

Sayreville Public Schools
French Level Two, 5 credits

French Level Two
Academic Elective
5 Credits
Full Year Course

Date Curriculum Approved/ Revised: _____

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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 language structures while finding connection 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: French 2 is a full-year elective that continues the study of the French language and culture begun in French 1. Emphasis remains on building proficiency in the four skills of listening, speaking, reading and writing, through the study of French grammar and syntax. In addition, students will build their French vocabulary through guided communicative activities and exposure to authentic spoken French in the classroom and through the use of technology.

Students will also broaden their knowledge of French and Francophone culture, customs and contributions through reading selections in the target language, classroom discussion and individual projects.

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: French Meals

Summary of the Unit: This unit focuses on the importance the French place on mealtimes, cuisine, and the social ramifications of dining. Students learn the wide variety of foods enjoyed by the French, along with how to order from a variety of menus. They also discover different special occasions requiring gift giving.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that...

- Table manners throughout Francophone cultures vary and are often quite different from those characteristic of the United States.
- Unlike in the United States, people in Francophone countries do their grocery shopping in small neighborhood stores rather than in large supermarkets.
- What constitutes a “typical” meal such as breakfast, lunch or dinner, differs throughout Francophone cultures and is often very different from in the United States.
- Small specialty shops, rather than large department stores, play a major role in French consumer buying and there are specific rules of etiquette one must follow when shopping in them.

Essential Questions:

1. How would one conduct himself/herself at a table in a Francophone country?
2. Do people eat the same things in a Francophone country as one does in the United States?
3. Where do people buy their groceries in a Francophone country?

4. How does culture influence meals, food and how they are eaten.

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

Make a list in French of what you would need to make a typical American meal for a French host family, which includes what ingredients you would need, where you would go to buy them and what you would need to say to make these purchases.

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

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

www.foodbycountry.com

www.french-property.com/reference/table-etiquette

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Foods and Beverages	3Days	Identify different common and uncommon fruits, vegetables, meat and dairy.	<ul style="list-style-type: none"> - Listen to different dialogs between native speakers and decide if they are talking about fruit, vegetables, fish or poultry. View powerpoint slides of foods that 	<ul style="list-style-type: none"> - Answer an e-mail of a French pen pal when he/she asks what you usually eat. - Interview a partner about his or her food preferences for each meal and present an oral report to the class. - Create a menu for a “<i>Francophone week</i>” at their school. They include a list of dishes for every day 	WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.C.1 WL.7.1.NH.C.2 WL.7.1.NH.C.5
French Meals	3Days	Identify different types of French foods, generally eaten for breakfast, lunch and dinner.			

		<p>Name the four main courses of a French meal and what is generally served in each.</p> <p>Discuss the importance of cheese in the French culture: How it is served, how many different kinds there are, and when/how one eats it.</p>	<p>are categorized a breakfast, lunch, and dinner and orally identify the foods with their respective meals.</p> <ul style="list-style-type: none"> ● Rate the foods for breakfast, lunch, and dinner that are favored or not favored by the students. ● Discuss how what constitutes a “<i>typical meal</i>” such as breakfast, lunch or dinner differs throughout Francophone cultures and is often very different from the United States 	<p>of the week. Then present it to class</p> <ul style="list-style-type: none"> - Plan a French dinner party for a special occasion. Write a menu to place on each table telling what you are serving for each course. 	
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Specialty Shops	4 Days	<p>Identify the different specialty food shops in which various foods and grocery items are sold.</p> <p>Compare French supermarkets to U.S ones</p>	<ul style="list-style-type: none"> • View powerpoint slide of the stores of a town in France and orally match the store with the item that the store sells. • Work with a partner to create a store advertisement for a small specialty shop in France found on the Internet and include the items sold. 	<p>- You've just arrived in France, and you are surprised by all the small shops and the items you can buy in each one. Write an e-mail to your French class back home, telling them about five of the shops and the items you can buy there.</p>	
At the Table	6 Days	<p>- Compare and contrast recipes and eating habits</p>	<ul style="list-style-type: none"> • View a video program about how table manners throughout Francophone cultures vary and are often quite difficult from those 	<p>- Create a humorous skit as entertainment for the evening. Students choose one of these scenarios:</p> <ul style="list-style-type: none"> - Someone who knows little about French dining customs eats a meal in an elegant French restaurant. 	

		<p>between France and U.S</p> <p>Ask for, offer, accept and refuse food using the verbs "<i>Pouvoir</i>" and "<i>vouloir</i>".</p> <p>Identify foods that the French are increasing in</p>	<p>characteristics of the United States.</p> <ul style="list-style-type: none"> • With a partner, create a dialogue that takes place at the family dinner table. Include explanation of how a table should be set, and serving a three-course meal. • Design a menu using appropriate food vocab and measurements. • Listen to native speakers having a conversation at the table, then answer the comprehension questions. 	<p>- A guest at a home in France does not act appropriately Two people meet for the first time and one asks questions that shock the other.</p> <p>- With a partner, select a recipe. Write a list of the necessary ingredients in French and then present it, giving step by step instructions on how to prepare the dish.</p> <p>- Role play a conversation with a partner based on the following prompts: Act out a conversation at a dinner table. One student plays the host offering the other student different foods while the other student responds appropriately.</p> <p>- Students role play a vendor/customer conversation:</p>	
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<p>Making purchases</p>	<p>4 Days</p>	<p>consumption and decreasing in consumption.</p> <p>Interact with vendors</p> <p>Use the object pronoun <i>“en”</i> to replace <i>de(s)</i> + a thing or things.</p> <p>Use the partitive construction <i>“du, de, de la, de l’, des”</i></p>	<ul style="list-style-type: none"> • With a partner, students take turns asking for, offering, accepting and refusing food at the table using the new related vocab expressions and the right forms of the verbs <i>“Pouvoir”</i> and <i>“Vouloir”</i>. • Using food ads, students convert Euros per kilogram to dollars per pound. • Students work with a partner to put a written conversation between a vendor and a customer in order. 	<p>A customer who is planning a French dinner party for a special occasion, and making a list of all the food items he/she needs. He/she should ask for the price of the item he/she wishes to buy using the partitive articles.</p> <p>A merchant who assists the customer and gives him/her the price for each item.</p> <p>- Role play a conversation with a partner where they discuss their favorite gifts. One student is not sure what gift to buy for a specific person and the other student helps him/her decide by making some suggestions.</p>	
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		<p>to talk about a portion of an item.</p> <p>Convert from US dollars to Euros.</p> <p>Ask for and give advice on buying gifts using indirect object pronouns.</p>	<ul style="list-style-type: none"> • Summarize in a report the gift list of a partner after completing an oral interview of his/her upcoming shopping trip. • Students make suggestions to some classmates who are not sure what gift to buy for a specific person. 		
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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
- Allow for breaks when needed
- Use verbal praise
- Allow for extended time when needed

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

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 and collaborate and 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 2: Vacations

Summary of the Unit: The central focus of this unit is “vacations”, with all the related vocabulary, grammar, and conversational idioms that are associated. Reviewed and reinforced for students are ways of inquiring about and sharing future plans, and inquiring about and relating past events.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that...

