

Sayreville Public Schools
French Level One, 5 credits

French Level One
Academic Elective
5 credits
Full Year Course

Date Curriculum Approved/ Revised: _____

Table of Contents:

Statement of Purpose..... 3
Unit 1: Let’s Get Acquainted!..... 4
Unit 2: Long Live the School!.....10
Unit 3: First Day of School.....15
Unit 4: Sports and Hobbies.....20
Unit 5: Let’s Go to a Café!.....25
Unit 6: Planning For Free Time During the Week.....31
Unit 7: The Family.....36
Unit 8: At the Market.....42
Unit 9: Shopping.....48

Statement of Purpose

Students will be able to gain an understanding of their world using second language. They learn how to express themselves in the class using simple language structures while finding connections between their own interests and the Francophone world. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Summary of the Course: Students in the French I world language course are introduced to formal language study. The focus of this first-level course is to assist the student to develop conversational and written skills necessary to express oneself and one's needs using basic vocabulary and grammar forms in the French language. A study of the Francophone culture provides students with a better understanding of the lives, customs, and history of French-speaking people.

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: Let's Get Acquainted!
--	--------------------------------------

	<p>Summary of the Unit: Students will be able to independently use their learning to introduce themselves, appropriately greet friends, family members and other adults in their everyday lives, ask other’s names, ages, and how they are doing, and engage in a conversation in which there is an exchange of information.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Presentation: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.</p> <p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> • There are many ways to state something or ask a question; this is determined by how well you know the person(s) with whom you are speaking. • Asking questions when meeting someone shows a genuine interest and makes a good first impression. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Do methods of saying hello and goodbye differ between the United States and francophone country? 2. When and how do people in the Francophone world greet one another? 3. How do students introduce themselves or ask questions to peers? 4. How do students introduce themselves or ask questions to adults? 5. Do methods of saying hello and goodbye differ between the United States and a Francophone country?
	<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit:</p>

		<p>Role play a conversation with a partner based on the following prompts:</p> <ul style="list-style-type: none"> - Greet each other. - Ask each other how you are feeling. - Ask each other about your age, likes, dislikes and preferences. - Say goodbye to each other and don't forget to include gestures. 			
		<p>Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher's Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.frenchtogether.com http://go.hrw.com/elot/</p>			
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Greetings and Introductions	3 Days	<p>Greet people and say goodbye. Ask how people are and tell how they are.</p> <p>Use the verb "être" and preposition "de" to express who they are and where they are from.</p> <p>Develop an overview of the French speaking world using a</p>	<ul style="list-style-type: none"> ● Compare and contrast greetings in France and the USA. ● Students pair off and practice the greeting expressions, using the appropriate gestures. ● In pairs, students create a conversation introducing themselves and 	<ul style="list-style-type: none"> - Students introduce themselves to their classmates. - Students role play with a partner basic greetings and introductions. - With a partner, role play a scene introducing a new friend to their parents. - Using the chromebooks, 	<p>WL.7.1.NM.A.3 WL.7.1.NM.B.2 WL.7.1.NM.B3 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C4</p>

		<p>map of the French speaking countries in the world.</p> <p>Discuss how learning French expands one's horizons, and its importance in traveling and career opportunities.</p> <p>Discuss how French is an official working language in dozens of international organizations including the United Nations, the International Olympic Committee and International Red Cross.</p> <p>Identify some famous French speaking people.</p> <p>Get familiarized with basic hand gestures and other body language used in France.</p>	<p>ask their partner how he/she is doing.</p> <ul style="list-style-type: none"> • Role play between students and teacher using different situations. 	<p>students choose a famous French person; politician; celebrity, sports figure, etc. Then, create a technology based presentation about this famous person and compare to someone similar in the United States. In their presentation, they include, who are they, where are they from, what do they do, and what are their likes. Students present their famous people presentation to the class.</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Asking questions to gather information</p>	<p>3 Days</p>	<p>Develop interrogative questions related to name, age, etc. using appropriate pronouns, the verb “avoir” and numbers (1-20).</p> <p>Use the subject pronouns “tu”(familiar) vs “vous”(formal), and verbs, to ask questions and compare with english.</p> <p>Use the four different ways of asking a question in French to gather information.</p>	<ul style="list-style-type: none"> ● Listen as native speakers introduce themselves and write down each one’s age. ● Listen to a French song and write down names mentioned in the song. ● Prepare a survey that uses the questions studied and exchange it with four students who will complete it with the appropriate answers. The student makes a graph based on the results of the survey. 	<p>- Match oral questions and answers to a series of visual cues that are presented in photographs.</p> <p>- Survey classmates and report findings to the class: include name, age, and nationality.</p> <p>-Students make a collage showing their favorite and least favorite activities using pictures or their own drawings to</p>	
<p>Asking questions to solicit opinions</p>	<p>3 Days</p>	<p>Express likes, dislikes, and preferences about things and activities, using the verbs “aimer, adorer and préférer”.</p>	<ul style="list-style-type: none"> ● Poll five people about their likes and dislikes. ● Draw a Venn diagram of the 		

		<p>Use of definite articles Le, la,l', les and connectors "et" and "mais".</p> <p>Determine the appropriate use of the negative construction "ne....Pas".</p> <p>Apply regular present tense verbs in simple sentences and questions to express likes , dislikes and preferences.</p>	<p>likes and dislikes of their group.</p> <ul style="list-style-type: none"> ● Watch a video and listen to high school French students talk about their likes and dislikes: categorize the likes and dislikes of these students and compare them to those of their classmates. ● Compare French and American high school activities. 	<p>illustrate. As they present their projects to the class, they cover the French text on their project and tell their classmates in French about their likes and dislikes as they show their pictures.</p>	
		<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p> <p>Repeat, clarify and modify directions when necessary.</p> <p>Allow for additional time when needed.</p> <p>Refocus on task.</p> <p>Use visual clues.</p> <p>Demonstrate tasks.</p> <p>Break assignments down.</p> <p>Preferential seating.</p> <p>Use verbal praise.</p> <p>Allow for breaks when needed.</p>			

	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads CD Player/Television Webquests 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, collaborate, 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>

Unit 2: Long live the school!

