

Board Approval Date:

Course Title: French C

Course Description: This course is a continuation of the study of the French language and culture as introduced in French A and B. Students will review and master previously learned vocabulary and concepts, while expanding and refining their language skills. Students will additionally continue to explore the traditions, geography, and customs of various French speaking countries.

Course Sequence & Pacing

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Allons-y!: Conversing Fluently in French/Discussing Daily Life	21	Unit 2: C'est Chic!: Discussing Clothing and Accessories/ Comparing Retail Options
2	Unit 1: Allons-y!: Conversing Fluently in French/Discussing Daily Life	22	Unit 2: C'est Chic!: Shopping for Clothing/ Organizing a Fashion Show
3	Unit 1: Allons-y!: Conversing Fluently in French/Discussing Daily Life	23	Unit 2: C'est Chic!: Shopping for Clothing/ Organizing a Fashion Show
4	Unit 1: Allons-y!: Conversing Fluently in French/Discussing Daily Life	24	Unit 2: C'est Chic!: Shopping for Clothing/ Organizing a Fashion Show
5	Unit 1: Allons-y!: Conversing Fluently in French/Discussing Daily Life	25	Unit 2: C'est Chic!: Shopping for Clothing/ Organizing a Fashion Show

6	Unit 1: Allons-y!: Conversing Fluently in French/Discussing Daily Life	26	Unit 2: C'est Chic!: Indicating Clothing Preferences/Pointing Out People and Things/Asking for Clarification
7	Unit 1: Allons-y!: Describing Where People Are Going/ Making Future Plans	27	Unit 2: C'est Chic!: Indicating Clothing Preferences/Pointing Out People and Things/Asking for Clarification
8	Unit 1: Allons-y!: Describing Where People Are Going/ Making Future Plans	28	Unit 2: C'est Chic!: Indicating Clothing Preferences/Pointing Out People and Things/Asking for Clarification
9	Unit 1: Allons-y!: Describing Where People Are Going/ Making Future Plans	29	Unit 2: C'est Chic!: Indicating Clothing Preferences/Pointing Out People and Things/Asking for Clarification
10	Unit 1: Allons-y!: Describing Where People Are Going/ Making Future Plans	30	Unit 2: C'est Chic!: Indicating Clothing Preferences/Pointing Out People and Things/Asking for Clarification
Week	Marking Period 2	Week	Marking Period 4
11	Unit 1: Allons-y!: Showing Ownership/Expressing Relationships	31	Unit 3: Vive les Vacances!: Traveling through France/ Becoming an Impressionist
12	Unit 1: Allons-y!: Showing Ownership/Expressing Relationships	32	Unit 3: Vive les Vacances!: Traveling through France/ Becoming an Impressionist

13	Unit 1: Allons-y!: Showing Ownership/Expressing Relationships	33	Unit 3: Vive les Vacances!: Traveling through France/ Becoming an Impressionist
14	Unit 1: Allons-y!: Attending Events/Exploring New Hobbies and Talents	34	Unit 3: Vive les Vacances!: Making Comparisons/ Describing Actions
15	Unit 1: Allons-y!: Attending Events/Exploring New Hobbies and Talents	35	Unit 3: Vive les Vacances!: Making Comparisons/ Describing Actions
16	Unit 1: Allons-y!: Attending Events/Exploring New Hobbies and Talents	36	Unit 3: Vive les Vacances!: Making Comparisons/ Describing Actions
17	Unit 1: Allons-y!: Attending Events/Exploring New Hobbies and Talents	37	Unit 3: Vive les Vacances!: Discussing Weekend and Travel Plans/ Narrating Past Events
18	Unit 1: Allons-y!: Attending Events/Exploring New Hobbies and Talents	38	Unit 3: Vive les Vacances!: Discussing Weekend and Travel Plans/ Narrating Past Events
19	Unit 2: C'est Chic! : Discussing Clothing and Accessories/ Comparing Retail Options	39	Unit 3: Vive les Vacances!: Discussing Weekend and Travel Plans/ Narrating Past Events
20	Unit 2: C'est Chic!: Discussing Clothing and Accessories/	40	Unit 3: Vive les Vacances!: Discussing Weekend and Travel Plans/

	Comparing Retail Options		Narrating Past Events
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Stage 1 Desired Results

Unit Title #1 :Allons-y!

Unit Summary: Students will reinforce and expand upon key concepts learned in French A and B, while communicating about their future plans, daily activities, town, talents, family, friends and school life. Students will additionally explore the French city of Tours, and discuss how and why some traditional American customs and celebrations have gained popularity in France.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. •
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être, faire, and avoir* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

Computer Science & Design Thinking (CS & DT):

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Climate Change: (*Science, CS, CLKS, VPA, SS, WL*) Embedded in learning activities or leave here

Unit Essential Questions:

Unit Enduring Understandings:

Language connects people.