- Just as in the United States, teenagers in Francophone countries have a variety of activities they like to do on vacations and places they like to go.
- The weather plays a big role in planning for vacations.
- In France, salaried employees are guaranteed 5 weeks of vacation time per year.

Essential Questions:

1. How can taking a foreign language as a school subject expand career options such as tour guide or travel agent?
2. What do French teenagers like to do on vacation and where do they like to go?
3. If a person works in France, how many weeks of vacation does he/she receive?
4. What do I have to be prepared for if traveling overseas?

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

One of your relatives is taking you on a trip for spring break to France or Ivory Coast. what kind of weather can you expect for this time of year and what appropriate clothing are going to pack? Communicate to your relative, in French, five places you are going to see and seven activities you are going to do. Since you already know some cultural information about these places, what are some practices in the target culture that you need to be aware of to make your vacation run more smoothly? Send you teacher an email which includes all of the above information in a letter format. Be sure to attach four pictures relating to your trip that you label in French.

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

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

www.frenchentree.com

<http://idreamoffrance.wordpress.com>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Designing the ideal vacation	4 Days	<p>Discuss weather conditions and appropriate clothing to take when traveling to different French speaking regions.</p> <p>Discuss items one would need to pack in addition to clothing in order to prepare for outdoor vacations, excursions, or other long trips.</p>	<ul style="list-style-type: none"> ● Internet-based activities: Finding weather for specific cities /areas and typical weather for specific times of the year in weather databases.(a vailable on yahoo weather or weather.com) ● Shop online for the types of clothing they need for their trips. ● Make lists of necessary 	<p>- Students create radio commercials to promote their favorite vacation destination. They describe activities available there as well as the weather.</p> <p>- Students write an email to a friend in which they ask him/her where he/she is going, what she is going to do and remind her of specific items she should not forget.</p> <p>- Investigate on the internet a historical tourist attraction in a selected Francophone country and create a travel</p>	<p>WL.7.1.NH.A.1 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.1 WL.7.1.NH.C.2 WL.7.1.NH.C.3 WL.7.1.NH.C.4 WL.7.1.NH.C.5</p>

Vacation destinations	4 Days	<p>Use the structure of verbs plus infinitives in the present tense to express the destinations and pastimes of an ideal vacation.</p> <p>Use “en” or “à” to mean “in” before a city or country.</p> <p>Tell what one is going to do in the near</p>	<p>items for various destinations and different times of the year and for different itineraries; including different type of activities at the destination.</p> <ul style="list-style-type: none"> ● Identify on a classroom map the student’s preferred Francophone country for an ideal vacation and calculate the approximate distance from their hometown using the internet. ● Inventory the vacation destinations and pastimes 	<p>brochure for the attraction.</p> <ul style="list-style-type: none"> - Compose a journal entry that explains the ideal vacation in regards to pastimes, distance, climate, and likes or dislikes. - Individually, students write about an imaginary summer camp for their classmates: location and activities they would offer. - Students write an essay about how much more meaningful living, traveling or being an exchange student in a Francophone country will be if they 	
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Traveling for exploring and global awareness	10 Days	<p>future, using the verb "aller"</p> <p>Discuss how taking a foreign language as a school subject can expand career options such as tour guides or travel agents.</p>	<p>that are most common among the students by using a questionnaire.</p> <ul style="list-style-type: none"> Listen to a conversation between native speakers and on an activity sheet, match the conversation to the picture that represents the explanation of their vacation. 	<p>can talk to people in their own language.</p> <p>- Role play with a partner in a travel agency to plan the ideal vacation for the client by interviewing the client about his/her background, personality and likes and dislikes.</p>	
Past vacations	3 Days	Use the past tense to summarize the pastimes enjoyed during a recent vacation.	<ul style="list-style-type: none"> Listen as native speakers talk about their vacations and tell whether they had a good, fair, or bad vacation. 	<p>- Students act out a conversation between two friends who are comparing their weekends. They should tell how their weekends were and what they did.</p> <p>-Students imagine they've just arrived in</p>	

Traveling overseas	3 Days	- Use of interrogative words and expressions to ask for information.	<ul style="list-style-type: none"> ● Write a composition about a trip they took in the past (real or imaginary). They give plenty of details such as the places they visited, things they ate and activities they participated in. ● Read a Paris Metro Map to determine the best route from monument to monument in Paris. Write 	<p>France after a horrible flight. Everything went wrong. They were late getting to the terminal, they barely had time to check in their luggage, they couldn't find the gate, their flight was late but then they ended up sitting in the plane for three hours before it finally left, they missed their connection, etc. To top it all, they just found out their train to nice is also going to be late. Students write a email to their parents back home to tell them what happened.</p> <p>- Complete a map of France labeling borders, major cities, rivers and mountains.</p> <ul style="list-style-type: none"> ● With their partner, students pretend they are in Paris 	
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		<p>Conjugate the verb "<i>partir</i>" (to leave)</p> <p>- Identify major geographical features of France</p> <p>Compare and contrast vacations time for employees in France and the United States.</p>	<p>two options for each trip. For Example, you are at the Eiffel Tower and want to go to Arc de Triomphe. Provide two metro options.</p> <ul style="list-style-type: none"> • Listen to native speakers giving directions and use a map to figure out where they lead. 	<p>and they engage in a conversation where a tourist wishes to reserve a hotel room. State preferences, request special services, inquire about amenities, etc. Then, switch roles.</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
Allow for breaks when needed
Use verbal praise
Allow for extended time when needed

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads
Webquests
Use of online textbook
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 and collaborate and 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: Welcome to my house

Summary of the Unit: Through the presentation of an exchange student traveling to France, this unit gives students the opportunity to discover the cultural similarities and differences of homes and family life between the French and those

who live in the United States. Revealed are many of the differences in buildings and street plans characteristic of a country that is many hundreds of years old. Students are introduced as well, to the rules of etiquette one must observe when one is a guest in a French home.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding: Students will understand that...

- French homes differ from those in the United States as a result of the country's history, geography, and culture.
- Certain rules of etiquette must be observed when one is a guest in a French home.
- Being able to read a map and ask for/give directions are required skills when visiting a Francophone country.

Essential Questions:

1. How do I welcome someone and respond to someone's welcome using the target language?
2. Are French homes different from those in the United States and, if so, why? What are some of their characteristics?
3. When visiting a family in France, are there certain modes of behavior that are expected for one to follow?
4. How does one get around and locate various places and points of interest in France?

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

Your dream has come true! You are moving to Paris for a summer study abroad and you must email your school coordinator on what your needs are for an apartment. You are looking for a furnished apartment. Describe to your coordinator what you would like as in bedrooms, bathrooms, kitchen, etc... You will also need to include what you would like furnished in the apartment. (Be as descriptive as you can on details! You have to live there for 4 months-you want to be happy!)