Summary of the Unit: Using the target language, and the three modes of communication, students will be able to agree and disagree, ask for and give information, ask for and give opinions about their classes, ask for and tell time in the target language, compare French and US school schedules, subjects and activities, and discuss how taking French as a school subject can expand career option.

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...

- Systems of education and expectations for students vary from culture to culture.
- The 24 hour clock is used in daily French life.
- Writing the date in French differs in regard to capitalization and order of the month and day.

Essential Questions:

1. What classes are you taking to prepare for your career of choice and how do you feel about them?
2. How is your schedule different from a French High schooler's schedule?

	3. What is your school day like?				
	Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. Students create a graphic representation of their school schedule. They include sentences to give their opinions about each class and pictures to illustrate each one. Students present their graphic representation to the class.				
	Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.gsgi.co.uk/articles/curricula-and/the-french-system http://go.hrw.com/elot/				
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
School courses and schedules	4 Days	<p>Identify the courses that are taught at the high school level in the US and France.</p> <p>Discuss how taking French as a school subject can expand career options. Formulate questions and answers to gather information about their classes.</p>	<ul style="list-style-type: none"> Associate different school subjects with various school items. Discuss school subjects with a partner: Talk about how French combined with their future specialization, will increase their 	<p>- Compose in a small group, a conversation that classifies the group’s favorite school subjects: Draw a Venn diagram of the likes and dislikes of the group.</p> <p>- Make a list of some of the American companies that have offices in France.</p>	<p>WL.7.1.NM.A.1 WL.7.1.NM.A.3 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C4</p>

<p>Information and opinions about classes</p>	<p>4 Days</p>	<p>Ask for and express opinion about classes.</p> <p>Ask and tell time in the target language.</p> <p>Agree and disagree about various classes.</p> <p>Use “Si” instead of “Oui” to contradict a negative statement or question.</p> <p>Use the verb “avoir”, adverbs, days of the week, numbers from 21 to 59, and how to tell time to ask for and give information about one’s schedule.</p> <p>Use adjectives to express favorable, unfavorable opinions and indifference.</p>	<p>employment opportunities.</p> <ul style="list-style-type: none"> ● Prepare a class schedule and compare it with a partner: Read and discuss each other’s schedules. ● Students create a dialogue to discuss with a partner different feelings about various classes. ● A text of illustration is read to students using appropriate intonation and facial gestures; students guess whether each character likes or dislikes different school subjects. ● Students work with a partner asking each 	<ul style="list-style-type: none"> - Interview a partner about his/her school courses and the time of the classes followed by an oral report of the findings to the class. - Students prepare and act out a conversation between a student and a school counselor. - Students create a graphic representation of seven different classes they have on a regular basis. They must include a picture and a sentence with each illustration. Then they present their graphic representation to the class. - With a partner, students draw a Venn Diagram of 	
-----------------------------------------------	---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>French school schedule vs American school schedule</p>	<p>4 Days</p>	<p>Compare French and US school schedules and subjects (classes offered, grading system, time length of day, academic year, and after school activities).</p> <p>Identify adverbs of time, (before, during, after).</p> <p>Compare French and American high school's report cards.</p> <p>Conduct a comparison of the activities of students in the United States and the Francophone world using technology.</p>	<p>other's opinion about several subjects and then agree or disagree. Students tell the rest of class what they agree on with their partner.</p> <ul style="list-style-type: none"> ● Look at a French student schedule and then write the appropriate day of days of the week that matches some given descriptions. ● Listen as native speakers discuss their school schedule and answer the listening comprehension questions. ● Students work in pairs as a French student and an 	<p>their likes and dislikes of different courses.</p> <p>- Create a school schedule based on the French school day.</p> <p>-Students work as a group: They choose one aspect of schooling (i.e. ages, types of schools, uniforms, private vs public, rules etc.) and research that aspect for U.S schools and French schools. Then, each group will use the jigsaw technique to teach the rest of the class about their aspect.</p>	
-----------------------------------------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			American student, comparing and contrasting schedules.		
	<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: Repeat, clarify and modify directions when necessary. Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>				
	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>				
	<p>Cross Curricular/ 21st Century Connections: Technology Themes: 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge. 8.2 Technology Education, Engineering, and Design 21st Century Themes:</p>				

	<p>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.</p> <p>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>
	<p style="text-align: center;">Unit 3: First Day of School</p> <p>Summary of the Unit: Using the target language and the three modes of communication, students will be able to make and respond to requests, ask others what they need and tell what they need themselves, get someone’s attention, ask for information and make purchase, as well as using appropriate polite responses in the target language.</p> <p>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.</p> <p><u>Interpretive:</u> 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.</p> <p><u>Interpersonal:</u> 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.</p> <p><u>Presentational:</u> Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.</p> <p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> ● Customer practices in French stores such as browsing and waiting for one’s purchase to be packaged differ from those in the USA. ● In francophone countries, students have certain responsibilities for acquiring school supplies like purchasing their own textbooks and maintaining their own gradebook.

