

POMPTON LAKES SCHOOL DISTRICT

FRENCH 4
COURSE OF STUDY
June 2019

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PL BOE Approval, 6/11/19

Content Area:	World Languages
Unit Title:	Vive la nature
Target Course/Grade Level:	French IV/11
<p>Unit Summary: In this unit, students focus on the natural environment and its protection. They discover how the French people feel about nature, their land and the measures taken to protect their environment. The students will learn about various outdoor activities to gain an insight and understanding of how the French incorporate <i>tourisme ecologique</i> into their vacation plans. The pleasures and problems encountered during vacations are explored and they will discover why the French feel so close to their roots. The students will learn about the different weather patterns and other natural phenomena. The linguistic goals of the unit will review the use of <i>passé compose</i> and <i>l'imparfait</i>. The students will explain the use of <i>avoir</i> and <i>etre</i> as auxiliary verbs and explain the agreement between past participles and subjects.</p> <p>Primary interdisciplinary connections: Science, Social Studies, Health, Language Arts, and the 21st Century Life and Careers.</p> <p>21st century themes: Global awareness, economic literacy and civic literacy.</p>	
<p>Unit Rationale: While students read and interpret more demanding texts, in this case on the protection of the environment, they will acquire a higher level of proficiency in the use of the French language. The activities that accompany the unit provide a guided communicative practice in meaningful contexts and frequent opportunities for self-expression. Listening/speaking activities give the students opportunities to demonstrate their comprehension of spoken French in a variety of realistic contexts. The content and skills acquired in the unit are tools to help students tangibly address their concerns for the future of the environment.</p>	
Learning Targets	
Standards	
<p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
Content Statements for Standard 7.1	
<p>The <i>passé compose</i> is used to be able to relate a sequence of past events, to describe what people did and the events that happened. The imperfect is used to describe the habitual, the routine and progressive actions. In describing a past event the <i>passé compose</i> tells what happened and narrates the actions while the imperfect sets the scene and gives the background information such as external conditions, description of the characters, etc.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people , places , objects , and daily activities .
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the French people feel about nature and the environment? • What measures do they take to protect their environment? • How do the French people incorporate <i>tourisme écologique</i> into their vacation plans? • What does the <i>culte de soleil</i> represent for the French people? • What are the potential problems facing the pleasures of a vacationer and how can one avoid them? • How to express oral and written thoughts clearly when narrating past events using <i>l'imparfait</i> and <i>le passé composé</i>? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Reviewing <i>le passé composé</i> and <i>l'imparfait</i> will provide the necessary structures essential for the communication skills of speaking, and writing, as well as adding proficiency in listening and reading comprehension. • Reading short stories and magazine articles as well as the samples of everyday conversations which include the use of <i>le passé composé</i> and <i>l'imparfait</i> is the best preparation for understanding written material. • Learning how to use the French pronouns, the students will be better prepared to express their thoughts orally and in writing in both formal and informal settings.

Unit Learning Targets

Students will ...

- Talk about outdoor activities.
- Talk about vacation pleasures and problems.
- Describe the natural environment and how to protect it.
- Talk about weather conditions and natural phenomena.
- Describe habitual past actions.
- Narrate a sequence of past events.
- Understand why the French people feel so close to their roots.
- Understand how the French people feel about their environment.
- Understand how the French incorporate *tourisme ecologique* into their vacation plans.
- Learn why the Cousteau family is so well known and what important work they do.
- Understand what the *culte de soleil* represents for French people.
- Read for pleasure and scan for information.
- Read authentic realia for information.
- Use the *passé compose* to talk about the past.
- Use the *imparfait* and *passé compose* to narrate past events.
- Recognize the *passé compose* in written narration and literary texts.

Evidence of Learning

Summative Assessment (4 days)

Students are asked to make presentations in front of the class. They work in pairs researching the cultural similarities and differences between French and American views toward the environment and nature. For their second assignment the students will find or prepare a story that uses verbs in both the *passé compose* and the *imparfait* to tell the story to the class.

Equipment needed: Teacher computer and projector set up; student computers with internet access.

Teacher Resources: Presentation rubric for performance expectations.