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.french.property.com/reference-French-architecture-house/

www.understandfrance.org

www.frenchvsamericanhomes.blogspot.com/

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Welcome to my house	4 Days	<p>Welcome someone and respond to someone's welcome</p> <p>Ask how someone is feeling</p> <p>Apply the French prepositions of location "<i>Là, ça c'est, à côté de/en face de,</i> used to point out where things are.</p>	<ul style="list-style-type: none"> An American family has arranged to exchange homes with a French family. The Americans arrive at the French home before the French family leaves for the airport. Play the roles of the two families. The French family should: Welcome the American family, ask about their trip and how everyone is feeling, and 	<p>- Students form two lines: a "<i>guest</i>" line and a "<i>host</i>" line. Each host or hostess should welcome the guest directly opposite, asking how he or she is feeling. The guests should respond appropriately. Then the hosts and hostesses should greet the next guest in line, conducting a similar dialogue. Students vary expressions as much as possible. When the hosts or hostesses reach the end of the host line, they should move to the end of the guest line. Continue until</p>	<p>WL.7.1.NH.A.1 WL.7.1.NH.A.3 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.A.8 WL.7.1.NH.B.1 WL.7.1.NH.B.2 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.2 WL.7.1.NH.C.3</p>

		<p>Describe home, rooms and furnishing using the BAGS adjectives to point out where things are.</p> <p>Explore different types of housing in France.</p>	<p>show the American family around their home. The American family should: Respond appropriately to the French family's welcome, tell how they are feeling, and compliment the French family on their home and furnishings.</p>	<p>everyone has played both roles.</p>	
At my house	4 Days	Identify specific parts and rooms in a house/apartment	<ul style="list-style-type: none"> Students ask each other about rooms in their house/apartment and ask the question <i>"Qu'est-ce qu'il y a dans ta/ton...?"</i> Students work in pairs and switch partners 	<p>- Students read and authentic house , apartment ad from a Francophone region. Then answer the comprehension questions and this ad.</p> <p>- Students draw unlabeled floor plan to their imaginary home then tell a partner where several rooms are</p>	

		<p>Identify the rules of French etiquette to follow when one is invited to a French home for a meal.</p> <p>Locate different rooms in relation to others.</p>	<p>every four minutes.</p> <ul style="list-style-type: none"> Students write an e-mail to a French speaking exchange student who will be coming to visit then in the near future. They tell the student about specific parts and rooms in their home/apartment and where they are located in relation to others. 	<p>located in relation to others. While the partner fills in the names of appropriate rooms on the drawing.</p>	
My Room	6 Days	<p>Identify trends in French housing</p> <p>Compare French teenagers' room to American ones</p>	<ul style="list-style-type: none"> Students use Wheel Webbing Organizer "les meubles dans une chambre" to list different furnitures in 	<p>- Students imagine that they just visited their favorite celebrity's home. They have to write an article to a French newspaper, describing the</p>	

		<p>Explore and discuss homes and furnishing in France.</p> <p>Compare Francophone dwellings to American dwellings.</p> <p>Ask for and give a detailed description</p>	<p>different rooms.</p> <ul style="list-style-type: none"> • Listen to native speakers moving into their new home and match the furniture with their instructions to the movers. • Pair activity: with a partner, students discuss and complete a worksheet “<i>Ma bibliothèque</i>” using all the prepositions to point out where things are. • Explore information about apartments and homes in France via authentic 	<p>celebrity’s home and lifestyle.</p> <ul style="list-style-type: none"> - Students draw the floor plan of their dream home, and describe it, including its rooms and furnishings then present it to class. - Students imagine they are an adult with their own home. For their vacation they would like to exchange houses with a French family, so they are going to place an ad in a French newspaper. Students write an ad to encourage and convince people to choose their home. 	
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		of a room in the house.	<p>Internet rental ads.</p> <ul style="list-style-type: none"> ● Read about trends in French housings and different types of housing in Francophone cultures. 		
Around my City	6 Days	<p>- Identifying buildings in a city/town</p> <p>- Saying where different people go using the verb <i>"aller"</i></p>	<ul style="list-style-type: none"> ● Write a paragraph identifying at least ten buildings in their neighborhood and explaining what takes place in each building. ● With a partner, students look at French map as an oral description of the location of various buildings in relation to 	<p>- Students find a home for sale in France or another Francophone country and in an e-mail to the realtor in France, describe the home and why he or she wants to buy it</p> <p>- Students create a map of their area showing the places of interest, then write a script for the guided tour. The script should include what is said at each location and a short description of each site. (what is near, or next to, etc.) and in front of the class, navigate the tour.</p>	

		<p>Ask for and give directions using formal commands</p> <p>Read a map and use the correct French expressions to give and ask for direction.</p>	<p>others is given to them. They point to the items mentioned on the map and complete sentences about the locations of the buildings.</p> <ul style="list-style-type: none"> • Listen to two French teenagers discussing what they are going to do, then choose the places they decide to visit and put those places in the order in which they will visit them. Students answer in complete sentences using the right form of 	<p>- Imagine an ideal city. Name the city, and then list at least six buildings and three recreational sports you would find there. Create a name for any parks, stadiums, restaurants, theaters, or cinemas you include on your list.</p> <p>- You are going to host a French exchange student in your home. Write him an e-mail about what you are going to do together afterschool. Use the right form of the verb "aller" when writing your e-mail.</p> <p>- With a partner, students roleplay a scene between a post office employee and a tourist. The tourist asks for directions to different places in town and the employee gives</p>	
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			<p>the verb <i>“aller.”</i></p> <ul style="list-style-type: none"> ● Students use the map of Paris to give directions to arrive at specific locations within the city. ● Listen to native speakers giving directions and use a map to figure out where they lead. ● Compose with a partner the directions using formal commands to travel from the school to each partner’s home and evaluate which is the longest and most difficult route. 	<p>directions from the post office to each of the places.</p> <p>- Download a map of a Francophone city from the Internet. Select a starting point on the map and a final destination. Then, give directions from their partner follows on the map until he/she arrives at the correct destination. Students then switch roles</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

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads

Webquests

Use of online textbook

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 and collaborate and 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: In a City

Summary of the Unit: While exploring the history and culture of various cities in France, students will use the target skills of asking for and giving information to get to various places within a town, discuss the difference between the city and country while reinforcing previous learned skills of making and responding to requests.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

- To avoid difficulty in getting around in a new or unfamiliar place, knowing where things are located and how to get there makes it much easier.
- People in francophone countries purchase different necessary items in various stores specific to their respective country.
- How life in the countryside is different from the city life in a Francophone country.

Essential Questions:

1. How does one get around and locate various places and points of interest in France?
2. How does my city differ from a city in France?
3. How does the environment influence the construction and design of homes in different countries?
4. How different my life would be had I been raised in the countryside?

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

Students design and label a map of the historic district of a major city in France. They make an original drawing of the historic district based on maps found online and fill in the necessary information. Students label major streets, locate and name important structures such as government buildings, theatres, museums, monuments and other historical landmarks. Different colors are used to differentiate items on the map. Students write a paragraph providing a brief history of the historic district and describing its main characteristics or points of interest. They then present their map to class.