	<ul style="list-style-type: none"> Many francophone countries have their own currency with which one must be familiar when traveling to that country. <p>Essential Questions:</p> <ol style="list-style-type: none"> What accounts for the value placed upon education in different cultures? Why is it important to use manners? 				
	<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. In pairs, students act out a scene in an office supply store between a customer and clerk. Students role play the scene with their partner based on the following prompts: One partner plays the role of the salesperson, while the other gets the salesperson’s attention, tells what he or she wants, asks for prices, pays for the purchases, thanks the salesperson and say goodbye. The salesperson should respond appropriately. Then they switch roles.</p>				
	<p>Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.ricksteves.com/watch.../shopping-parisian-style www.quizlet.com</p>				
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Preparing for the first day of school	3 Days	<p>Identify school supplies by using singular, plural nouns and their indefinite articles.</p> <p>Use the French indefinite articles <i>un, une and des</i> in</p>	<ul style="list-style-type: none"> View a video program of shopping for the first day of school and orally identify the school 	- Identify the school supplies by pointing to the correct item.	WL.7.1.NM.A.1 WL.7.1.NM.A.3 WL.7.1.NM.B.1 WL.7.1.NM.B.2 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C4

		<p>affirmative statements and the indefinite article <i>de</i> in the negative statements.</p> <p>Describe school supplies using the French vocabulary for descriptive adjectives of color and the rules of adjective/noun.</p>	<p>supplies discussed.</p> <ul style="list-style-type: none"> ● Make a shopping list in French of the things to purchase for school. ● With a partner, students make a list of some school supplies and ask each other if they have those items. 	<p>- Oral identification of classroom objects: Locate and name the school supplies displayed throughout the classroom.</p> <p>- Students create and present their backpacks in the target language.</p>	WL.7.1.NM.C.5
Make and respond to requests	3 Days	<p>Practice oral dialogue in responding to a request</p> <p>Initiate conversations using interrogative words to ask people what they need.</p> <p>Express need using the grammatical construction of <i>il faut</i> plus the indirect object pronouns in statement and question formats.</p>	<ul style="list-style-type: none"> ● Students listen to several French high schoolers asking their classmates for some school supplies, then identify each speaker in the given illustrations. ● Students make a list of school supplies they need to borrow, 	<p>- Students create a dialogue with a partner: One wants to borrow certain supplies by asking questions and the other wants to be helpful by responding. Students use appropriately polite responses in the target language.</p>	

Making Purchases	3 Days	<p>Develop an understanding of French money and store purchases.</p> <p>Identify vocabulary pertinent to making a purchase.</p> <p>Use the expression “<i>Je voudrais</i>” to tell what one would like.</p> <p>Use the French demonstrative adjectives <i>ce, cet, cette and ces</i> to point out to things.</p> <p>Get someone’s attention, ask how much something costs, and express thanks.</p>	<p>then find classmates who would like to help them.</p> <ul style="list-style-type: none"> ● Listen as native shoppers ask sales people for the prices of various items, then write down the items mentioned and their prices. ● Calculate in dollars the prices of some school items: students form a group of 4: a recorder, a reader to call out prices , and the checker to review calculations ● Comment on French store flyers: compare to the American ones. 	<p>- Students work with a partner to create a back to school catalog, drawing out illustrations or using pictures, writing descriptions, prices and order numbers. Using the catalog, students take turns ordering school supplies over the phone using greetings, titles, and describing the merchandise</p>	
		<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: Repeat, clarify and modify directions when necessary.</p>			

	<p>Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>
	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>
	<p>Cross Curricular/ 21st Century Connections: Technology Themes: 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge. 8.2 Technology Education, Engineering, and Design</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>

	<p style="text-align: center;">Unit 4: Sports and Hobbies</p> <p>Summary of the Unit: Using the target language and the three modes of communication, students will be able to tell how much they like or dislike something, how to find out about others' interests and to tell their own and how to make, accept, and turn down suggestions.</p> <p>Students use simple language structure to express themselves and they demonstrate understanding of the concept of culture through comparisons of the culture studied and theirs.</p> <p><u>Interpretive:</u> 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.</p> <p><u>Interpersonal:</u> 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.</p> <p><u>Presentational:</u> Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.</p> <p>Enduring Understanding: Students will understand that...</p>

	<ul style="list-style-type: none"> ● Many cities in North America have evidence of more than one major culture. ● Students in France share similar interests in sports and leisure time activities with students in the United States. ● In France <i>Maisons des jeunes et de la culture</i> (recreation centers) provide a variety of sports, movies, and other activities such as dance, computer science, photography, and arts and crafts. ● Francophone countries measure temperature in degrees centigrade or Celsius. ● Calendars in France begin on Monday, but those in Canada begin on Sunday. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do students/people in general express their likes and dislikes? 2. How do students discuss their daily and extra-curricular activities? 3. How is teen life in the US different from teen life in France. 				
	<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. With a partner, students role play a conversation based on the following prompts: One student plays the role of a famous French Athlete, the other plays a reporter for a local television station. The reporter interviews the athlete about his or her busy training routine. The athlete should tell what he or she does at different times of the year, in various weather conditions, and how often then change role.</p>				
	<p>Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets Video and activities from “Carnaval de Quebec” video http://www.youtube.com: Weather vocabulary video http://www.quizlet.com/3981617/weather-flash-cards/</p>				
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS

Daily activities	5 Days	<p>Identify French students' pastimes and role play a conversation.</p> <p>Discuss how often they do things.</p> <p>Tell how much they like or dislike an activity.</p> <p>Identify individual sports.</p> <p>Use the constructions <i>faire de</i> and <i>jouer à</i> to identify sports one plays.</p>	<ul style="list-style-type: none"> ● View flash cards and identify the pastimes illustrated. ● Make a calendar of their typical week. ● Play charades with activities ● Make conversation bubbles for a comic strip involving activities 	<p>- Role play discussing daily activities with a friend</p> <p>- Write an e-mail to a pen-pal describing a typical week.</p> <p>- Students present a slide show they created using the chrome books of sports and activities they like to do during different seasons of the year.</p> <p>Act out in pairs what to do after school making suggestions and turning down invitations,</p>	<p>WL.7.1.NM.A.1 WL.7.1.NM.A.3 WL.7.1.NM.A.5 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C.4</p>
Exchange information	5 Days	<p>Engage in a conversation in which information is exchanged.</p> <p>Make, accept and turn down suggestions.</p> <p>Use format of questions and questions words to find out a friend's interest.</p> <p>Express the degree to which one likes something.</p> <p>Use adverbs of frequency: quelquefois, de temps en temps, une fois par semaine,</p>	<ul style="list-style-type: none"> ● Listen as a newspaper reporter asks three French teenagers about their hobbies and pastimes then answer the comprehension questions. ● Create a chart that indicates the positive or negative 	<p>-Role play a conversation with a partner based on the following prompts: Student A: It is really hard to get your friend going when the weather is bad. Suggest several activities you might do together. Don't give up if you don't get a negative reaction.</p>	

	<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p> <p>Repeat, clarify and modify directions when necessary. Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>
	<p>Suggested Technological Innovations/ Use:</p> <p>Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>
	<p>Cross Curricular/ 21st Century Connections:</p> <p>Technology Themes:</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, and Design</p> <p>21st Century Themes:</p> <p>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.</p> <p>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>

Unit 5: Let's go to a Café!

Summary of the Unit: Students are introduced to the French vocabulary for basic “Café” foods while learning the proper French etiquette for getting a server’s attention, ordering food and beverages, and asking for a check. Students also learn interpersonal communication such as making suggestions and recommendations and inquiring about and expressing likes and dislikes.

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

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...

- There exist cultural differences between France and the United States regarding what people generally take as food and drink at a meal.
- In France, the Cafe serves not only as a place to eat but also as a meeting place for students and adults to gather and spend time together, where they may stay as long as they like.
- In France, waiters and waitresses are considered professionals who must be thoroughly knowledgeable about food and wine.
- In Cafes and restaurants, a 15% tip is included in the check if the words **service compris** are posted or written on the menu.

		<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How would I communicate my needs to survive in a Francophone country? 2. How do I get someone's attention? 3. How do I order food and beverage at a café/restaurant? 4. Do cafes play an important role in the lives of American teenagers? 			
		<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. Students create a realistic skit where they will take the role of a server or a customer. The students will work in small groups of three to four students each to create a skit. The skit will include the students making plan to meet, order at a restaurant, take an order, comment on the food and pay the bill. Students will use their menu they designed before to place their order.</p>			
		<p>Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher's Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.etiquettescholar.com/...etiquette/table-etiquette/ www.quizlet.com (online vocabulary practice) www.lecafedefrance.com</p>			
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Food and meals	10 Days	<p>Identify various food and beverages in French.</p> <p>Compare and contrast typical meals between France and the United States.</p>	<ul style="list-style-type: none"> • Students come up to a table where pictures of food and beverages are displayed. One asks for an item without 	<p>- Students create a radio advertisement to promote a French Café. In their ad, they give the name of the café, tell what items</p>	<p>WL.7.1.NM.A.1 WL.7.1.NM.A.2 WL.7.1.NM.A.3 WL.7.1.NM.B.2 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C4</p>

		<p>Use the irregular vouloir, pouvoir, devoir, and falloir to describe what one wants to, can, and should order in a French restaurant.</p> <p>Identify key terms on a French menu.</p> <p>Use the partitive article to describe food items.</p> <p>Make suggestions using personal pronoun On + the conjugated form of a verb.</p>	<p>pointing to it, saying “Je voudrais”. The other student picks up the correct item and hands it to his or her classmate saying “voilà”. Students take turns asking for items.</p> <ul style="list-style-type: none"> ● Students write a letter to a French pen pal telling him/her what teenagers in the United States eat or drink when they get together and what they think of each item. ● Discuss the typical meal structure in France and compare it to that of the US. 	<p>they can eat and drink there.</p> <p>- Students work with a partner to design a menu for a French café: * Previewing: Students come up with ideas for their café, including the theme or style of the café and the price ranges. *Writing: Students work with their partner writing down the menu. *Editing: Students choose appropriate prices in Euros for each item.</p> <p>- Make suggestions to some classmates, who are not sure what to order at a cafe, based on what they like.</p>	<p>WL.7.1.NM.C.5</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------