Formative Assessments

- Unit Tests
 1. Multiple choice tests
 2. Listening comprehension tests
 3. Speaking proficiency tests
 4. Reading comprehension tests
 5. Writing performance tests
- Quizzes
- Evaluation Questions
- Workbook/Activity Book exercise packets
- Oral proficiency practice
- Cultural project
- Online Workbook
- Websites
 1. www.classzone.com
 2. www.quizlet.com
 3. www.eslfashcards.com
 4. <http://puzzelmaker.discoveryeducation.com>
- Discovering French video/ DVD program
- Discovering French audio program
- Power point presentations

- Translations
- Compositions and essays

- Test generator CD-Rom

Lesson Plans

Lesson	Timeframe
Lesson 1 Natural Environment and its Protection	5 days
Lesson 2 Outdoor Activities	4 days
Lesson 3 Vacation Pleasures and Problems	4 days
Lesson 4 Use of the Passé Compose and the Imperfect to Narrate Past Events	5 days
Lesson 5 Ecology at Home	2 days
Lesson 6 Weather and Natural Phenomena	3 days

Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and material of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.tv5.com

www.momes.net

www.jecris.com

www.yourdictionary.com

www.conjuguemos.com

www.pdictionary.com/French

Unit Four	
Content Area:	World Languages
Unit Title:	Aspects de la vie quotidienne
Target Course/Grade Level: French IV/11	
<p>Unit Summary: In this unit, students will focus on shopping for various items in a stationary store, a pharmacy and in a convenience store. They will learn about the French postal service. They will be able to ask for a variety of services at the cleaners, the shoe repair shop and the photo shop. More importantly, they will learn how some aspects of French daily life are different including shopping on the internet, in supermarkets, the post office, tipping practices, etc. The unit’s linguistic goals center upon answering questions and referring to people, places and things using object pronouns and two- pronoun sequences; talking about quantities using the pronoun <i>en</i> as well as indefinite expressions of quantity both adjectives and pronouns.</p> <p>Primary interdisciplinary connections: Social Studies, Finance, Business, Computer Science, Marketing, 21st Century Life and Careers, Language Arts and Math</p> <p>21st century themes: Global Awareness, Economic Literacy and Civic Literacy</p>	
<p>Unit Rationale: While students read and interpret more demanding texts in the format of magazine articles addressing shopping French habits, they will learn how to purchase basic necessities and request other everyday services thereby acquiring a higher level of proficiency in colloquial French. Learning new vocabulary and grammatical structures in conjunction with gaining awareness of the cultural differences in shopping customs between the French and Americans will be valuable lessons for their future French travels. The activities that accompany the unit provide meaningful guided oral practice in meaningful contexts with frequent opportunities for self-expression, listening, and speaking that will demonstrate the student’s comprehension of spoken French in a variety of realistic contexts. The content and skills acquired will provide tangible tools for the students’ future travel in the francophone world.</p>	
Learning Targets	
<p>Standards</p> <p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Content Statements: The proper application of pronouns is essential for understanding and interpreting both spoken and written French. A pronoun takes the place of a noun. It stands in for the full name or description of a person, place or thing. Unit 4 reviews the use and position of direct and indirect object pronouns with various verb tenses. It also introduces the expressions for indefinite quantities which function as adjectives, pronouns and as subjects and objects of verbs. Many products and practices related to the home and the communities are culture specific, others are not. This unit explores some of these topics as related to shopping and acquiring services.</p>	

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7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How to shop for various items in a stationary store, a pharmacy and a convenience store? • How certain aspects of shopping in France are different from the U.S.? • What services are offered by the French postal service? • How to ask for services at the cleaners, the shoe repair and the photo shop? • How to understand short conversations, narratives and interviews using a variety of pronouns both in writing and audio sources? • How to express thoughts clearly in speech and in writing both formally and informally in writing samples? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Reviewing the use of direct and indirect object pronouns, including the pronouns <i>y</i> and <i>en</i> and their placement in a sentence, will provide the necessary structures essential for the communication skills of speaking, and writing, as well as adding proficiency in listening and reading comprehension. • Reading short stories and magazine articles as well as the samples of everyday conversations which include the use of pronouns is the best preparation for understanding written material. • Learning how to use the French pronouns, the students will be better prepared to express their thoughts orally and in writing in both formal and informal settings.
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Learn about where to buy various items and obtain services in France. • Be able to purchase small items. • Be able to secure postal services in France. • Be able to compare French and American shopping habits. 	

- Be able to have goods fixed and cleaned.
- Be able to answer questions and refer to people, places and things using object pronouns.
- Be able to use the pronouns *y* and *en*.
- Be able to use the indefinite expressions of quantity.
- Be able to use *faire* plus the infinitive to describe actions that people have others do for them.

Evidence of Learning

Summative Assessment (4 days)

The class will be divided into groups of two or three. Each group will present a skit about an aspect of daily life presented in the unit. The skits are to clearly and accurately demonstrate the importance of the unit's cultural information. Students will create a directory, in French, describing each of the services available in their town and their cost. They will also design an icon for each service.

Equipment needed:

Teacher computer, projector set-up, and student computers connected to the internet.

Teacher Resources:

Presentation rubric for performance expectations.