<p>How can I become a more effective reader, writer, speaker and listener in languages other than English?</p> <p>How are my daily activities and hobbies different from those of a French teenager?</p> <p>How is culture expressed in daily traditions and practices?</p> <p>How would I go about navigating a foreign city?</p> <p>How do means of transportation differ from area to area?</p> <p>How can one country's culture and traditions impact another's?</p>	<p>Learning a different language/culture leads to greater understanding of one's own language and culture.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Cultural perspectives are gained by using the language and through experience with its products and practices.</p> <p>Past experiences shape people and/or societies.</p> <p>Relationships with family and friends differ from culture to culture.</p> <p>Means of transportation differ based on geographical elements and city structure.</p> <p>People around the world live in various ways depending on factors such as culture, geography, and tradition.</p>
<p><u>Students will know vocabulary related to:</u> feelings and emotions days of the week/months of the year numbers time classroom expressions</p>	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>) Conjugate the irregular verbs: aller, faire, venir, être, and avoir in the present tense Conjugate regular er verbs in the present tense Introduce and describe oneself Identify and describe others Express feelings</p>

<p>adverbs of frequency</p> <p>places in town</p> <p>events</p> <p>verbs of motion (arriver, venir, aller, rester, rentrer, faire)</p> <p>regular er verbs</p> <p>irregular verbs (être, avoir, faire)</p> <p>faire expressions</p> <p>avoir expressions</p> <p>negation</p> <p>verb + infinitive</p> <p>subject pronouns</p> <p>interrogative expressions</p> <p>means of transportation</p> <p>neighborhoods</p> <p>home</p> <p>address</p> <p>there is/there are</p> <p>descriptive adjectives</p> <p>prepositions (près, loins, à, de, en, pour, chez)</p> <p>commands</p> <p>sports</p> <p>games</p> <p>musical instruments</p> <p>stress pronouns</p> <p>family</p> <p>possessive adjectives</p> <p>conversational expressions</p> <p>ordinal numbers</p>	<p>State the day and date</p> <p>Count to 100</p> <p>Use liaison appropriately when speaking</p> <p>Express what time it currently is and at what time events take place</p> <p>Identify and use common classroom expressions and commands</p> <p>Compose information and yes/no questions through various methods</p> <p>Express future actions</p> <p>Describe one's home and neighborhood</p> <p>Discuss places and events in town</p> <p>Locate items and places</p> <p>Identify means of transportation</p> <p>Form contractions between prepositions and definite articles to discuss where one is going and from where one is coming</p> <p>State to where people are going</p> <p>Discuss from where people are coming</p> <p>Understand the pitfalls of using Google translate</p> <p>Create and perform skits related to introductions, class activities and holiday celebrations.</p> <p>Express possession and ownership</p> <p>Identify and describe family members</p> <p>Show relationships between people</p> <p>Identify sports, musical instruments, and games.</p> <p>Express interests and talents.</p> <p>Stress the subject of a sentence.</p> <p>Compose short essays about oneself and a friend.</p> <p>Compare and contrast French street names to American ones</p> <p>Give and follow directions to find places</p> <p>Express distance between points.</p>
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<p>Halloween Thanksgiving</p>	<p>Compare French cities to American ones. Explain where one would go in town to complete various tasks. State how well or how frequent one completes/takes part in various activities Express negation State preferences Discuss daily activities Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Compare one's own culture, rituals, celebrations and lifestyle to those of teenagers in French speaking countries Point out historical landmarks, half timber buildings, and points of interest in the city of Tours. Differentiate between the celebration of Halloween in the U.S. to how it's celebrated in France. Decide why Thanksgiving celebrations are gaining in popularity in parts of France. Paraphrase/summarize text and audio in the target language Use idiomatic expressions appropriately Synthesize syntax and vocabulary accurately to produce the target language</p>
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Stage 2 Assessment Evidence

Summative Assessments: Portfolio Compositions 1-3

Oral Interview

Exam: En ville: listening comprehension, vocabulary recall, grammar, written expression

Lesson 16 exam: listening comprehension, vocabulary recall, grammar, written expression

Formative Assessments: Vocabulary and conjugations quizzes

Paired conversations

Role-plays/skits- En classe, Qui est-ce, Halloween, Le Jour de Dinde

Interviews

Oral presentations

Teacher observation during class activities

Listening comprehension

Writing prompts

Portfolio Pre-Assessment

TPR

Stations (Circuit)

Reading comprehension

Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

French C Objective Pre-assessment

Teste de contrôle

Common Benchmark Assessments:

Exam: En Ville: listening comprehension, vocabulary recall, grammar, written expression

Lesson 16 Exam: listening comprehension, vocabulary recall, grammar, written expression

Alternative Assessments:

Portfolio Compositions 1-3

Oral Interview

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)	<i>Timeframe</i> (Days or Weeks)
<p><i>(Number Only)</i></p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5 RST.6-8.2 WHST.6-8.4 NJSLSA.W10</p>	<p>Conversing Fluently in French</p> <p>Discussing Daily Life</p>	<ul style="list-style-type: none"> ● Demonstrate prior French knowledge and language retention through an objective pre-assessment exam and open-ended composition. ● Recall and expand upon vocabulary related to introductions, greetings, self descriptions, and leave takings through listening comprehension activities, the textbook, and brainstorm activities. ● Greet others, take leave, and introduce oneself, using target vocabulary, in guided conversations and role-plays. ● Express emotions through open-ended presentations and role-plays. ● Introduce and describe oneself and one's preferences through a spontaneous oral presentation. 	<p>6 weeks</p>