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.fcps.edu/is...french/

www.parisnet.com/parismap.html

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
City life vs Country life	3 Days	<p>Compare and contrast city and country life.</p> <p>Discuss, compare and contrast historic districts in France and US cities.</p> <p>Use interrogative words to ask for information.</p>	<ul style="list-style-type: none"> Students list all the words that pertain to the city then draw a picture illustrating the words on their list. Create a venn diagram to illustrate the similarities and differences between the city and the 	<p>- Match each letter in the map of the Paris region with the name of the place it represents.</p> <p>- Students research and prepare a powerpoint presentation about a city in France or a French speaking country. They name important structures, tourists' attractions</p>	<p>WL.7.1.NH.A.1 WL.7.1.NH.A.2 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 W.L.7.1.NH.A.8 WL.7.1.NH.B.1 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.1 WL.7.1.NH.C.2 WL.7.1.NH.C.3 WL.7.1.NH.C.4 WL.7.1.NH.C.5</p>

<p>Driving in a city and on the highway</p>	<p>6 Days</p>	<p>Use the venn diagram to illustrate the similarities and differences between the city and the countryside.</p> <p>Interpret French maps and road signs.</p> <p>Discuss the importance of major landmarks in Paris.</p> <p>Identify and locate places in a City.</p>	<p>countryside</p> <ul style="list-style-type: none"> • Students prepare a survey to determine if the majority of their classmates prefer life in the city or countryside. Then based on the result of their survey, they analyse and explain why. • Draw a map that includes several different highways, a bridge, several cities or towns, and some intersections, then label the towns and highways, using French designations. 	<p>and traditional foods, music and dances.</p> <p>- Students prepare a brief historical overview of where they live or another city that could be of interest to a French high schooler, then present it to class</p> <p>Create a postcard for one Parisian landmark.</p> <p>Each student is assigned a building (such as a pharmacy) in a typical French city. He/she researches the building online and compare it to a</p>	
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			<ul style="list-style-type: none"> ● Use the Internet to plan an imaginary two days trip to Paris 	similar building in a typical American city.	
Errands and routines in a Francophone city	6 Days	<p>Ask for information; make and respond to requests.</p> <p>Apply contractions with the preposition “à” to point out places around town.</p> <p>Use the pronoun “Y” to replace an entire phrase meaning <i>to</i>, <i>at</i>, or any place that has already been mentioned.</p> <p>Discuss banking, depositing and withdrawing money.</p>	<ul style="list-style-type: none"> ● Students create a brief conversation to match a given set of drawings about a French teenager who needs to run some errands, asking her friend for information about some of the places she needs to go to. ● Students imagine they are going to host a francophone student for a semester, and that the 	<p>- Students role play a conversation between a pharmacist and a tourist who has gotten sick while in France. The tourist asks for a specific type of medication or another item typically sold at a French pharmacy. He/she then pays for the item. The pharmacist responds appropriately.</p> <p>- Role play with a partner a conversation between a tourist and a native French speaker where the tourist asks the native for information.</p>	

		<p>Evaluate and interpret written texts and materials on banking, post office, running errands and dining in a Francophone city.</p> <p>Compare and contrast services at Francophone post office vs US post office.</p>	<p>student wants to know where he/she can exchange and/or get money upon his/her arrival in their town or city. Students write an email to send to their francophone guest to give him/her information about banks in their area (i.e. where to find one, what the typical business hours are.</p> <ul style="list-style-type: none"> ● In pairs, students engage in a conversation where a tourist wishes to reserve a hotel room. State 	<p>- With a partner, students role play a conversation based on the following prompts: Your partner is a native speaker, who is interviewing you about your daily routine and asking you questions about your highschool, your teachers, your family, friends, your city and daily activities etc. Answer all your partner's questions then switch roles.</p>	
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		<p>Discuss the importance of Plazas in Francophone cities/towns vs how downtown areas in US are set up and used.</p> <p>Use the right form of the irregular verbs "<i>voir, recevoir, croire and apercevoir</i>". in the present tense.</p>	<p>preferences, request special services, inquire about amenities, etc.</p> <ul style="list-style-type: none"> • Listen to native speakers giving directions and use a map to figure out where they lead. • what types of transactions they can do there, where they can find ATM machines, etc. • Read a Paris Metro map to determine the best route from monument to monument in Paris. Write two options for each trip. 				<p>- Complete a map of France labeling borders, major cities,</p>
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		<p>Discuss current usage Metro/Subway systems in Francophone cities.</p> <p>Compare and contrast the subway system in Francophone cities and US cities.</p> <p>Use of interrogative words and expressions to ask for information; ask for and give directions</p> <p>Identify major geographical features of France.</p>	<p>For example, you are at the Eiffel Tower and want to go to Arc de Triomphe. Provide two Metro options.</p> <ul style="list-style-type: none"> • In pairs, students engage in a conversation where a tourist wishes to reserve a hotel room. State preferences, request special services, inquire about amenities, etc. • Listen to native speakers giving directions and use a map to figure out where they lead. 	<p>rivers and mountains.</p> <p>-While vacationing in Paris, your wallet or backpack was stolen. Role play a scene in which a police officer is asking you questions to find out details about the incident. Make sure the questions elicit both positive and negative responses. Exemple: <i>Avez-vous vu quelque chose?</i> <i>Non, je n'ai rien vu.</i> <i>Avez-vous vu quelqu'un?</i> <i>Oui, j'ai vu un homme de taille moyenne.</i></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

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/ Use:

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Webquests

Use of online textbook

Visit authentic websites

Cross Curricular/ 21st Century Connections:Cross Curricular/ 21st Century Connections:

Technology Themes:

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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 5: The Tropical Island “Martinique”

Summary of the Unit: While students learn the history and culture of the Tropical island of Martinique, they practice the research and discovery skills of asking for information and describing a place in French. Previously learned expressions for asking for/making suggestions and for emphasizing likes and dislikes are developed further into more sophisticated grammatical constructions as is the use of sequential adverbs to relate a series of events.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that...

- Although islands in the Caribbean are overseas departments of France, *departements d’outre-mer*, each has its own signature, history, culture, and cuisine different from those of France.
- Types of flora found in different areas are a direct result of climate and geography.
- Music plays a major role in defining a country as it is reflective of both its history and culture.

Essential Questions:

1. How would one compare and contrast France with its overseas departments, such as Martinique, in the Caribbean?
2. What can one learn about a country by studying its flora and fauna?
3. What role does music play in a French tropical island?
4. What is life like in the tropical island of Martinique?

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

You are a student at “Universite des Antilles” and going to live on the Martinique Campus. You’ve just met your new roommate. Your daily routine is important to you. Share it with your new roommate. Then, ask questions about his/her daily routine. Make sure you emphasize the differences in your daily routine during the school week and on the weekends. Also mention a variety of activities in Martinique that you participate in. Act out the dialogue for the class.