Formative Assessments

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| <ul style="list-style-type: none"> • Unit Tests <ol style="list-style-type: none"> 1. Multiple choice tests 2. Listening comprehension tests 3. Speaking proficiency tests 4. Reading comprehension tests 5. Writing performance tests • Quizzes • Evaluation Questions • Workbook/Activity Book exercise packets • Oral proficiency practice • Translations • Compositions and essays | <ul style="list-style-type: none"> • Cultural project • Online Workbook • Websites <ol style="list-style-type: none"> 1. www.classzone.com 2. www.quizlet.com 3. www.eslfashcards.com 4. http://puzzelmaker.discoveryeducation.com • Discovering French video/ DVD program • Discovering French audio program • Power point presentations • Test generator CD-Rom |
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Lesson Plans

Lesson	Timeframe
Lesson 1 Shopping in France; comparing shopping habits in France and the U.S.	3 days
Lesson 2 Shopping in a stationary store, pharmacy and convenience store	5 days

Lesson 3 French postal service; asking for various services	2 days
Lesson 4 Asking for services at photo and shoe repair shops, cleaners and beauty salon	5 days
Lesson 5 The use of pronouns; direct and indirect objects, and pronouns y, en	6 days
Lesson 6 Indefinite expressions of quantity in subject on object positions in a sentence	2 days
Lesson 7 The construction faire and infinitive to describe actions people have other people do for them	2 days
<p>Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.</p>	
<p>Curriculum Development Resources Click the links below to access additional resources used to design this unit:</p> <p>www.momes.net</p> <p>www.jecris.com</p> <p>www.yourdictionary.com</p> <p>www.conjuguemos.com</p> <p>www.pdictionary.com/French</p> <p>www.cleszone.com</p>	

Unit Five

Content Area: World Languages

Unit Title: Bon voyage

Target Course/Grade Level: French IV/11

Unit Summary: In this unit the students will focus on planning a trip abroad. To enrich their communication skills they will learn how to make travel arrangements and purchase tickets. They will become acquainted with the vocabulary and expressions allowing them to pass through passport control and customs. They will be able to travel by both train and plane. Culturally the students will discover what French young people do when they travel abroad and where they go. They will come to understand why the train is the most popular means of transportation in France and how the Eurotunnel has linked Great Britain to France and the rest of Europe. They will also discuss the various stages of TGV's high speed train development and its increasing importance in the French transportation system. The students will compare the favorite vacation destinations of Americans with those of their French counterparts. Finally, they will learn how French exchange students compared the U.S. with France. The linguistic goals of the unit center upon talking about future events using the future tense (*le futur*) of both regular and irregular verbs in simple and conditional sentences. Students will also hypothesize about what would happen if certain conditions were fulfilled by using the conditional (*le conditionnel present*).

Primary interdisciplinary connections: Geography, Art, Language Arts, Math, Science Technology, Social Studies, 21st Century Life and Careers.

21st century themes: Global Awareness, Economic Literacy and Civic Literacy

Unit Rationale:

While students read and interpret more demanding texts in the format of magazine articles addressing the subject of transportation in France as well as enhance the language skills necessary to make travel arrangements they will acquire a higher level of proficiency in the French language. Learning new vocabulary and grammatical structures in conjunction with cultural comparisons of the views of young American and French people on the importance of travel and the use of public transportation will present a valuable lesson for one's future travel in France. The activities that accompany the unit provide meaningful guided oral practice in meaningful contexts with frequent opportunities for self-expression, listening, and speaking that will demonstrate the students' comprehension of spoken French in a variety of realistic contexts. The content and skills acquired will provide tangible tools for the students' future needs as tourists in the francophone world.

Learning Targets

Standards

7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Content Statements: The proper application of tenses is essential to understanding and interpreting spoken and written French. The future tense is used to describe what people will do and what will happen. *Le Futur* is a simple tense. One frequently uses *le futur proche* (*aller* and *infinitive*) to express an immediate future occurrence instead of *le futur*. Most of the French verbs are subject to regular formation, but there are a number of irregular verbs which undergo a change of stem. Learning the typical expressions frequently used with the future tense and studying the conjunctions of time (such as: *quand, lorsque, tant que, aussitôt que, des que*) which are accompanied by the use of *le futur*, as well as using the conditional sentences following the pattern (*si present futur*) are necessary skills for the proper use of the French language. The conditional is used to describe what people would do or what would happen if certain conditions were met. It does not express the objective reality but rather a hypothesis, a supposition, or non-confirmed information. It is also used to make suggestions. *Le conditional present* of the verbs *pouvoir, vouloir, aimer, and devoir*, adds a tone of politeness. Unit 5 introduces negative counterparts of certain affirmative expressions and their position in a sentence according to the various tenses being used. Many products and practices related to home and community are shared across cultures, others are cultural specific. Travel is one of the topics that assist in the development of this understanding.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How to make travel arrangements and purchase tickets? • How to go through passport security and customs at the airport? 	<ul style="list-style-type: none"> • Reviewing the future tense in French will provide the necessary structures essential for the communication skills of speaking, and writing, as well as well as increasing proficiency in listening and reading comprehension.