		<ul style="list-style-type: none">● Respond to questions posed by native speakers and classmates using target vocabulary.● Compose questions using the target language● Collaborate with classmates in the target language to set French C goals.● State preferences through guided oral and written activities and role-plays.● Reinforce vocabulary and restate rules for adverb use in French through brainstorms, guided oral and written activities, and independent writing.● Review and expand classroom expression vocabulary through picture prompts, brainstorm activities, TPR, hands-on games and activities and digital programs.● Create and present a French class skit using target vocabulary and previously acquired vocabulary and grammar.● Reinforce conjugations of être to discuss description and locations through brainstorms, textbook activities, and hands-on games.	
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		<ul style="list-style-type: none">● Reinforce and expand upon descriptive adjectives and personality traits through picture prompts, textbook tutorials, listening comprehension, readings, hands-on games and activities, and digital programs.● Role-play describing a classmate/friend using target vocabulary and previously learned vocabulary and grammar.● Following picture prompts, compose a short composition identifying and describing others.● Review vocabulary related to days of the week, focussing on use of definite articles when discussing repetitive actions, through guided speaking and writing activities.● Converse about the date and time using previously acquired vocabulary through picture prompts, spontaneous questions, and role-plays.● Comprehend texts including target vocabulary.● Review interrogative expressions through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings.	
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		<ul style="list-style-type: none">● Compare format and structure for asking questions in English to asking them in French through class discussion and reading activities.● Restate formula for writing information questions in the target language.● Compose and pose information questions through guided oral and written practice, textbook exercises, sentence puzzles, digital and hands-on games and paired conversations.● Role-play asking and responding to information questions through speaking prompts.● Combine target vocabulary with previously learned vocabulary to ask spontaneous and practiced interview questions.● Comprehend and respond to native speakers when asking information questions● Recombine words and phrases to create clear sentences and questions through sentence puzzle activities.● Compose a formal composition introducing and describing oneself and one's friends.	
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		<ul style="list-style-type: none">● Reinforce and expand upon vocabulary related to types of music through brainstorms, cultural notes, and guided readings.● Compose a letter to a French student introducing oneself and detailing one's preferences, activities, and daily life.● Identify items through picture prompts, listening comprehension and hands-on and digital games.● Explain where items are in relation to others using prepositions through picture prompts, manipulatives, and guided oral activities.● Give and follow oral directions to find items in the classroom.● Express distance between points through textbook exercises, guided writing, and role-play activities.● State that one does not have any of an item using negation and "de" through oral and written activities.● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues.	
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		<ul style="list-style-type: none">● Identify and expand upon vocabulary related to daily activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.● Identify French subject pronouns through textbook tutorials, graphic organizers, listening comprehension activities, authentic readings, hands-on and digital games.● Differentiate between common and proper nouns in French through direct instruction, listening comprehension, guided oral and written activities, hands-on and digital games.● Decide and justify which subject pronouns replace various French common and proper nouns through guided oral and written activities, independent written activities, cooperative learning, and Q&A sessions.● Recognize conjugations of regular er verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials,	
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		<p>guided oral and written activities, and digital and hands-on games.</p> <ul style="list-style-type: none">● Conjugate regular er verbs in order to discuss the activities of oneself and others.● Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities.● Comprehend text using target vocabulary (subject pronouns and er verbs in their conjugated forms.)● Recall and use verb + infinitive structure to discuss volition, preferences, and necessities through brainstorm, guided speaking prompts and paired conversations.● Review conjugations of the verb faire in the present tense through chart creation, choral response, digital and hands-on activities, and guided written exercises.● Correlate one's activities with one's location through guided oral and written activities.	
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		<ul style="list-style-type: none"> ● Recall and expand upon faire expressions through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings. ● Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays. ● Demonstrate and discuss the pitfalls of using Google Translate through songs, online tutorials, hands-on activities and guided written activities. 	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NMIPRET.4 7.1.NMIPRET.5 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.IPERS.6: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3	Describing Where People Are Going Making Future Plans	<ul style="list-style-type: none"> ● Recognize the format for stating one’s address in French through textbook and written examples. ● State one’s address in the target language both orally and in writing. ● Compare and contrast the origins of French street names to the origins of American ones through textbook cultural notes, authentic videos, and class discussions. 	<i>4 weeks</i>