Resources: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.caribbean.com/guadeloupe/culture.asp

www.everyculture.com

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Geography of “Martinique”	4 Days	Develop an understanding of the geography and climate of the French speaking Island “Martinique”	<ul style="list-style-type: none"> Students listen to the ad for Martinique in a French radio, then list the features of the island that are mentioned Engage in a conversation with a partner to talk about a place where they would 	<p>-Students locate different cities and features in the map of “Martinique”.</p> <p>-Students imagine they are spending a week in Martinique. They write an email</p>	WL.7.1.NH.A.1 WL.7.1.NH.A.3 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.A.8 WL.7.1.NH.B.2 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.2 WL.7.1.NH.C.3 WL.7.1.NH.C.5

			<p>like to go, they ask each other questions about geography and climate.</p> <ul style="list-style-type: none"> • Students listen to French teenagers talking about what there is to see in their areas then answer the comprehension questions 	<p>to a friend telling what there is to see on the island of Martinique and describe it.</p>	
<p>Activities and pastimes in Martinique</p>	<p>5 Days</p>	<p>Develop an understanding of activities and pastimes in Martinique that are parts of the culture.</p>	<ul style="list-style-type: none"> • Students make a list of activities that they would enjoy in a tropical weather • Listen as a French newspaper reporter asks three teenagers about their hobbies and pastimes in 	<p>-With a partner, students make plans for one day in the island of Martinique. They talk about what they are going to do in the morning, in the afternoon, and in the evening.</p> <p>- With a partner, act out a phone call : Students imagine they are on vacation</p>	

		Emphasize likes and dislikes using the relative pronouns “ <i>ce que</i> ” and “ <i>ce qui</i> ”.	<p>the tropical island of Martinique, and complete an activity sheet on the conversation.</p> <ul style="list-style-type: none"> • Role play with a partner a conversation about planning events based on tropical weather. • With a partner, students talk about different activities they like to do after school using the relative pronouns. 	in Martinique and are making a phone call to a friend back home to talk about local activities.	
Making, Accepting, and Declining Suggestions	5 Days	Engage in a conversation/dialogue	<ul style="list-style-type: none"> • Create a chart that indicates the positive or negative response by a student to 	-Write down some activities that they would like to do in Martinique. Then, find three classmates who would like to join them.	

		<p>e in which information is exchanged. Make, accept, and turn down suggestions.</p>	<p>different activities and pastimes.</p> <ul style="list-style-type: none"> ● Read a French pen-pal written email and tell whether he would accept or decline if they were to suggest different activities. ● Listen as two French teenagers decide what to do, then write things they suggest and what they finally decide to do. 	<p>-Imagine that you are working for a travel agency in "Martinique." You have to organize a guided tour for a group of French students . Suggest some activities you would like them to do.</p>	
Daily Routine	6 Days	<p>Use Reflexive verbs to talk about daily routines.</p>	<ul style="list-style-type: none"> ● Word web organizer to take notes on reflexive verbs. ● Students make statements about pictures they see using 	<p>-In groups of four, students act out a conversation between exchange students from different francophone countries. They should tell each other what they normally do from the</p>	

		<p>Relate a series of events using reflexive verbs and adverbs of frequency.</p>	<p>reflexive verbs.</p> <ul style="list-style-type: none"> ● React to situations using reflexive verbs in the imperative form. Write or speak responses . (Ex. You see : You are late for school. You say/write : <i>Dépêche-toi!</i>) ● Students write a paragraph detailing their daily routine. 	<p>time they wake up until the time they go to bed, using adverbs of adverbs and times of day. -Use Google slides to create and illustrate a comic strip about someone's (their main character's) daily routine. Students create, write, and illustrate their comic strip in 20 frames. They create the story and outline what is happening in each frame of the comic strip. -Imagine that you and your partner become rich and famous. You take turns interviewing each other about your new lifestyles. Each one of you has to ask hisi/her partner when he or she gets up and goes to bed, what he or she eats for breakfast, lunch, and dinner, and how</p>	
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				he/she spends the rest of the day.	
<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 Allow for breaks when needed Use verbal praise Allow for extended time when needed</p>					
<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Use of online textbook Visit authentic websites</p>					
<p>Cross Curricular/ 21st Century Connections:</p> <p>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 and collaborate and create and communicate knowledge 8.2 Technology Education, Engineering, and Design</p> <p>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</p>					

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 6: What a Day!

Summary of the Unit: Interpersonal communication is the prime focus of this unit, guiding students in the expression, in French, of feelings, worries, and concerns with others. Students also learn, from a cultural standpoint, how a French teenager would inquire about or express frustration and satisfaction and how he or she would sympathize and console a friend. Students from other Francophone countries also share , for comparison, things they like and dislike about school.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that...

- French teenagers often face the same daily problems and concerns as American teens.
- Students in Francophone countries often share the same likes and dislikes about school as do students in the United States.
- French educational systems are markedly different from those in the United State, from grading and classwork supplies to daily schedules and grade level tiers.
- Expressing past events in French requires a different grammatical structure from the structure used in English.

Essential Questions:

1. What kind of problems and concerns do French teens have? How do they share them with their friends?

2. What do students in Francophone countries think of school?
3. How do French schools compare to those in the United States?
4. How does one use the past tense in French?

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

You have been having problems in one of your classes, so you decide to meet with your teacher after school today.

Act out the situation with a partner. Be sure to:

Bring up your latest grades, good and bad.

Give reasons for tardiness, bad grades, or lost homework using the past tense.

The teacher may be sympathetic, reprimanding, or both.

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.