- Why is the railroad the most popular means of transportation in France?
- What is the significance of TGV (*Train a grande vitesse*) and Eurotunnel?
- What are the most common travel destinations of the young French people?
- How to understand short conversations, narratives and interviews using the future tense?
- How to express thoughts clearly in speech and in writing, including essays, both formally and informally?

- Reading short stories and magazine articles as well as the samples of everyday conversations which include the use of the future tense is the best preparation for understanding the written material.
- Learning how to use the French future tense will better prepare the students to express their thoughts orally and in writing in both formal and informal settings.

Unit Learning Targets

Students will ...

- Be able to make travel plans.
- Be able to make travel arrangements and purchase tickets.
- Be able to travel by train or plane.
- Be able to go through passport control and customs.
- Learn why the train is the most popular means of transportation in France.
- Learn about the significance of the Eurotunnel.
- Compare travel activities and destinations of French and American teenagers.
- Make negative statements using specific negative expressions.
- Use the future tense to talk about future events.
- Use *si* and *quand* to talk about conditions.
- Use the conditional to hypothesize about what one would do or what could happen.

Evidence of Learning

Summative Assessment (4 days)

Class is divided into groups of four. One person from each group will be the travel agent working behind the counter at the airport or train station. The other three people will be travelers in need of information. The travel agent should ask at least two questions of each person and answer all of their questions (at least three). Variety will count. In the dialogs, the students should attempt to be as original as possible and use as much vocabulary from the text as possible. Secondly, every student will choose a French-speaking country and prepare a two minute explication of the country's attractions. They will also discuss how long they would plan to stay in the country as well as what they would need to bring with them. Every student will make an oral presentation to the class.

Equipment needed:

Teacher computer with a projector set up and student computers with internet access.

Teacher Resources:

Presentation rubric for performance expectations.

Formative Assessments

- Unit Tests
 1. Multiple choice tests
 2. Listening comprehension tests
 3. Speaking proficiency tests
 4. Reading comprehension tests
 5. Writing performance tests
- Quizzes
- Evaluation Questions
- Workbook/ Activity Book exercise packets
- Oral proficiency practice
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- Compositions and essays
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 3. www.eslfashcards.com
 4. <http://puzzlemaker.discoveryeducation.com>
- Discovering French video/ DVD program
- Discovering French audio program
- Power point presentations
- Test generator CD-Rom

Lesson Plans

Lesson	Timeframe
Lesson 1 Importance of travel for young French people and their travel destinations	3 days
Lesson 2 Impressions of America as narrated by French exchange students	2 days
Lesson 3 Public transportation in France; TGV-high speed train	3 days
Lesson 4 Eurotunnel and it's significance; Eurostar (or TGV Trans manche)	2 days
Lesson 5 At the airport	4 days
Lesson 6 At the train station	2 days
Lesson 7 At the travel agent's office	2 days
Lesson 8 Negative expressions	2 days
Lesson 9 Future tense	3 days
Lesson 10 The conditional	3 days

Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.tv5.com www.momes.net www.jecris.com www.yourdictionary.com www.conjuguemos.com
www.pdictionary.com/French www.puzzlemaker.com www.yourdictionary.com www.classzone.com

Unit Six	
Content Area:	World Languages
Unit Title:	Séjour en France
Target Course/Grade Level: French IV/11	
<p>Unit Summary: In this unit the students will focus on the different kinds of places one can stay while visiting France. They will discover how to use a French guidebook, the <i>Guide Michelin</i>, which lists and rates the hotels and restaurants (<i>Guide Rouge</i>) and describes the main tourist attractions of each area of France (<i>Guide Vert</i>). To enrich their communication skills the students will become acquainted with the vocabulary and expressions allowing them to make hotel reservations, find out about various hotel amenities and services available, and check in. As they concentrate on hotel services, the students will learn how to ask for what they need from a bellboy, chambermaid, receptionist, telephone operator and hotel manager. The students will discover that there exist very popular and less expensive ways of vacationing in France such as staying in a youth hostel (<i>l' auberge de jeunesse</i>), taking advantage of numerous campgrounds or practicing <i>le tourisme vert</i> which refers to staying on a farm or in a small village to rediscover nature and the French countryside. The linguistic goal of this unit centers on comparing people, places, things and situations by using the comparative and superlative forms of adjectives and adverbs. The students will become familiar with various forms of interrogative, demonstrative and possessive pronouns.</p> <p>Primary interdisciplinary connections: Art, Language Arts, Math, Science, Technology, Social Studies, 21st Century Life and Careers.</p> <p>21st century themes: Global awareness, Economic Literacy and Civic Literacy</p>	
<p>Unit Rationale: While students read and interpret more demanding texts in the format of magazine articles addressing the selection of various vacation accommodations ranging from luxurious hotels and châteaux to the inexpensive accommodations available to younger travelers such as <i>auberges de jeunesse</i> and as the students attain the language skills necessary to make hotel reservations, inquire about hotel amenities and become able to ask for services in a hotel, the students will acquire a higher level of proficiency in the use of the French language. Learning new vocabulary and grammatical structures in conjunction with enriching their cultural awareness in such situations will prove to be a valuable lesson for their future travel experience in France. The activities that accompany the unit provide meaningful guided oral practice in meaningful contexts with frequent opportunities for self-expression, listening, and speaking that will demonstrate the students' comprehension of spoken French in a variety of realistic contexts. The content and skills acquired will provide tangible tools for the students' future needs as tourists in the francophone world.</p>	
Learning Targets	
<p>Standards</p> <p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	