<p>7.1.NM.PRSNT.4 7.1.NH.PRSNT.5: 9.1.8CR.1 WHST.6-8.4.</p>		<ul style="list-style-type: none">● Recall and expand upon places in town through picture prompts, digital presentations, textbook, listening comprehension and reading activities.● Compare the suburbs of Paris to the city of Paris through video presentations, textbook cultural notes, and reading comprehension.● Express where one would choose to live through class discussion in the target language.● Conjugate the verb aller in the present tense.● State where one is going through oral and written activities using target vocabulary.● Form contractions between the preposition à and indefinite articles to state “to the” through textbook tutorials, guided written practice, hands-on games, picture prompts, and paired conversations.● Role-play asking and answering questions about where people are going.● Invite others to take part in various activities in town through guided paired conversations and role-plays.	
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		<ul style="list-style-type: none">● Accept and decline invitations through guided paired conversations and role-plays.● Reinforce and expand upon vocabulary related to directions through picture prompts, textbook tutorials, listening activities and reading comprehension.● Give and follow directions to various places in town through paired conversations, guided oral and written exercises, digital activities, and Q&A sessions.● Comprehend French speakers as they offer directions.● Follow oral directions to chart locations on city maps.● Express distance between points through textbook exercises, guided writing, and role-play activities.● Identify the components of one's neighborhood through picture prompts, digital games, and guided oral and written activities.● Locate and name places in town through picture prompts, textbook exercises, listening comprehension, and written activities.● Advise others where to go in town in order to complete certain tasks, attend events, or participate in activities.	
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		<ul style="list-style-type: none">● Describe one's neighborhood using target vocabulary both orally and in writing.● Comprehend and summarize text containing target vocabulary.● Respond to questions posed by native speakers using target vocabulary.● Compare the components and layout of a typical French town to an American one through reading comprehension, textbook cultural notes, and video presentations.● Explore the town of Tours through textbook cultural notes, video presentations, and reading comprehension.● Role-play directing tourists through Tours.● Identify vocabulary related to events through picture prompts, listening comprehension, textbook, and reading comprehension.● Ask and respond to questions concerning what events others are attending.● Suggest events to classmates, based on their interests, through role-plays and paired conversations.	
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		<ul style="list-style-type: none">● Identify and conjugate new verbs of motion: rentrer, arriver and rester through through listening comprehension activities, picture prompts, digital and hands-on games, reading comprehension, and conjugation charts● Discuss at what time one arrives and returns from school and other events using target vocabulary.● Identify vocabulary and expressions related to forms of transportation through textbook tutorials, picture prompts, listening comprehension, and cultural readings.● Differentiate between common means of transportation in one's own town with those in a typical French town.● State how one travels from point to point through independent written and oral activities.● Discuss the advantages and drawbacks to using public transportation.● Explain how vehicle pollutants impact the environment through guided research, authentic articles, and class discussions.	
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		<ul style="list-style-type: none">● Create and describe a town through a multimedia presentation.● Incorporate the preposition “chez” into phrases and sentences, when stating to whose house one is going, through textbook tutorials, guided written practice, and paired conversations.● State at whose home people complete certain activities through guided speaking prompts.● Recognize the formula for creating the simple future tense through textbook tutorials, chart creation, listening comprehension, digital games, and reading comprehension.● Communicate orally and in writing about future events.● Role-play making future plans with friends and family● Recall and expand upon vocabulary related to Halloween through picture prompts, listening comprehension, authentic videos, and cultural readings.	
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		<ul style="list-style-type: none"> ● Compare the celebration of Halloween in France to that of the United States through cultural readings and videos. ● Justify why the French are hesitant to accept American attitudes and traditions towards Halloween through interviews with Parisians, authentic readings, and class discussion. ● Create and present a Halloween themed skit using target vocabulary and previously learned vocabulary and grammar. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p>Showing Ownership</p> <p>Expressing Relationships</p>	<ul style="list-style-type: none"> ● Recall and expand upon family member vocabulary through picture prompts, digital presentations, textbook, listening comprehension, cultural videos and reading activities. ● Describe family relationships through guided oral and written activities, picture prompts, and paired conversations. 	<p><i>3 weeks</i></p>