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

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

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
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<p>Past events</p>	<p>10 Days</p>	<p>Inquire about and relate past events in sequence.</p> <p>Use the French past tense "<i>Le passé composé</i>" using the verb "<i>être</i>"/"<i>avoir</i>" to relate past events.</p> <p>Talk about what did and did not happen in the past using the <i>passé composé</i>.</p> <p>Use the French adverbs expressions: <i>D'abord, ensuite, après ça, un peu plus tard, enfin, finalement</i> to relate past events.</p>	<ul style="list-style-type: none"> ● Crossword puzzles to practice "<i>passé composé</i>" for formation. ● Take notes about <i>passé composé</i> with <i>être</i> and use a Venn diagram while taking notes to compare and contrast <i>passé composé</i> with <i>être and avoir</i>. ● Work with a partner to correctly sequence pieces of a provided story. Then, set the story in the past using the <i>passé composé</i>. ● Listen to a French teenager who has just 	<p>- Students create a dialogue with a partner discussing and telling each other about what they did over the weekend and the order of events. Then tell their classmates about their partner's weekend.</p> <p>- Students create twenty google slides to tell what they did last summer using the past tense. They write complete sentences with the verbs <i>être and avoir</i> and regular/irregular verbs, and illustrate their sentences with computer graphics.</p> <p>- Role play a conversation with a partner discussing and telling each other about what they did on an imaginary vacation.</p>	<p>WL.7.1.NH.A.3 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.A.8 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.1 WL.7.1.NH.C.2 WL.7.1.NH.C.3</p>
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			return home from school telling her mom about her day then write down all the verbs in the past tense that she used.		
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		<p>Use the past participle of regular “er” “ir” and “re” verbs to express the past.</p> <p>Expand the use of the negative expressions and adverbs in the <i>passé composé</i>.</p> <p>Investigate the formation of the “<i>passé composé</i>” of</p>	<ul style="list-style-type: none"> • Students write a journal entry telling what happened to them yesterday: What they did and how things went. They mention five things that made the day good or bad. • Students imagine that they are one of the teenagers on a picture and write an email message to a friend telling him/her about their problems. • Listen as a French teenager tells her friend that nothing has gone right for her 	<p>- Students tell about a bad day that a fictitious character has had recently. They could use a cartoon character or a character in a TV program. They describe the events of the day from start to finish using the past tense .</p> <p>- Write a short story about a French high school student who had a really bad day yesterday. Include at least ten things that happened and use the sequencing expressions.</p> <p>- Present to the class, after independent research, examples of educational systems from other Francophone countries.</p>	
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Daily problems	4 Days	<p>regular and irregular verbs.</p> <p>Incorporate vocabulary and the “<i>passé composé</i>” in written and oral forms.</p>	<p>today: Write the sequencing expressions, as well as the sentence fragments on separate, small strips of paper. Then, put the sentences in order according to the teenager’s day and attach the appropriate sequencing expressions.</p> <ul style="list-style-type: none"> ● Listen and watch as a French teenager tells a friend about a kind of day she had. Then, answer the post viewing questions. ● Listen to native speakers 	<p>-Role play a dialogue between a student and his/her principal explaining the reason</p>	
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		<p>-Discuss the policies and protocol associated with French Schools.</p> <p>-Express likes and dislikes about school.</p> <p>-Name different types of French Schools and the grade levels that are contained in each.</p> <p>-Investigate the French scholastic grading system and read a french report card.</p> <p>-Make a difference between the adjectives good (<i>bon</i>) and bad (<i>mauvais</i>) and their adverb counterparts well (<i>bien</i>) and badly (<i>mal</i>).</p> <p>-Use the passe compose of reflexive verbs.</p> <p>-Congratulate and reprimand someone.</p>	<p>talking about their likes and dislikes about school and tell if their likes and dislikes are similar to or different from the ones mentioned by the speakers.</p> <ul style="list-style-type: none"> ● Read a typical French student's report card and answer detailed related questions. ● Using different French students' report cards, students decide which one to congratulate and which one to 	<p>he/she arrived late to school.</p> <p>-Role play a conversation with a partner between a student and parent who is reviewing his/her child's report card. The student will be able to give the parent reasons and/or excuses for his or her grades and for the teacher's comments.</p> <p>-Students write a dialogue for one of their favorite TV shows. One of the children in the family comes home with a great report card, and one of the children comes home with a poor report card. Write a conversation between the parents and the two children.</p>	
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<p>Expression of feelings, worries, and concerns</p>	<p>6 Days</p>	<p>-Give reasons and make excuses</p> <p>Inquire how something was and express, in response satisfaction and frustration.</p>	<p>reprimand according to his/her subject grade.</p> <ul style="list-style-type: none"> ● With a partner, students make a list of all the classes they have this year and comment to each other on each class. They give reasons and make excuses about how they are doing in different classes. ● Listen to some native speakers discuss their weekends. Then tell which ones had a good weekend, 	<p>-Role play a conversation with a partner based on the following prompts: Your partner looks like something is wrong. You express concern for him/her. He/she tells you that he/she is having a horrible day and that</p>	
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		<p>Express concern for someone</p> <p>Sympathize with and console someone</p> <p>Use contrast verbs that take “avoir” and verbs that take “etre” as their helping verb in the past.</p>	<p>expressing satisfaction and which ones had a bad weekend, expressing frustration.</p> <ul style="list-style-type: none"> ● Sympathize with and console different people shown on pictures based on their situations. ● Students work with a partner to have a conversation where they express concern for each other. ● Create a dialogue with a partner: One shows a picture of someone 	<p>nothing has gone right for him/her today. You sympathize with your partner and console him/her then you switch roles.</p> <p>-Form small groups and have a “sob story” contest. Each group is to create and write a story about the worst day they can imagine. Each group acts out its story to the class. Students will sympathize with the situation and vote on which group gets the “teardrop” award.</p>	
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			<p>who is sad, hurt, or upset and the other uses expressions to sympathize with and console him/her, then switch roles.</p>		
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:
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 Refocus on task
 Use visual clues
 Demonstrate tasks
 Break assignments down
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 Use verbal praise
 Allow for extended time when needed

Suggested Technological Innovations/ Use:
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8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge

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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 7: Visiting a Castle

Summary of the Unit: The students learn the importance historical and cultural exploration plays in the lives of French teens through the presentation of various ancient French castles, museums, gardens, and theme parks. Interpersonal communication skills are developed further as students practice idiomatic conversational expressions used to exchange information on a variety of related topics.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that...

- French teenagers, having great interest in the history of France, spend much time visiting historical sites within their own country.
- Each culture has its own special gestures and sayings to express different feelings and reactions.
- The history of France and the United States are linked by many literary and political figures.

Essential Questions:

1. What role does history play in the lives of French teenagers?
2. What relationship, if any, has existed between the United States and France historically?
3. Do the French have any special non-verbal cues to express different meanings and/or emotions?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.
 You work for a tour company. You recently took one of one of the tours offered by the company, and your boss has asked you to write a short summary of your trip. Tell when you left, how you got there, what you did, and whether or not you had a good time.

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
<http://go.hrw.com/elot/>
www.frenchmoments.eu/top-10-most-beautiful-medieval-castles-of-France/

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Opinions about various sites	4 Days	Investigate the 3 major theme parks in France: Euro Disney, Parc Asterix, and Futuroscope Ask for and express opinions	<ul style="list-style-type: none"> ● Listen to a French teenager who returned to Tahiti and tells her friend about her trip to Paris. Then, 	- Students write a letter to the school newspaper about their last trip to a zoo, an amusement park, a museum, or a historical place. Depending on their opinion of the place, give reasons why the	WL.7.1.NH.A.1 WL.7.1.NH.A. WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.A.8 WL.7.1.NH.B.1 WL.7.1.NH.B.3 WL.7.1.NH.B.5 WL.7.1.NH.B.6 WL.7.1.NH.C.2

		<p>Form and use appropriately the imperfect tense, "<i>l'imparfait</i>", to describe events in the past.</p> <p>Express enthusiasm, indifference, and dissatisfaction, when speaking of having visited various sites.</p>	<p>write a paragraph in French that summarizes what she told her about her trip, begin by telling what she thinks of Paris. Then mention the things that she saw. Next, give a brief description of the theme parks she visited.</p>	<p>reader should or shouldn't visit the place. Tell at least 7 things you did or saw, and give your opinion of each one.</p> <p>- Students imagine they went to different sites on different illustrations. For each picture, they mention at least 4 things they did, and tell what they thought of it.</p>	
Express disbelief and doubt	4 Days	<p>Use "<i>être</i>" auxiliary verb in the formation of the past tense.</p> <p>Express disbelief and doubt using French idiomatic expressions. Identify some basic gestures used by the French to express disbelief and doubt.</p>	<ul style="list-style-type: none"> • Listen to a French teenager as she asks her friends about their weekends and tell if she believes what they tell her or not. • Work with a partner to tell each 	<p>- Create a brief, original story using verbs conjugated with "<i>être</i>" in the <i>passé composé</i>.</p> <p>- Write in French, an accurate summary of the life and the accomplishments of a famous person from their region.</p> <p>- Students imagine they lost their French book this morning. They write a note in</p>	