Content Statements: The proper application of comparative adjectives and adverbs to compare people, places, things and situations is essential for understanding and interpreting both spoken and written French. The comparative construction mandates the placement of the modifiers *plus*, *moins*, and *aussi* in front of the adjective or adverb followed by *que* (than) after the person, object or situation compared. When comparing two quantities, the expressions *plus de*, *autant de*, and *moins de* are used in front of the noun followed by *que*. The superlative constructions are used to compare people or things with the rest of a group. Its formation consists in adding the definite article *le*, *la*, or *les* in front of the comparative construction. After the superlative construction *de* is used to introduce the reference group. The position of the adjective (before or after the noun) is usually the same as in the regular construction. In part two of the unit the interrogative *lequel*, the demonstrative *celui* and possessive *le mien* pronouns constitute the grammatical content. The interrogative pronoun has four different forms (*lequel*, *laquelle*, *lesquels* and *les quelles*). Each one consists of two parts, both of which agree with the noun they replace. Prepositions *a* and *de* contract with *lequel* in the masculine singular and plural forms. Possessive pronouns replace nouns introduced by the possessive adjectives. They consist of two parts, both of which agree with the noun they replace. Prepositions *a* and *de* contract with the possessive pronouns.

CPI #	Cumulative Progress Indicator (CPI)				
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.				
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.				
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.				
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.				
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.				
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .				
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.				
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.				
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.				
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.				
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Unit Essential Questions</th> <th style="width: 50%;">Unit Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • How to decide where to stay when traveling? • What inexpensive accommodations are available to students? • How to reserve a room in a hotel? • How to ask for services in a hotel? </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Depending on one’s available budget, one has the option of staying in a hotel described accurately by icons and symbols featured in the <i>Guide Michelin Rouge</i> or one can opt for an inexpensive stay in a campsite or in the <i>l’auberge de jeunesse, auberge de campagne</i>. </td> </tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> • How to decide where to stay when traveling? • What inexpensive accommodations are available to students? • How to reserve a room in a hotel? • How to ask for services in a hotel? 	<ul style="list-style-type: none"> • Depending on one’s available budget, one has the option of staying in a hotel described accurately by icons and symbols featured in the <i>Guide Michelin Rouge</i> or one can opt for an inexpensive stay in a campsite or in the <i>l’auberge de jeunesse, auberge de campagne</i>.
Unit Essential Questions	Unit Enduring Understandings				
<ul style="list-style-type: none"> • How to decide where to stay when traveling? • What inexpensive accommodations are available to students? • How to reserve a room in a hotel? • How to ask for services in a hotel? 	<ul style="list-style-type: none"> • Depending on one’s available budget, one has the option of staying in a hotel described accurately by icons and symbols featured in the <i>Guide Michelin Rouge</i> or one can opt for an inexpensive stay in a campsite or in the <i>l’auberge de jeunesse, auberge de campagne</i>. 				

<ul style="list-style-type: none"> • How does one use the <i>Guide Michelin</i> when traveling in France? • How to understand short conversations, narratives and interviews using the comparative and the superlative constructions of adjectives and adverbs both in audio and written sources? 	<ul style="list-style-type: none"> • One can make hotel reservations by phone, letter, <i>une lettre de reservation</i>, or by e-mail indicating in each case the mode of payment. • Reading short stories and magazine articles as well as samples of everyday conversations which include the use comparative and superlative constructions pronouns is the best preparation for understanding written material. • Learning how to use the French adjectival and adverbial constructions the students will be better prepared to express their thoughts orally and in writing in both formal and informal settings.
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Unit Learning Targets

Students will ...

- Discuss various places where one can stay while visiting France.
- Reserve a hotel room.
- Ask for services in a hotel.
- Explain how one uses the *Guide Michelin* while traveling in France.
- Compare people, places, things and situations.
- Ask for an alternative by using the interrogative pronoun *lequel* and its varieties.
- Point out people or things by using the demonstrative pronoun *celui-ci /celui-la* and its varieties.
- Indicate possession by means of the possessive pronoun *le mien* and its varieties.