<p>7.1.NM.PRSNT.5 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5 WHST.6-8.4.</p>		<ul style="list-style-type: none">● Compare the French family unit to the American one through cultural readings, listening comprehension and authentic videos.● Identify various common pets through textbook cultural notes, picture prompts, and reading comprehension.● Compose a short paragraph describing one's own or a friend's pet.● Create a missing pet poster using target vocabulary.● Compare typical French pets to American ones through guided reading and class discussion.● Discuss how one's home and city impacts which pets one might own.● Differentiate between floor numbers/levels in French buildings vs. American ones.● Follow directions for finding specific rooms/apartments in a building through listening comprehension and class activities.	
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		<ul style="list-style-type: none">● Express ownership using the preposition “de” through textbook guided oral and written activities, classroom games, and role plays.● Comprehend native speakers as they discuss their family, friends, and possessions.● Respond to questions posed by native speakers using target vocabulary and structure.● Comprehend authentic text containing target vocabulary.● Identify possessive adjectives through chart creation, textbook tutorials, and hands-on activities.● Associated possessive adjectives with their appropriate subjects through chart creation, guided oral and written practice, and digital games.● Role-play searching for and helping to find a classmate’s belongings using target vocabulary.● Role-play shopping for items in a store using target vocabulary.● Create and present a skit touring a millionaire’s home using target vocabulary and grammar.	
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		<ul style="list-style-type: none">● Identify ordinal numbers through textbook tutorials, listening comprehension, and TPR.● Put items and events in order using target vocabulary.● Report on the results of road and cycling races using target vocabulary both orally and in writing.● Identify Thanksgiving related vocabulary through picture prompts, reading comprehension, and hands-on activities.● Give examples of some Thanksgiving related traditions that are becoming popular among French young people through timely cultural videos.● Predict whether or not these traditions will last and how they may change through class discussion and reading comprehension.● Create and present a Thanksgiving themed role-play using target vocabulary and previously learned vocabulary and grammar.	
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<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NH.PRSNT.5 WHST.6-8.4. 9.1.8CR.1 RST.6-8.2 8.1.8.IC.2</p>	<p>Exploring New Hobbies and Talents</p> <p>Attending Events</p>	<ul style="list-style-type: none"> ● Conjugate the verbs “venir” and “revenir” in the present tense through chart creation, chorale repetition, and guided written practice. ● State who is coming using target vocabulary through guided textbook exercises and speaking prompts. ● Discuss where people are coming from through role-plays, paired conversations, and textbook exercises. ● Ask and respond to questions concerning when people are returning from various events. ● Differentiate between the French expressions “j’arrive” and “je viens” when stating “I’m on my way.” ● Role play waiting on a friend or family member using target vocabulary. ● Revisit contractions with the preposition à + definite articles to state where one is going through guided written and oral activities. ● Combine de + definite articles to discuss where people are coming from through guided textbook activities, 	<p><i>5 weeks</i></p>
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		<p>paired conversations, and independent written activities.</p> <ul style="list-style-type: none">● Comprehend and summarize narratives by native speakers containing target vocabulary and previously learned vocabulary through listening comprehension.● Respond to questions posed by native speakers both orally and in writing using target vocabulary.● Create a weekly schedule and paraphrase one's comings and goings in oral form.● Identify sports, games, and musical instruments through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.● Recognize which preposition combination is needed to discuss playing sports, games, or musical instruments through chart creation, digital games, and textbook tutorials.● Create comprehensive sentences from a selection of given words and phrases through sentence puzzles.	
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		<ul style="list-style-type: none">● Compose a short paragraph stating one’s current hobbies/talents and those one hopes to learn in the future.● Following picture prompts, role play giving and accepting invitations to play various sports, games, and instruments.● Comprehend native speakers as they discuss their talents and hobbies, through listening comprehension.● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues.● Interview classmates to learn about their talents using target vocabulary.● Explain the purpose of a “maison des jeunes” in a French community through cultural videos and authentic readings.● Compare and contrast the activities/facilities of a “maison des jeunes” to a local YMCA or community center.	
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		<ul style="list-style-type: none">● Discuss what activities one would participate in if attending a “maison des jeunes” through paired conversations and class discussions.● Point out and justify the benefits of a “maisons des jeunes” in a French community through video presentations and class discussion.● Identify stress pronouns through chart creation, textbook tutorials, reading comprehension, and listening activities.● Match stress pronouns with their coordinating subject pronouns through guided written activities and chart creation.● Paraphrase and reteach the rules and uses of stress pronouns to classmates.● Create examples of sentences incorporating stress pronouns, following models.● Discuss who is home and who isn't using target vocabulary through paired conversations and textbook activities.	
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		<ul style="list-style-type: none"> • Role-play asking and answering questions about where people are using target vocabulary. • Comprehend and summarize text containing target vocabulary. • Combine words and phrases to respond to spontaneous and practiced interview questions 	
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Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts</i>	<i>Notes</i>
Discovering French Bleu (text)	The Honors Placement exam typically takes place during this unit, which will impact three days of instruction.
DFB audio program, video program, Activités pour Vous, Workbook	
Authentic articles and cultural readings	
Teacher made resources and activities	
Youtube- authentic videos	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Pacing of lessons
- Supplemental notes/study guides
- Modification of content and student products
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Open-ended assessments and activities
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Comparing target language grammar and vocabulary to that of the Spanish language
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2: C'est Chic!

Unit Summary: In this unit, students will describe clothing, discuss style, shop, organize a fashion show, make comparisons, and point out objects. Additionally, students will compare French and American stores and shopping trends and differentiate between how French and American teenagers earn and spend their money.

Unit Learning Targets

NJSLS Standards:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être*, *avoir* and *faire* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition

through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

Computer Science & Design Thinking (CS & DT):

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

Reading:

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<p>Unit Essential Questions:</p> <p>How can I become a more effective reader, writer, speaker, and listener in languages other than English?</p> <p>How does the language I'm studying help me to better understand my native language?</p> <p>How do I earn and spend money differently than a French teenager?</p> <p>How does my attitude toward clothing differ from a French teenager's?</p> <p>What value does our society place on current fashion and trends?</p>	<p>Unit Enduring Understandings:</p> <p>Studying a new language/culture leads to greater understanding of one's own language and culture.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Cultural perspectives are gained by using the language and through experience with its products and practices.</p> <p>Attitudes about style and fashion vary from region to region.</p> <p>Attitudes about earning and spending money differ from country to country.</p> <p>People around the world live differently depending on factors such as culture, geography, and tradition.</p> <p>Fashion trends can define a society, culture, or time periods.</p>
<p>Students will know vocabulary related to:</p> <ul style="list-style-type: none"> - Clothing and accessories - Colors 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify clothing and accessories. - Describe clothing by color, length, and size

- Stem changing verbs (acheter, amener, préférer, espérer)
- New regular er verbs (porter, penser, amener, chercher, trouver)
- Types of stores
- Shopping
- Style and Fashion
- Prices
- The verb “coûter”
- The verb “aller”
- Preposition “à” and its contractions with definite articles
- Opinions
- Making choices
- Descriptive adjectives related to clothing
- Number through 1000
- Demonstrative adjectives
- Interrogative adjectives
- The verb “mettre”
- Commands (formal and informal)
- Valentine’s Day
- Mardi Gras