			<p>other about unbelievable things that happened to them. They should react in disbelief</p>	<p>which they tell a friend at least eight things they did so that he or she can help them retrace their steps to find their book.</p> <p>- Role play a conversation with a partner based on the following prompts: You tell your friend three unbelievable things that happened to you yesterday. Your friend should react in disbelief.</p>	
Ask for and give information	6 Days	<p>-Apply the expressions <i>quelqu'un, quelque chose, personne, and rien</i>", and the conjugation of the verb "<i>voir</i>" (to see) to describe in detail where one went and what/who he/she saw.</p> <p>Use a question formally and informally to ask for and give information.</p>	<ul style="list-style-type: none"> • Ask a partner questions about what he/she sees on the picture provided by the teacher. Take turns answering and asking questions. Vary the tense of questions and answers. • Students pretend that 	<p>- Students imagine they are a lawyer who is going to court on a burglary case. They need to rehearse their client's testimony before the court date. With their partner, they create the lawyer's questions using the expressions <i>"quelqu'un, quelque chose, personne and rien"</i> and the verb "<i>voir</i>", and the client's answers.</p>	

		<p>Ask questions using intonation “est-ce que” and inversion in the past.</p> <p>Discuss the historical significance and cultural importance of France’s many <i>châteaux</i> (castles.)</p> <p>Ask for information necessary for travel plans such as arrival and departure times, along with costs for tickets and entrance fees.</p>	<p>their teacher is curious to find out what they and their partner did in Paris and how they liked the city. They use a Venn Diagram to illustrate the similarities and differences between their trips and their partner trip. They mention the things that they and saw.</p>	<p>Then they present their testimony rehearsal to the class.</p> <ul style="list-style-type: none"> - Select through appropriate research a particular French chateau and present facts about its history in a small French tourist guide of their own creation. - Roleplay a conversation with a partner based on the following prompts: You live in the French City “Tours.” On Saturday you’re going to visit the castle “<i>le château d’Azay - le Rideau.</i>” First choose the train you are going to take. Then, your father or your mother is going to ask you what you’re going to do there and at what time you’re going to leave. Answer his/her questions. - Create a radio commercial for a tour company describing 	
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				one or more of the attractions in its region, tour dates, and prices for the tour in Euros.	
<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 Allow for breaks when needed</p>					
<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Use of online textbook Visit authentic website</p>					
<p>Cross Curricular/ 21st Century Connections:</p> <p>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 and collaborate and create and communicate knowledge 8.2 Technology Education, Engineering, and Design</p> <p>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</p>					

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 8: A Healthy Lifestyle

Summary of the Unit: Diet, exercise, and the effects of both on maintaining good health are the foundation of this unit study. Students learn the vocabulary and grammatical structures to express their own physical conditions and to inquire about those of others, while discovering what people in various Francophone countries do to stay in shape. Related chapter readings offer additional information on nutrition and the positive attributes of certain food groups.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that:

- Diet, exercise and lifestyle play a major role in the wellness in all cultures.
- There are specific linguistic differences between English and French in how one expresses personal physical conditions or personal injury.
- Though differently than English, the French language also utilizes body parts in figures of speech and idiomatic expressions.

Essential Questions:

1. In French, how does one express how he or she is feeling physically?
2. What type of a diet or physical regime is necessary to maintain good health?

3. Do the French have similar expressions to those in the United States such as “a frog in the throat” or “it costs an arm and a leg”?
4. How does one define the concept of “wellness” and what factors are associated with maintaining it?

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

With a partner, play the role of a whining patient who comes to a doctor with several ailments or injuries, thinking that everything is extremely serious. The doctor asks what happened and what is wrong and then gives advice on what the patient should and shouldn't do.

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

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

www.sante.gouv.fr/IMG/pdf/PNNS

www.webmd.com/diet/the-french-diet

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Body Ailments	6 Days	Describe common ailments, aches and pains Label and identify body parts. Apple vocab pertaining to body parts, common injuries and ailments.	<ul style="list-style-type: none"> ● Listen to statements read by the teacher to determine which body part is being described. ● Students write about a time when they were sick. They mention their 	- With a partner, role play the exchange between a doctor and a patient who is in chronic pain and can't find a solution. The doctor will assess the situation by asking questions about which body parts hurt and why. - Respond to verbal commands to touch different parts of the body by pointing to	WL.7.1.NH.A.2 WL.7.1.NH.A.4 WL.7.1.NH.A.5 WL.7.1.NH.A.8 WL.7.1.NH.B.2 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.2

		<p>Demonstrate comprehension of a doctor or dentist's instructions.</p> <p>Discuss common injuries by using "passe compose" for reflexive verbs.</p>	<p>symptoms and what they did to get better.</p> <ul style="list-style-type: none"> • Listen to a French teenager's friends complain about how they feel then match the person's name with his/her picture. • Identify a series of French figures of speech which include the use of parts of the body. 	<p>the appropriate body part.</p> <p>- You are in pain and do not feel as though you can make it through practice today. Send an e-mail to you coach telling him/her about 4 things that are hurting you.</p>	
Health and Wellbeing	10 Days	<p>Use sports/physical activities vocabulary to talk about physical activities that one performs on a weekly basis.</p> <p>Talk about where and when one practices sports using</p>	<ul style="list-style-type: none"> • Use a graphic organizer, such as a venn diagram, to compile a list of individual sports that can be practiced in 	<p>- Students interview one another about the individual sports they practice and prefer, and how often they do them.</p> <p>- Create a comic strip that depicts partners in a situation relating to sports or a sporting event. The</p>	

		<p>the pronouns “y” and “en”</p> <p>Write the individual sports one is involved in using the construction Faire (<i>du, de la, de l’</i>) + name of Sport.</p> <p>Compare popular French sports with popular sports in the U.S.</p> <p>Use the French infinitive phrases used to describe activities one does to get in shape</p> <p>Express discouragement and offer encouragement in matters of physical exercise.</p> <p>Apple vocab expressions to give, accept and reject advice, on how to stay in shape</p>	<p>different seasons.</p> <ul style="list-style-type: none"> • Talk to a partner about one or different sports. Tell him/her when and where the sports are practiced. • Listen to a French teenager giving advice to his friend to stay healthy, then answer the comprehension questions by telling if they accept or refuse the advice. • Students work with a partner to ask each other about their good and bad health habits and advice each 	<p>comic strip must be at least six frames long and it must also include the speech bubbles.</p> <p>- Role play a conversation with a partner based on the following prompts: You and your partner just met at the gym. You are very active, while your partner is just starting an exercise program. Give him/her advice on what to do to get in shape. While exercising, your partner feels discouraged, so offer him/her encouragement.</p>	
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		<p>Use the conjugation of the verb <i>devoir</i> (to have to/ to ought to) and the French infinitive phrases used with “to ought to” that deal with good nourishment.</p>	<p>other against bad habits. They either accept or reject the advice.</p> <ul style="list-style-type: none"> • Students write a paragraph in French describing their own personal health and what they would like to change about them. 		
Good Nutrition	6 Days	<p>Use the expressions <i>Il faut</i> to talk about what one should or shouldn't do.</p> <p>Use reflexive verbs to give orders, advice and get details about morning habits.</p>	<ul style="list-style-type: none"> • View photos of several bad habits people practice and make suggestions to improve their style of living by using formal commands. • Read a Food Pyramid and answer questions about it 	<p>- Create statements about unhealthy lifestyles using reflexive verbs and write what to do to correct those habits.</p> <p>- Create a “healthy menu” for one day including food items to be eaten at breakfast, lunch, and dinner</p> <p>- Students pretend that in there health class, they've been asked to do a presentation on what</p>	