Evidence of Learning

Summative Assessment (3 days)

Using a francophone country previously chosen by each student, the students will create a travel brochure for that country that will highlight local features and describe the different types of available lodging possibilities. They will also create a sample of a *Guide Michelin* entry for one of the hotels. The brochure should have pictures, captions and explanations. Students will write an advertisement for a local hotel; afterward they will present orally to their class a real tourist experience in that hotel. The oral presentation or skit should include checking in at the reception desk as well as the questions and comments the students would be addressing to the hotel workers when they request or inquire about hotel services.

Equipment needed: Teacher computer with a projector set up and student computers with internet access.

Teacher Resources: Presentation rubric for performance expectations.

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none"> • Unit Tests 1. Multiple choice tests 2. Listening comprehension tests 3. Speaking proficiency tests | <ul style="list-style-type: none"> • Cultural project • Online Workbook • Websites 1. www.classzone.com |
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| 4. Reading comprehension tests | 2. www.quizlet.com |
| 5. Writing performance tests | 3. www.eslflashcards.com |
| • Quizzes | 4. http://puzzlemaker.discoveryeducation.com |
| • Evaluation Questions | • Discovering French video/ DVD program |
| • Workbook/ Activity Book exercise packets | • Discovering French audio program |
| • Oral proficiency practice | • Power point presentations |
| • Translations | • Test generator CD-Rom |
| • Compositions and essays | |

Lesson Plans

Lesson	Timeframe
Lesson 1 Types of travel accommodations	3 days
Lesson 2 Guide Michelin : Its origin and the many different kinds of information listed	3 days
Lesson 3 Staying at a hotel	4 days
Lesson 4 The comparative and the superlative constructions	4 days
Lesson 5 The interrogative pronoun lequel	2 days
Lesson 6 The demonstrative pronoun celui	2 days
Lesson 7 The possessive pronoun le mien	3 days

Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.jecris.com

www.pdictionary.com/French

www.puzzlemaker.com

www.classzone.com

www.quizlet.com

www.eslflashcards.com

Unit Seven	
Content Area:	World Languages
Unit Title:	Les Français et leur santé
Target Course/Grade Level: French IV/11	
<p>Unit Summary: In this unit the students will focus on the essential information pertaining to the functioning of the French health care system, <i>la sécurité sociale</i>. They will learn how the French take care of their health, why the consumption of mineral water is so important as well why there are so many different types of thermal spring mineral water treatments. The students will learn how the French provide health care to the less fortunate people around the world. To enrich their communication skills the students will learn how to make an appointment with a doctor or dentist, how to describe their symptoms, and be able to follow the doctor's directions. They will be able to recognize various tests and technologies used in the hospital as well as identify a number of ailments, injuries and illnesses. Culturally students will discover and compare the differences between the French and the American health systems. The unit's linguistic goals center on the use of the subjunctive to express feelings and attitudes about the present and past events.</p> <p>Primary interdisciplinary connections: Language Arts, Science, Technology, Finance, Social Studies, 21st Century Life and Careers.</p> <p>21st century themes: Global Awareness, Economic Literacy and Civic Literacy</p>	
<p>Unit Rationale: While students read and interpret more demanding texts in the format of magazine articles addressing the subject of the health care system in France and as they incorporate the language skills necessary to function in the emergency room and the doctor's and dentist's offices, the level of the students' proficiency in the French language will increase. Learning new vocabulary and grammatical structures in conjunction with cultural comparisons of the American and French health care systems and concerns will present a valuable lesson for one's future travel experience in France. The activities that accompany the unit provide meaningful guided oral practice in meaningful contexts with frequent opportunities for self-expression, listening, and speaking that will demonstrate the students' comprehension of spoken French in a variety of realistic contexts. The content and skills acquired will provide tangible tools for the students' future needs as tourists in the francophone world.</p>	
Learning Targets	
<p>Standards</p> <p>7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Content Statements: The proper application of the indicative and subjunctive moods is essential to understanding and interpreting spoken and written French. Whereas the indicative mood is objective in that it is used to describe facts and make statements of what is considered to be certain, the subjunctive mood is subjective. It is used to express feelings, judgments and emotions relating to an action. It states what is considered to be desirable, possible, doubtful or uncertain. The subjunctive is used when the</p>	

feeling or judgment concerns someone or something other than the subject.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Unit Essential Questions <ul style="list-style-type: none"> • How to describe one’s symptoms, injury or other ailments to the doctor in his office or the emergency room? • What is one’s medical history? • How does the French health care system work? • What organizations provide health care to the less fortunate people around the world? • How to understand short conversations, narratives and interviews using the subjunctive both in writing and audio sources? • How to express thoughts clearly in speech and in writing both formally and informally in writing samples using the subjunctive? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The students will be able to describe their physical condition including symptoms, pains, injuries and general state of well being. • Students will be able to follow the doctor’s instructions and understand his recommendations and prescriptions. • Thanks to <i>Sécante Sociale</i>, the French health system is virtually free of charge. • The organizations that provide medical and humanitarian relief workers to more than eighty countries world wide are: <i>Médecins sans Frontières</i>, <i>Médecins du monde</i> and <i>Médecins aux pieds nus</i>. • Reviewing the use of the subjunctive will provide the necessary structures essential for the communication skills of speaking, and writing, as well as it will increase the students’ proficiency in listening and reading comprehension. • Reading short stories and magazine articles as well as the samples of everyday conversations that include the use the subjunctive is the best

	preparation for understanding written material. • Learning how to use the French subjunctive the students will be better prepared to express their thoughts orally and in writing in both formal and informal settings.
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Unit Learning Targets

Students will ...