- Describe what people are wearing
- Create ensembles for various events
- Discuss what people are buying and looking for
- Explain who and what people are bringing to events
- Debate whether the manufacturing of leather or synthetic materials is better for the environment.
- Differentiate between amener and apporter (to bring)
- Compare and contrast different types of French clothing stores.
- Explain where one would purchase items based on their budget.
- Compare shopping trends of American vs French teenagers.
- Explain how Paris became the fashion capital of the world.
- Identify and discuss French designers
- Compare how French teenagers earn/spend their money to how American teenagers earn/spend theirs.
- Compare job opportunities for French vs American teenagers.
- Pack for various vacation destinations
- Plan a shopping excursion
- Role-play shopping for clothes
- Recognize numbers through 1000
- Ask and respond to questions about price
- Explain one’s choice to buy or not buy items
- Discuss preferences
- Ask for and give opinions on outfits
- Create a clothing catalog
- Organize and present a fashion show
- Express future aspirations with "espérer"
- Ask questions using est-ce que and inversion

	<ul style="list-style-type: none">- Understand and respond to native speakers when they pose questions concerning clothing and shopping- Conjugate stem changing verbs in the present tense- Use the verb aller to discuss the immediate future- Point out people and items- Ask for clarification- State where one is placing items using “mettre”- Celebrate Mardi Gras- Comprehend the target language in both reading and listening- Paraphrase/summarize text and audio in the target language- Use idiomatic expressions appropriately- Compose short compositions using target vocabulary and previously learned vocabulary to describe clothing preferences.
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Stage 2 Assessment Evidence

Summative Assessments:

Défilé de Mode (Fashion Show)

Catalogue de Vêtements (comprehensive writing)

Formative Assessments:

Vocabulary quizzes
 Grammar and conjugation quizzes
 Dialogue/Role-Plays
 Skits
 Teacher observation during class activities
 Listening comprehension
 Writing prompts
 Portfolio
 Graphic organizers
 Stations (Circuit)
 Reading comprehension (Les vêtements de Claire)
 Mon idole (multimedia presentation)
 Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)
 French Guess Who

Common Benchmark Assessments: Catalogue de Vêtements (comprehensive writing)

Alternative Assessments:

Défilé de Mode (Fashion Show)

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)	<i>Timeframe</i> (Days or Weeks)

<p>9.1.8.CP.2: RST.6-8.6 NJSLSA.W4 7.1.NH.IPRET.1 7.1.NH.IPRET.3 7.1.NH.IPRET.4. 7.1.NH.IPRET.6 7.1.NH.IPRET.7: 7.1.NH.IPRET.8: 7.1.NH.IPERS.1: 7.1.NH.IPERS.2: 7.1.NH.IPERS.3: 7.1.NH.IPERS.4: 7.1.NH.IPERS.5: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5</p>	<p>Discussing Clothing and Accessories</p> <p>Comparing Retail Options</p>	<ul style="list-style-type: none"> ● Identify clothing vocabulary through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games. ● Recall and expand upon vocabulary related to colors through listening comprehension activities, picture prompts, and digital activities. ● Point out what various people are wearing through guided oral and written activities. ● Describe clothing appropriate for various occasions through textbook activities, paired conversations, and hands-on activities. ● Interview classmates and report on their style and clothing preferences. ● Reinforce aller + à to discuss where one is going through role-plays. ● Revisit aller + infinitive to describe future actions and events through brainstorm, Q&A, and role-plays. ● Ask and answer questions concerning where one is going and what they are going to buy there. 	<p><i>3 weeks</i></p>
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		<ul style="list-style-type: none">● Determine what one would wear in different scenarios through guided writing prompts.● Identify people based on their clothing through oral class activities.● Select clothing related gifts for others through guided written and oral practice.● Identify the various types of French clothing stores through textbook cultural notes and authentic readings.● Compare American clothing stores to French ones.● Discuss what factors contribute to where one shops through cultural readings, authentic videos, and class discussions.● Differentiate between American and French shopping trends through authentic videos and readings.● Comprehend texts and conversations containing target vocabulary.● Respond to questions in both oral and written form using target vocabulary.● Combine target vocabulary and previously learned vocabulary to speak and write about clothing.	
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<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4. 7.1.NH.IPRET.6 7.1.NH.IPRET.7: 7.1.NH.IPRET.8: 7.1.NH.IPERS.1: 7.1.NH.IPERS.2: 7.1.NH.IPERS.3: 7.1.NH.IPERS.4: 7.1.NH.IPERS.5: 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 RST.6-8.6 NJSLSA.W5 9.1.8.CP.1 8.1.8.IC.1</p>	<p>Shopping for Clothing Organizing a Fashion Show</p>	<ul style="list-style-type: none"> ● Recall and expand upon conversational expressions used when shopping through brainstorming, textbook tutorials, listening comprehension, reading comprehension, and picture prompts. ● Role play asking a salesperson for help finding an item. ● Identify descriptive adjectives used to describe clothing (size, style, price, appearance) through authentic readings, textbook tutorials, listening comprehension, and flashcards. ● Recall numbers through 100 through brainstorming and digital activities. ● Point out patterns for forming numbers 100-1000 through listening comprehension, textbook exercises, and oral activities. ● Identify and conjugate new er verbs related to shopping (chercher, trouver, penser, coûter) through chart creation, textbook tutorials, and hands-on activities. ● Role play shopping for clothing in a store using target vocabulary. 	<p><i>4 weeks</i></p>