Café/restaurant scenario	10 Days	<p>Get a server’s attention in a restaurant or cafe.</p> <p>Order food and beverages at a café/restaurant.</p> <p>Ask for and pay the check using polite ways.</p> <p>Investigate the French vocabulary for basic “cafe” food and beverage items</p> <p>Use the present tense conjugation of the verb “prendre” (to take/to have food).</p> <p>Read a basic French menu</p>	<ul style="list-style-type: none"> ● Students work with a partner to create a conversation at a café/restaurant: One asks the other if he/she has decided what to order and tell what they think of his/her order. ● Listen and watch as a group of French teenagers order in a café. Then answer the comprehension questions. ● Watch a Youtube clip of order Etiquette at a French restaurant. 	<p>- Students form groups of three: Two customers call the server, ask for the menu, ask the server some questions about the food and order.</p> <p>- Write a script for a comedy skit in which a customer is placing an order in a café. The customer can’t decide what to order, and the server becomes frustrated.</p> <p>- Students form groups of three and act out a restaurant scene in which the customers order food, give opinions about it, and pay the check. The server should take, verify their orders and bring their check.</p>	
--------------------------	---------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Different opinions about different food</p>	<p>10 Days</p>	<p>Inquire about and express likes and dislikes about food.</p> <p>Offer, accept or refuse food using the verb "vouloir".</p> <p>Develop fluency by listening to a native speaker practicing language proficiency through role playing a restaurant skit.</p> <p>Make a recommendation using the imperative forms of the verb: prends un... = Have a..., prenons un... = Let's have a....</p> <p>Express thirst and hunger by using the expressions: "J'ai faim" and "J'ai soif"</p>	<ul style="list-style-type: none"> ● Students listen to native speakers at a table having a meal, then write down if they are offering, accepting or refusing food. ● Students work with a partner to discuss and give their opinion about different food illustrated in pictures. ● Listen to an audio CD as native speakers make some remarks at a restaurant. Tell if they like or dislike the food they've been served. 	<p>- Students role play a conversation based on the following prompts: It's the day of the French Club annual picnic. One student acts as host, the others as guests. The host asks people what they want. The guests will tell about how they like the food and drinks.</p>	
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p>					

	<p>Repeat, clarify and modify directions when necessary. Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>
	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>
	<p>Cross Curricular/ 21st Century Connections: Technology Themes 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge. 8.2 Technology Education, Engineering, and Design</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>
<p>Unit 6: Planning for Free time</p>	

	<p>Summary of the Unit: Building upon the vocabulary and expressions for sports and leisure time activities previously studied, along with new, students learn how to make plans, extend and respond to invitations, and arrange to meet others at a given place and time. In related readings, students also practice using context to determine meaning. 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</p> <p>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.</p> <p>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.</p> <p>Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.</p> <p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> ● Teenagers around the world generally like to do the same things and, in each country, have favorite places to go to meet their friends. ● French teenagers tend to go out in groups rather than in “couples” for dates. Boyfriends and girlfriends still go out with a group with each paying his or her on way. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are you and your friends spending time after school? 2. How and why do young people’s activities differ throughout the world?
	<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. Students work in groups: They choose one place in Paris they would all like to visit and decide on a meeting time and place. They make sure that the Paris attraction they choose to visit will be open when they plan to go there. Each group act out their conversation for the other students.</p>

Resources:

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

Listening comprehension exercises

Teacher generated vocabulary and worksheets

www.quizlet.com/french-places-in-town

www.quizlet.com/places-ch-6-1-flash-cards

www.quizlet.com/ch-6-2-invitations-flash-cards

www.myfrenchlife.org

<http://prezi.com/a-normal-day-for-a-french-teen>

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs
Destinations to enjoy pastimes	5 Days	<p>Investigate the destinations that are visited to enjoy pastimes by using the verb "aller", the correct question words and the time.</p> <p>Make suggestions to go places using the subject pronoun "on"</p> <p>Compare and contrast popular activities in the United States and France.</p> <p>Identify vocabulary pertinent to different places within a time</p>	<ul style="list-style-type: none">• View powerpoint slides and identify the pastimes illustrated.• With a partner, students take turns suggesting places to go. Then accept or reject each other's suggestions.• Group work: Each student	<p>- Interview a classmate, asking him/her where he/she goes during the week to enjoy free time.</p> <p>- Students write a letter to a French pen pal who is coming for a visit. They suggest what they can do during the pen pal's stay using the subject pronoun "on".</p> <p>- Compose a letter to a penpal in France that</p>	WL.7.1.NM.A.1 WL.7.1.NM.A.3 WL.7.1.NM.A.5 WL.7.1.NM.B.2 WL.7.1.NM.B.3 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C.4

		<p>Make a contraction with the prepositions `a + the definite article: le, la, les au, `a l', `a la and aux</p>	<p>suggests activities for the weekend and the others react to it. Then students find activities they would all like to do.</p>	<p>identifies the pastimes favored by high school students in the US.</p>	
Extend Invitations	5 Days	<p>Practice fluency in oral and written formats through courtesy situations (i.e. extending invitations)</p> <p>Extend, accept and refuse an invitation to do something</p> <p>Use the irregular verb "vouloir" in its polite form to tell what one wants or would like</p> <p>Compare and contrast popular activities in the United States and Francophone countries</p>	<ul style="list-style-type: none"> • Students write an invitation to a classmate to do some of the activities shown on powerpoint slides. The classmate responds by accepting or politely refusing the invitation. • Listen to a French teenager inviting a friend to go out, then choose the correct answers to her 	<p>- Create colorful invitations to send out to guests for a party: Include illustrations and the list of the activities offered to encourage people to come.</p> <p>- Write an e-mail message in which students invite a friend to do something. They suggest three or four different activities and propose a meeting time and place.</p>	

Plans for free time	5 Days	<p>Use information questions to make arrangements to meet someone.</p> <p>Use the irregular verb “aller” in the present tense to tell one is going to a place</p> <p>Use the irregular verb “aller” + infinitive to describe activities and events that will occur in the near future</p> <p>Make arrangements to meet someone using the question words: Quand? Ou? Avec qui? A quelle heure?</p>	<p>information questions.</p> <ul style="list-style-type: none"> • Listen as native speakers are discussing which Paris attraction to visit. Then, write down the attraction they decide on, when and where they agree to meet. • Make plans for the week using a calendar: Write in the days of the week and the plan for each day using a variety of activities. 	<p>- With a partner, students role play a conversation based on the following prompts: One student invites the other to do something. He/she tells his/her about the activity he/she planned, and tell when and where they will meet. Students ask each other information questions to arrange the meeting.</p>	
---------------------	--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: Repeat, clarify and modify directions when necessary. Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>
	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>
	<p>Cross Curricular/ 21st Century Connections: Technology Themes 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge. 8.2 Technology Education, Engineering, and Design</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>