- Explain how the French health care system works and compare it to its American counterpart.
- Explain how French people take care of their health on a daily basis and why the consumption of various mineral waters is so important to the French.
- Explain the humanitarian goals and types of volunteer assistance provided by the organizations such as *Médecins sans Frontières*.
- Be able to describe their physical condition to a doctor including the various symptoms and signs of illness.
- Be able to give information about their medical history.
- Be able to name and characterize various illnesses, tests and procedures.
- Be able to follow a doctor’s recommendations.
- Be able to express how they feel about certain facts or events.
- Learn other uses of the subjunctive, i.e. after verbs and expressions of emotion, feelings, judgment, doubt and uncertainty.
- Learn the use of the subjunctive after certain conjunctions.
- Learn the use of the subjunctive in relative clauses.

Evidence of Learning

Summative Assessment (4 days)

The class will be divided into groups of three. Each group will present a skit about a visit to the doctor’s office or the emergency room. The presentation will include the registration procedure; the introductory interview with the nurse, including a description of the symptoms or the injury sustained in an accident; the interview with the doctor including his diagnosis and suggested treatment regimen. The students are to maximize the use of their newly acquired vocabulary. Secondly, the students are to conduct a health survey in class. Each group of three students should devise five questions for the survey. A single list of questions for the class as a whole will be formed from the groups’ questions. Each student will then fill out the questioner. The results will be tabulated and used as the basis for a class discussion.

Equipment needed: Teacher computer with a projector set up and student computers with internet access

Teacher Resources: Presentation rubric for performance expectations.

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> • Unit Tests 1. Multiple choice tests 2. Listening comprehension tests 3. Speaking proficiency tests 4. Reading comprehension tests | <ul style="list-style-type: none"> • Cultural project • Online Workbook • Websites 1. www.classzone.com 2. www.quizlet.com |
|---|---|

5. Writing performance tests

- Quizzes
- Evaluation Questions
- Workbook/ Activity Book exercise packets
- Oral proficiency practice
- Translations
- Compositions and essays

3. www.eslfashcards.com

4. <http://puzzlemaker.discoveryeducation.com>

- Discovering French video/ DVD program
- Discovering French audio program
- Power point presentations
- Test generator CD-Rom

Lesson Plans

Lesson	Timeframe
Lesson 1 Health Care System in France	4 days
Lesson 2 Mineral water consumption and treatments in France	2 days
Lesson 3 At the doctor's office; in the emergency room	6 days
Lesson 4 Health survey	1.5 days
Lesson 5 Humanitarian aid of the French doctors and other volunteers around the world	2 days
Lesson 6 A visit to the dentist	2 days
Lesson 7 The use of the subjunctive after the expression of emotion, fear, doubt, disbelief and uncertainty	5 days

Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

www.conjuguemos.com

www.pdictionary.com/French

www.puzzlemaker.discoveryeducation.com

www.classzone.com

www.quizlet.com

Unit 8

Content Area: World Languages

Unit Title: En ville

Target Course/Grade Level: French IV/11

Unit Summary:

In this unit the students will focus on French cities. They will discover how French cities developed historically and what they look like in terms of the various neighborhoods (*la vieille ville, le centre-ville, les quartiers résidentiels, la banlieue, les villes nouvelles*) and types of buildings. They will discuss the advantages and disadvantages of urban life and the variety of street artists (*les musiciens, les mimes, and les automates*) one might see in Paris and other large cities. To enrich their communication skills the students will become acquainted with the vocabulary and expressions that will allow them to describe one's own neighborhood and give directions. From the cultural standpoint the students will compare and contrast French and American cities. The linguistic goals of the unit center on the use of the imperfect and pluperfect to narrate past actions in a sequence. The use of the conditional will be reinforced and expanded to talk about what one would do in certain circumstances and to formulate polite requests. The past conditional, *le conditionnel passé*, will be used to hypothesize about what would have happened if certain past conditions had been met.

Primary interdisciplinary connections: Geography, Language Arts, Social Studies, 21st Century Life and Careers, Art.