		<ul style="list-style-type: none">● Describe the appearance and style of clothing using target vocabulary through guided oral and written activities.● Ask for and respond to questions concerning the cost of various clothing items.● Give one's opinion on various outfits and offer suggestions for improvement through role-plays and guided oral activities.● Critique the wardrobe of a celebrity using target vocabulary.● Articulate reasons why one should not purchase an item using target vocabulary.● Compose a written description of oneself and one's outfit.● Create a clothing catalogue using target vocabulary and grammatical structure.● Identify famous French designers and their logos through authentic videos, advertisements, and digital games.● Explain how to dress like a "Parisian" through authentic videos and oral presentations.	
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		<ul style="list-style-type: none">● Conclude how Paris became the fashion capital of the world through guided historical readings, authentic videos and class discussions.● Give examples of contributions of various ethnic and International groups to fashion through guided authentic readings and video clips.● Create and present a fashion show using target vocabulary and grammar.● Discuss the impact of clothing manufacturing and disposal on the environment through authentic articles, guided research, and class discussion● Develop solutions to limit both production and disposal● Debate whether the production of leather or synthetic materials is better for the environment over time.● Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.● Comprehend and respond to native speakers when asking about shopping.● Comprehend texts containing target vocabulary.	
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		<ul style="list-style-type: none"> ● Identify Valentine’s Day vocabulary through picture prompts and digital activities. ● Utilize reading comprehension skills and cognate recognition to mend someone’s broken heart. ● Recognize and interpret elements of Mardi Gras represented in a classic Twilight Zone episode. 	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4. 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7: 7.1.NH.IPRET.8: 7.1.NH.IPERS.1: 7.1.NH.IPERS.2: 7.1.NH.IPERS.3: 7.1.NH.IPERS.4: 7.1.NH.IPERS.5: 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 9.1.8.CP.2	Indicating Clothing Preferences Pointing Out People and Things Asking for Clarification	<ul style="list-style-type: none"> ● Identify/recall stem changing verbs (amener, préférer, espérer, acheter) through textbook tutorials, picture prompts, recall, and writing prompts. ● Conjugate stem changing verbs in the present tense through chart creation, choral response, digital and hands-on activities, and guided written exercises. ● Categorize stem changing verbs based on their spelling changes. ● Discuss what one is buying using target vocabulary. ● Comprehend oral and written messages containing target vocabulary. ● Respond to native speakers as they pose questions about their purchases and the purchases of others through speaking prompts and listening comprehension activities. 	<i>5 weeks</i>

<p>NJSLSA.W5 9.1.8.CP.1</p>		<ul style="list-style-type: none">● Correlate one's purchases with one's needs/hobbies through guided written activities.● Create a budget and role-play purchasing items while staying within the budget.● Discuss preferences through guided oral and written textbook activities, listening comprehension, and paired conversations.● Compose a short paragraph stating one's preferences when shopping for clothes.● State what one does and hopes to do using target vocabulary through independent written activities and oral presentations.● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues.● Differentiate between the verbs amener and apporter (to bring) through textbook tutorials, chart creation and picture prompts.	
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		<ul style="list-style-type: none">• Describe what and whom people are bringing to picnics and parties through guided oral activities, writing prompts, and oral presentations.• Point out specific people, places, and things using demonstrative adjectives, through role plays, paired conversations, textbook activities, and digital games.• Coordinate demonstrative adjectives with their appropriate subjects through article recognition, hands-on games, and phrase puzzles.• Comprehend and respond to native speakers as they ask questions about specific items through listening comprehension and video activities.• Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.• Identify the forms of the interrogative adjective “Quel” through chart creation, textbook tutorials, listening comprehension, guided reading, and hands-on activities.• Create questions using “Quel” to ask for clarification	
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		<ul style="list-style-type: none">● Combine interrogative adjectives with coordinating nouns to ask for clarification through textbook written and speaking activities, paired conversations, hands-on activities and digital games,● Correlate questions with answers through hands-on activities.● Respond to questions with “Quel” through guided oral and written activities, paired conversations, and role-plays.● Comprehend questions asked by native speakers when using “Quel” through listening comprehension and video activities.● Conjugate the irregular verb “mettre” through chart creation, textbook tutorials, and hands-on activities.● Explain the various meanings of “mettre” through recall, brainstorming, and class discussion.● Describe where people put various items through picture prompts, digital games, hands-on activities, and textbook guided exercises.	
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		<ul style="list-style-type: none"> • Compose a short composition stating what one will wear, who one will bring, and what items one will contribute to a party. • Compare and contrast job opportunities for French teenagers to their American counterparts through listening comprehension, textbook cultural notes, and authentic videos. • Justify why French teenagers typically don't have regular jobs through class discussion, recall, and brainstorming. • Describe how French teenagers get/earn their money through textbook cultural notes and authentic videos. 	
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**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Discovering French Bleu	
DFB audio program, video program, Activités Pour Vous, Workbook	
Teacher made resources and activities	
Manipulatives and Realia	
Authentic French resources and news articles	

Digital Tools and Subscriptions- YouTube, Gimkit, Quizlet. Blooket, Kahoot, Google Classroom, Google Slides	
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**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Repetition of skills and concepts
- Organizational support when writing
- Use of assisted technology
- Use of prompts
- Hands-on activities
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Tiered questions and activities

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Supplemental readings and activities
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction

- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Repetition
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Comparing the French language to their native language
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3: Vive les Vacances!