	<p style="text-align: center;">Unit 7: The Family</p> <p>Summary of the Unit: While learning the French terms for immediate and extended family members, students learn how to identify people and their relation to one another and how to introduce someone to a friend or to an adult. Students also learn how to describe and characterize people using a vocabulary base of descriptive adjectives. A new series of French expressions for household chores is introduced along with expressions for asking for, giving, and refusing permission. This chapter also goes deeply into the cultural aspects of the Family in France and in francophone countries.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.</p> <p>Enduring Understanding: students will understand that...</p> <ul style="list-style-type: none"> ● family life plays a major role in French society despite changes to a family’s daily life brought about by the demands of current times. ● More than half of French households have pets; these pets are also welcome in many more public places than in the United States. ● French teenagers take an active part in the maintenance of their homes and are responsible for many of the daily household chores. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How would I describe my family and myself to others?

		<p>2. What variables influence family life?</p> <p>3. Are Family relationships the center of French culture?</p>			
		<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. On google slides, students create a photo album of their own or fictitious family. They have to discuss three generations of their family including their own generation. They describe the family members, tell how they are related, give their ages, their likes and dislikes and the household chores each member is responsible for. Students then do an oral presentation of their slides to the class in the target language. As the students present their slides, other classmates are taking notes using a graphic organizer. When presentations are done, students will write a paragraph using the information from their graphic organizers.</p>			
		<p>Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.francethisway.com/wp/family-life-in-france.php http://quizlet.com/3719622/family-7-1-flash-cards http://quizlet.com/1686231/description-adjectives-flash-cards</p>			
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Family members	10 Days	<p>Use thematic vocabulary to identify and ask questions about the various members of the family.</p> <p>Introduce people using the expressions: C’est(This is), Ce sont(These are), Voici(Here is), Voila (There is)</p>	<ul style="list-style-type: none"> Look at the people pictured in the photo album of a female French teenager and guess how they are related to her. Complete a family tree 	- Create a family tree using the full French naming system that includes the family name of the mother, father, and husband and prepare an oral presentation that	<p>WL.7.1.NM.A.1 WL.7.1.NM.A.3 WL.7.1.NM.A.4 WL.7.1.NM.A.5 WL.7.1.NM.B.2 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C.4 WL.7.1.NM.C.5</p>

		<p>Introduce people using the verb “presenter”</p> <p>Show ownership through the use of the French possessive adjectives or of the preposition “de”</p>	<p>using given clues.</p> <ul style="list-style-type: none"> ● Listen to native speakers’ conversations and tell if they are identifying or introducing someone. ● Produce a class survey in order to see how many siblings and pets each student has at home. 	<p>explains the relationships.</p> <p>- In pairs, students act out a situation where one taking the role of a new student asking questions, the other answers about other classmates.</p>	
Describing and characterizing people	10 Days	<p>Give physical description and personality traits of family members using a series of French adjectives</p> <p>Use the verb “avoir” to describe hair and eye color.</p> <p>Use of noun-adjective agreement to describe and characterize people and compare with native language</p> <p>Use the irregular verb “etre” to describe and characterize people</p>	<ul style="list-style-type: none"> ● Pair activity: students work with a partner to take turns identifying their own physical characteristics. ● Students connect the picture with the appropriate physical trait. ● Students describe their favorite celebrity to a partner so that 	<p>- Select a picture of a famous person and present an oral description of that person to the class, giving a physical description and telling what the person is like.</p> <p>- Students pretend they are going to write a short story for a contest. They start off by writing detailed descriptions of at</p>	

<p>Family and home life</p>	<p>10 Days</p>	<p>Point out to specific people using demonstrative adjectives</p> <p>Compare and contrast pets in France and US</p> <p>Discuss household chores of a family during the week and on weekends</p> <p>Apply a series of French infinitive phrases referring to household chores</p> <p>Express responsibility using the verb “devoir”</p> <p>Compare and contrast some aspects of family life in France</p>	<p>he/she can identify him/her.</p> <ul style="list-style-type: none"> ● Students listen to different descriptions of people then match the prescriptions they hear with the right person. ● Listen to a French song and identify the adjectives used. ● Match the statements about different chores to the appropriate image on the activity sheet. ● Students write down all the chores in the house that need to be done. Then circle chores that they are assigned 	<p>least two of the main characters.</p> <p>- Students pretend they've lost their pet (real or imaginary) and write a detailed description of their pet for the newspaper.</p> <p>- Compose a letter that identifies and describes the members of a student's family and lists their chores.</p> <p>- Students imagine that they are interviewing the new French exchange student about his family and home life for their school newspaper. They</p>	
-----------------------------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>Ask for permission using the expressions: Tu es d'accord? (Is that OK with you?) and Est-ce que je peux? (May I?)</p> <p>Use the correct French expressions to give and refuse permission</p>	<ul style="list-style-type: none"> • Students rank household chores from the one they dislike most to the one they dislike least. • Students listen to French teenagers ask permission to go out with friends and tell if they are given or refused permissions. 	<p>write down questions they will ask and the exchange student's answers.</p>	
		<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: Repeat, clarify and modify directions when necessary. Allow for additional time when needed. Refocus on task. Use visual clues. Demonstrate tasks. Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>			
		<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>			

	<p>Cross Curricular/ 21st Century Connections:</p> <p>Technology Themes</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, and Design</p> <p>21st Century Themes:</p> <p>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.</p> <p>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>

	<p style="text-align: center;">Unit 8: At the Market</p> <p>Summary of the Unit: Students learn the French names for different foods within the categories of meats, vegetables, fruits, and dairy products while being introduced to signature dishes and shopping practices from francophone countries around the world. Also presented are the correct conversational ways of expressing need; making, accepting, and declining requests; telling someone what to do and ways of offering, accepting, and refusing food.</p> <p>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</p> <p><u>Interpretive:</u> 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.</p> <p><u>Interpersonal:</u> 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.</p> <p><u>Presentational:</u> Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.</p> <p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> ● Monetary systems throughout francophone Africa differ from those of France and the European community. ● Every francophone country has different culinary dishes which are specific to that country and which differ greatly from those in the United States. ● Unlike in the United States, prices are not fixed in West African markets and customers are expected to bargain.