21st century themes: Global Awareness, Economic Literacy and Civic Literacy

Unit Rationale:

While the students read and interpret more demanding texts in the format of magazine articles addressing the subject of French cities and urban life, they will acquire the language skills necessary to explain where one lives, how to get there, and how to arrange dates specifying time and place. The students will thereby acquire a higher level of proficiency in the French language. Learning new vocabulary and grammatical structures in conjunction with cultural comparisons of the American and French cities and urban development will present a valuable lesson for one's future travel in France. The activities that accompany the unit provide meaningful guided oral practice in authentic contexts with frequent opportunities for self-expression, listening, and speaking that will demonstrate the students' comprehension of spoken French in a variety of realistic contexts. The content and skills acquired will provide tangible tools for the students' future needs as tourists in the francophone world.

Learning Targets

Standards

7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
Unit Essential Questions <ul style="list-style-type: none"> • How did French cities develop historically? • What does a typical French city look like? • What are the advantages and disadvantages of city life? • Explain where one lives and how to get there. 	Unit Enduring Understandings <ul style="list-style-type: none"> • The proper application of various past tenses: <i>l'imparfait</i>, <i>le passé composé</i> and <i>le plus-que-parfait</i> will provide the necessary structures essential for the communication skills of speaking, and writing, as well as it will increase the proficiency of listening and reading

<ul style="list-style-type: none"> • What type of street artists might one see in a large city? • How does one formulate polite requests? • How does one narrate past actions in the proper tense sequence? • How does one indicate what one would do in certain circumstances? 	<p>comprehension.</p> <ul style="list-style-type: none"> • Reading short stories and magazine articles as well as the samples of everyday conversations which include the use past tenses is the best preparation for understanding written material. • Learning how to use the French past tenses, the students will be better prepared to express their thoughts orally and in writing in both formal and informal settings. • French cities, many over 2,000 years old, were originally built at strategic locations for defense and trade. • Today ninety percent of the French people live in cities. • Louis XIV commissioned Sébastien Vauban, his favorite engineer, to fortify many French cities. • Clovis (466-511) was the first French King to make Paris his capital. • The typical French city includes four sections: the old town (<i>la vieille ville</i>); the down town area (<i>le centre-ville</i>); the residential neighborhoods; and the suburban areas.
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Evidence of Learning

Summative Assessment (6 days)

The students will prepare a brochure for the tourists visiting one of the French cities. In a two minute presentation to the class, each student will provide an overview of the history of that city and highlight its tourist attractions. The students will be instructed to be specific and describe in detail the many interesting places and things to do.

Equipment needed: Teacher computer with a projector set-up and student computers with internet access

Teacher Resources: Presentation rubric for performance expectations

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> • Unit Tests <ol style="list-style-type: none"> 1. Multiple choice tests 2. Listening comprehension tests 3. Speaking proficiency tests 4. Reading comprehension tests 5. Writing performance tests • Quizzes • Evaluation Questions • Workbook/ Activity Book exercise packets | <ul style="list-style-type: none"> • Cultural project • Online Workbook. • Websites <ol style="list-style-type: none"> 1. www.classzone.com 2. www.quizlet.com 3. www.eslfashcards.com 4. http://puzzlemaker.discoveryeducation.com • Discovering French video/ DVD program |
|--|--|

- Oral proficiency practice
- Translations
- Compositions and essays
- Discovering French audio program
- Power point presentations
- Test generator CD-Rom

Lesson Plans

Lesson	Timeframe
Lesson 1 The geography, development and integral components of typical French cities	4 days
Lesson 2 The advantages and disadvantages of urban life	2 days
Lesson 3 Describing various city neighborhoods	2 days
Lesson 4 Imperfect tense review	2 days
Lesson 5 Passé composé tense review	2 days
Lesson 6 Pluperfect formation and use	4 days
Lesson 7 The conditional: formulating polite requests: hypothesizing: and stating what one would do in certain circumstances	4 days
Lesson 8 Auditory comprehension and speaking practice	3 days
Lesson 9 Reading comprehension: Les Pêches, a short story by Andre Theuriet	3 days

Teacher Notes: In order to practice the new vocabulary and grammatical structures, the students are encouraged to routinely and systematically use www.classzone.com which offers a lesson by lesson set of audio/visual materials to support the content and materials of the lesson. These materials are designed to address the needs of a variety of learners. Students will practice new vocabulary from the readings and other sources through their presentations. Audio and video segments will be used throughout to enhance the student's proficiency.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

- www.tv5.com
- www.momes.net
- www.jecris.com
- www.yourdictionary.com
- www.conjuguemos.com
- www.pdictionary.com/French
- www.puzzlemaker.com
- www.yourdictionary.com
- www.classzone.com

Content Area Unit Name	World Language
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)
6. [Practice and Application](#)
7. [Lesson Delivery](#)

8. [Review and Assessment](#)

- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and

to create and implement a plan that is carried out by a variety of staff members in the building.

- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.