French confirmation words: "<i>bien, c'est ça, déjà</i>".</p>	<ul style="list-style-type: none"> A friend sent you an e-mail describing her life growing up in France. She describes her traditions and celebrations. She recently moved to Louisiana and has questions about traditions and celebrations there. Reply to her e-mail answering all her questions in details. 	<p>- Create google slides presentation about your favorite holidays and describe how you celebrate it.</p> <p>- Create google slides presentation where you name local festivals and celebrations and explain how they are celebrated (parades, concerts, dances, parties, fireworks, etc).</p> <p>- You are planning to visit a girl that you met two years ago in Louisiana. Before your trip, you want to know if what you remember about her family is true. Send her an e-mail asking for confirmation of your memories.</p>	

		<p>Ask for and give opinions.</p> <p>Ask for explanations</p> <p>Give impressions</p>	<ul style="list-style-type: none"> ● In small groups, students take on the identity of various musicians and exchange opinions of various types of music, according to their new identity. ● Listen as native speakers talk about their stay in Louisiana, then identify in which conversation someone asks for explanations. ● Students imagine that they are visiting Louisiana with their family and send an e-mail to their friend back home, telling him or her their impressions of the food and 	<ul style="list-style-type: none"> - Create a google presentation to present cultural aspects of music from the Zydeco (Louisiana) - Students stage a Cajun cooking show: Partners select a recipe to feature on their show, write a list of the necessary ingredients in French, and step-by-step instructions on how to prepare the dish they've selected. Then, write the script for their cooking show in which they include simplified instructions for preparing the recipe, as well as interesting dialogue about Cajun cuisine. Partners then plan the staging of their show and perform it for the class. 	
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the music.

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