		<p>Justify dietary recommendations and advice against unhealthy habits</p> <p>Use authentic materials to read about and discuss health and daily routine.</p>	<ul style="list-style-type: none"> • Students write in French what they typically eat for breakfast, lunch and dinner, then have a conversation with a partner in French where they ask and answer questions in French about their eating habits and comment on food choices, and offer suggestions for making healthy food choices. • Research the French Healthcare System and read about the organization (Medecins Sans 	<p>people need to do to be healthy. In their presentation, they should include: What one can do to stay in shape, give advice on eating habits, exercise, and sleeping habits, and also advise their classmates against bad habits that they should avoid.</p> <p>- Write a reaction paper to the reading about the International Humanitarian Medical Organization MSF (<i>Médecins Sans Frontières</i>)</p>	
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		Explore the French health system	Frontieres)/ (Doctors without Borders) : The International Humanitarian Medical Organization. Then discuss what France and the United States have in common when it come to helping misfortunate people worldwide.		
<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 Allow for breaks when needed</p>					
<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests</p>					

Use of online textbook
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 and collaborate and 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 9: Childhood

Summary of the Unit: In this culture oriented unit, rich in the history and tradition of the cote d'Ivoire in West Africa, students explore how to express feelings of nostalgia for what used to be and for telling what or whom one misses. The use of the imperfect past tense , *l'imparfait* , is introduced to express asking and telling what things were like, as well as for reminiscing for how things *used to be*.

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 first introductions and personal information.

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 self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understanding:

Students will understand that...

- Children and students of all countries, when faced with the situation of moving from one place to another or of switching schools, all face similar feelings of nostalgia and anxiety.
- For describing things or events that used to be and/or feelings one had, it is necessary to use a special French past tense.

Essential Questions:

1. How does one express, in French, things one used to do in the past, and feelings one once had?
2. Under what conditions would a teenager possibly experience feelings of nostalgia and how would these feelings be expressed?
3. How would one ask someone questions about how things used to be in the past?

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

Role play with a partner, a conversation between two friends in which one student moved recently and he is homesick (he tells what and whom he/she misses from the place or his/her childhood) and the other one comforts him or her and suggests to do some activities together. They both use the imperfect tense.

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

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

www.africanhistory.about.com

www.french-linguistics.co.uk/grammar/imperfect.shtml

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
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<p>Pastimes and Experiences during childhood</p>	<p>8 Days</p>	<p>Tell what or whom/they miss using the imperfect tense</p> <p>Form the imperfect tense of “er”, “ir” and “re” verbs and the irregular verbs “être” and “avoir” to express pastimes and experiences</p>	<ul style="list-style-type: none"> ● Listen to native speakers conversation s and list what and whom each one of the misses. ● Listen to a conversation between a French speaking teenager and his cousin who has just moved to a big city to go to school. Then list things his cousin misses about his village. ● Listen and watch as two native speakers compare life in the city where they used to live with their life now. Then, write down 	<p>- With a partner act out a situation in which one is homesick and the other one comforts him.</p> <p>- Write a paragraph, stating in French, what they would miss if they moved to a new city and/or school.</p> <p>- Create an oral story based on pictures that illustrate a park, or playground scene, explaining the events in the imperfect tense.</p>	<p>WL.7.1.NH.A.1 WL.7.1.NH.A.3 WL.7.1.NH.A.5 WL.7.1.NH.A.7 WL.7.1.NH.A.8 WL.7.1.NH.B.1 WL.7.1.NH.B.3 WL.7.1.NH.B.4 WL.7.1.NH.B.5 WL.7.1.NH.C.2 WL.7.1.NH.C.3 WL.7.1.NH.C.</p>
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			the sentences that are in the imperfect tense "l'imparfait"		
Reminiscing about Childhood	10 Days	<p>Tell what used to happen in the past and what things were like, using the imperfect tense.</p> <p>Use the irregular verbs "<i>être</i>" and "<i>avoir</i>" to ask and tell what things were like.</p> <p>Apply the vocabulary expressions pertaining to reminiscing about one's childhood</p> <p>Describe people in the past and make comparisons to the present, using the imperfect tense.</p> <p>Apply comparative words and</p>	<ul style="list-style-type: none"> ● Interview a partner asking him/her about his/her pastimes between the ages of 5 and 7 ● Listen to a French teenager interviewing his professor about his childhood then answer the comprehension questions ● Work with a partner asking each other about their most memorable activities and birthdays, and discuss them. ● - Students design webs that represent their behaviors, tastes, habits, etc. when they were little. 	<p>- In groups of three, students write a story about someone's childhood (a celebrity, an imaginary character, or a cartoon character). They tell what the character was like when he/she was little and what he/she used to do. Students then contrast the way things were with how they are now for the character. The narrator reads the story while the other two students act it out.</p> <p>- Interview parents or grandparents and present to the class on how their lives were like when they were growing up, and if they prefer the way things are now</p>	

		<p>superlatives “<i>Le/La plus</i>” , “<i>Le/la moins</i>” (<i>plus que</i>) (<i>moins que</i>) to express whether one prefers his/her life the way it is now or if they prefer the way it was when he/she was smaller,</p>		<p>or the way things were when they were younger. - Roleplay a conversation with a partner based on the following pro-pts: Create a scene that takes place at the 25th high school reunion, citing the pastimes, describing the people in the past and making comparisons to the present. Using comparative words and superlatives.</p>	
Activities in Abidjan	3 days	<p>Explore and discuss, history, culture, education, and traditions of the West African Francophone country of the <i>Côte d’Ivoire</i> (Ivory Coast)</p>	<ul style="list-style-type: none"> ● Research information on the Capital City of the Francophone country: Ivory Coast “Abidjan” and its different tourist attractions. ● Students write a letter to their French Pen 	<p>With a partner, students act out a scene in which a travel agent tries to convince a customer who knows nothing about Africa to visit Abidjan (the Capital of ivory Coast) - The Travel agent suggests Abidjan and describes its advantages. - The customer asks what there is to see, do, and buy there.</p>	

		<p>Make and respond to suggestions using the grammatical construct of <i>si on...?</i> (How about) + the imperfect tense and how to respond appropriately</p>	<p>Pal, telling about their story with a family in Abidjan (capital of Ivory Coast). They tell what it was like in Abidjan and compare their home life in the United States to home life in Abidjan. They also reminisce about the activities they enjoyed while staying with their host family using the imperfect tense</p>	<p>- The customer has false, preconceived notions about the city and cote d'Ivoire. The agent connects, the customer's false impressions.</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
Allow for breaks when needed

Suggested Technological Innovations/ Use:

Use computers, chromebooks and/or iPads
Webquests
Use of online textbook
Visit authentic websites

Cross Curricular/ 21st Century Connections:

Technology Themes:

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21st Century Themes:

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