	<ul style="list-style-type: none"> As in all countries, meal times differ in francophone countries from those in the United States, as do the amounts of food eaten at each meal. <p>Essential Questions:</p> <ol style="list-style-type: none"> How have French roots affected culture in Africa? How can I express need in the target language? Why is the market so important to French speaking countries in Africa? 				
	<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. With a partner, students role play a conversation based on the following prompts: They both decide to cook a meal. First, they create a menu, then go to the open market and buy what they need. One plays the role of the vendor at the market, then they switch roles. Students will use their vocabulary of asking for certain items, using their quantities, being mindful of cultural differences when shopping (for example the vendor touches the food, not the customer, the vendor and customer engage in small talk, etc..)</p>				
	<p>Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.foodbycountry.com www.montereyinstitute.org</p>				
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Various food at the outdoor Market	10 Days	Identify different types of food using French names for various vegetables, fruits, meats and dairy products	<ul style="list-style-type: none"> Listen to different dialogues between native speakers and decide if they are talking 	- Students make a shopping list of at least ten items, then pair off and take turns asking what their partner needs.	WL.7.1.NM.A.1 WL.7.1.NM.A.3 WL.7.1.NM.A.4 WL.7.1.NM.A.5 WL.7.1.NM.B.2 WL.7.1.NM.B.4 WL.7.1.NM.B.5

		<p>Use the expressions “Il me faut” and “j’ai besoin de” to express need.</p> <p>Request favors and accept/turn those down</p> <p>Tell someone what to do using the imperative tense</p>	<p>about fruit, vegetables, fish, or poultry.</p> <ul style="list-style-type: none"> • Listen and watch as a teenager from a French speaking country and her mother discuss shopping at the market. Then, name all the items that the teenager bought • List the ingredients of various dishes 	<p>- In groups of four, students plan a typical American dinner for a guest from the African French speaking country “côte d’Ivoire”. They make a grocery list then one student asks the others to go get the various items at the Market and the others respond appropriately.</p>	<p>WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C.4 WL.7.1.NM.C.5</p>
Food shopping at a Market	10 Days	<p>Ask for items of a certain quantity using the verb “prendre” and the partitive articles “ de la, du and des”</p> <p>Practice dialogue in which requests are accepted or declined using the verb “Pouvoir”</p> <p>Convert weights and measurements to the metric system</p>	<ul style="list-style-type: none"> • Listen to dialogues between native speakers: Decide if the first speaker is making a request, or telling someone what to do. Then, tell if the second speaker accepts or declines the 	<p>- Students create a supermarket advertisement on google slides: They create an illustrated catalog containing a list of the food items they want to advertise.</p>	

<p>Different food for typical meals</p>	<p>10 Days</p>	<p>Discuss shopping for groceries and meal times in Francophone countries</p> <p>Investigate food vocabulary related to the market, customs related to shopping at a Market and a typical market set up</p> <p>Identify different types of food generally eaten for breakfast, lunch, and dinner in Francophone countries.</p> <p>Offer, accept or refuse food using the verb “vouloir”</p>	<p>request or command.</p> <ul style="list-style-type: none"> ● Using food ads, students convert prices from Euros per kilogram to Dollars per pound. ● Listen and watch as a French speaking teenager does her food shopping at a market in “Cote d’Ivoire” and write down the items and the quantities she asks for. ● View slides of food that are categorized as breakfast, lunch, and dinner and orally identify the food with their respective meals. 	<p>- In groups of three, students role play a scene where one student asks the other to go to the market to buy the items needed for a recipe. The other two respond appropriately. On refusing the request, and the other accepting. Then change roles.</p> <p>- Students act out a conversation at a dinner table. One student plays the host offering the other student different food, while the other student responds appropriately, then switch roles.</p>	
-----------------------------------------	----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>Discuss the four main meals in Francophone countries</p> <p>Compare French and American family eating habits and supermarkets</p>	<ul style="list-style-type: none"> • Listen to native speakers at a table having a meal, then write down if they are offering, accepting or refusing food. 	<ul style="list-style-type: none"> - Students pretend they are going on an overnight camping trip with two friends and they are in charge of planning the meals. They list the food they will need, the quantity of each item and tell at what meal they plan to eat each item. - Write a paragraph about meal times in Francophone countries. - Interview a partner about his or her food preferences for each meal and present an oral report to class. 	
		<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.</p>			

	<p>Break assignments down. Preferential seating. Use verbal praise. Allow for breaks when needed.</p>
	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>
	<p>Cross Curricular/ 21st Century Connections: Technology Themes 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge. 8.2 Technology Education, Engineering, and Design</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>

	<p style="text-align: center;">Unit 9: Shopping</p> <p>Summary of the Unit: This unit expands students’ skills for asking and giving advice while introducing vocabulary and cultural information dealing with fashion and shopping for clothing. As students learn what apparel styles French-speaking teenagers like, they learn ways of expressing need, asking for an opinion, paying a compliment, and criticizing.</p> <p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> ● Fashion and wardrobe are just as important to teenagers in francophone countries as they are in the United States. ● In France and other francophone countries, it is common to see people dressed quite well on the streets and in all public places. ● There is a definite etiquette to be followed when making purchases in a clothing store. ● The French do not compliment freely and generally do so only in exceptional cases. <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does one go about shopping for and buying clothing in France? 2. Do teenagers in France dress like teenagers in the United States? 3. What role does fashion play in France? 4. Is it proper etiquette to tell someone that he/she “looks nice”?
	<p>Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit. Students will be given a budget to shop for clothing on a French department store website. They will create a list of items purchased including a picture of the item and description. Students will engage in conversation with other students asking for and giving opinions on each other’s purchase.</p>

Resources: Text: Allez, viens! Holt French level 1, Annotated Teacher’s Edition with Integrated Multimedia Listening comprehension exercises Teacher generated vocabulary and worksheets www.teenvogue.com/gallery/french-clothing www.livestrong.com www.fdors.com					
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Descriptions and opinions about clothing	10 Days	<p>Use appropriate demonstration adjectives to identify articles of clothing by color, material and style.</p> <p>Use the verbs “mettre” (to put on) and “porter” (to wear)</p> <p>Ask for and give advice with regard to apparel</p> <p>Write sentences describing clothing, jewelry and accessories.</p>	<ul style="list-style-type: none"> Apply with a partner the questions and answers used to achieve a complete description of each partner’s clothing. Record on an activity sheet the description of the clothing discussed in an 	<p>-Create a poster using magazine or newspaper photographs and assign a label, description, and cost to each article of clothing.</p> <p>-Write an email to friends, suggesting an outfit for each one to wear to a wedding and explain why these outfits are good choices.</p> <p>-Role play with a partner in a conversation between a salesperson and a customer who</p>	<p>WL.7.1.NM.A.1 WL.7.1.NM.A.2 WL.7.1.NM.A.3 WL.7.1.NM.A.4 WL.7.1.NM.A.5 WL.7.1.NM.B.2 WL.7.1.NM.B.4 WL.7.1.NM.B.5 WL.7.1.NM.C.2 WL.7.1.NM.C.3 WL.7.1.NM.C.4 WL.7.1.NM.C.5</p>

		<p>Use French expressions a clothing sales agent might ask a customer</p> <p>Apply different ways to express need, inquire about prices, and ask about sizes, colors, and fabrics in a clothing department</p> <p>Know how to convert from American to European sizing in apparel</p> <p>State where various clothing items and accessories can be purchased</p>	<p>audio disc program.</p> <ul style="list-style-type: none"> ● Create six to eight questions survey asking the classmates about their favorite clothes and accessories. ● Write sentences describing what they wear on different occasions, in what color and fabric. ● Think of three to five french sentences to describe your personal look. Then, share your personal look with your partner. 	<p>can't find anything that fits. The customer asks to try on two or three items of clothing and the salesperson comments on the fit and style of each.</p> <p>- Role play with a partner a scene in which you and a friend have each received a gift certificate. Together, you are planning your shopping expedition. Discuss what each of you will be looking for. Create a list of things you want to buy, in what color and size. Make suggestions to your partner or try to persuade him/her in favor of or against certain items.</p>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Influence of culture on shopping experiences</p>	<p>10 Days</p>	<p>Compare and contrast well-known retailers from the United States and France.</p> <p>Identify the types of judgements society makes base on clothing (France-US)</p> <p>Use the conjugation of regular 2nd group verbs such as choisir, grandir, maigrir, and grossir</p> <p>Inquire and respond to questions concerning appropriate clothing choices for different weather conditions and occasions</p>	<ul style="list-style-type: none"> ● Watch authentic commercials and research well-known retailers in the United States and France. Compare and contrast prices, styles and layout. ● Discuss what type of judgments does society make about people bases on what they wear: France vs the US. 	<p>- Create a commercial for a retail store of your choice. Include information such as what you sell, how much the items are, and mention any sales.</p> <p>- Imagine that you are an employee at a prominent fashion magazine. Your assignment for this month's issue is to research "La mode Francaise" How is it different from american fashion? Put together a Powerpoint presentation that compares the two traditions.</p>	
<p>Comparing, complimenting and criticizing articles of clothing</p>	<p>10 Days</p>	<p>Use expressions of equality or inequality to compare articles of clothing</p> <p>Use the French expressions for asking for an opinion, paying a compliment, and criticizing</p>	<ul style="list-style-type: none"> ● Listen to native speakers conversations and decide if they are complimenting 	<p>- Compose a journal entry that describes the students' most and least favorite clothing outfit for</p>	

		<p>Apply comparison expressions and the irregular adjectives (beau, nouveau, vieux) to compare articles of clothing</p> <p>Use the French expressions for hesitating and making a decision</p>	<p>or criticizing their clothing.</p> <ul style="list-style-type: none"> View a CD program that presents the opinions on clothing and style by French teenagers and afterwards, discuss in a group and create a chart to record the French teenagers' choices. Using different pictures of outfits from a magazine, students work in groups to give their opinions of each outfit and compliment or criticize it. 	<p>school and explain the reasons for the decision.</p> <p>- In a group of three, students act out the scene where one is trying on the clothes, the friend offers criticism, and the salesperson offers the compliments and helps finding different colors and sizes.</p>	
		<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.</p>			

	Break assignments down.
	<p>Suggested Technological Innovations/ Use: Use computers, chromebooks and/or iPads Webquests Visit authentic websites</p>
	<p>Cross Curricular/ 21st Century Connections: Technology Themes 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually, collaborate, create and communicate knowledge. 8.2 Technology Education, Engineering, and Design</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>