Unit Summary: Students will be able to describe in detail: weekend plans, individual summer and winter sports, vacation/travel plans, and past events. Additionally, students will explore Paris and Normandy, paint with the Impressionists, and compare their typical weekend and vacation activities to those of French teenagers.

Unit Learning Targets

NJSLS Standards:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcrums for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être and avoir* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Climate Change: (Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here

<p>Unit Essential Questions:</p> <p>How do my leisure activities differ from those of a French student?</p> <p>How does my schedule/vacation time differ from that of a French student?</p> <p>How do cultural beliefs influence free time?</p> <p>How does one determine how much leisure time he/she has?</p> <p>How can cultural beliefs and lifestyles be understood through art?</p>	<p>Unit Enduring Understandings:</p> <p>People around the world live differently depending on factors such as culture, geography, and tradition.</p> <p>Cultural perspectives are gained by using the language and through experiences with its products and practices.</p> <p>Views on leisure time and work vary from culture to culture.</p> <p>Leisure activities and pastimes are affected by geography and vary throughout the regions of the world.</p> <p>Travel allows a person to better understand another country's culture, customs, and language.</p>
<p><u>Students will know vocabulary related to:</u></p> <p>Regular ir verbs (finir, grossir, choisir, maigrir, réussir)</p> <p>Conjugations of regular ir verbs</p> <p>Adjectives that precede nouns</p> <p>Comparisons</p> <p>Regular re verbs (attendre, entendre, perdre, vendre, rendre visite à)</p> <p>Conjugations of regular re verbs</p> <p>Paris landmarks and history</p> <p>Impressionism and Post-Impressionism</p> <p>Weekend activities</p> <p>Vacation planning</p>	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <p>Conjugate regular ir verbs in the present tense</p> <p>Conjugate regular re verbs in the present tense</p> <p>Identify and use adjectives that precede nouns.</p> <p>Make comparisons</p> <p>Recognize Paris landmarks and popular businesses</p> <p>Locate Normandy on a map of France</p> <p>Discuss the significant historical events associated with Normandy</p> <p>Compare the Normandy region to the Paris region of France</p> <p>Create and present a Paris/Normandy travel dialogue</p> <p>Identify various Impressionist and Post Impressionist artists</p>

<p>Means of transportation</p> <p>Sports</p> <p>Chores</p> <p>Sequencing words (avant, pendant, après)</p> <p>Passé composé of regular er, ir, and re verbs + faire</p>	<p>Recognize and explain the components of Impressionism</p> <p>Compare Impressionism to Post Impressionism</p> <p>Create one's own work of art using the Impressionist technique</p> <p>Describe weekend activities</p> <p>Plan for a vacation</p> <p>Discuss viable means of transportation based on travel destinations</p> <p>Identify summer and winter sports</p> <p>Correlate activities/sports with travel destinations</p> <p>Compare vacation time of French teenagers to that of their American counterparts.</p> <p>Compare typical vacation destinations/travel plans of French families to American ones</p> <p>Identify chores and daily responsibilities</p> <p>Associate chores with various locations</p> <p>Discuss one's chores/responsibilities</p> <p>Discuss past events using the passé composé</p> <p>List events in the order that they occur</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Paraphrase/summarize text and audio in the target language</p> <p>Use idiomatic expressions appropriately</p> <p>Synthesize syntax and vocabulary accurately to produce the target language</p>
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Stage 2 Assessment Evidence

Summative Assessments: Final Writing Portfolio (6 comprehensive paragraphs)

Voyage à Paris (comprehensive dialogue)

Formative Assessments: Vocabulary quizzes

Grammar quizzes

Lesson quizzes

Impressionism project

Paired conversations

Role-Plays

Oral Presentations

Stations (circuit)

Teacher observation during class activities

Listening comprehension

Reading comprehension

Sentence Puzzles

Graphic organizers

Les Oeufs de Pâques

Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments: Final Writing Portfolio (6 comprehensive paragraphs)

Alternative Assessments: Voyage à Paris (comprehensive dialogue)

Stage 3 Learning Plan

Standard

Skill

Learning Activities & Differentiation

Timeframe

		<i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>(Days or Weeks)</i>
<p><i>(Number Only)</i></p> <p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPERS.1: 7.1.NH.IPERS.2: 7.1.NH.IPERS.4: 7.1.NH.IPERS.5: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 NJSLSA.W8 RST.6-8.2 8.1.8DA.1 9.4.8.GCA.2</p>	<p>Traveling through France</p> <p>Becoming an Impressionist</p>	<ul style="list-style-type: none"> ● Identify various Paris landmarks through reading comprehension, textbook cultural notes, picture prompts, games, and authentic videos. ● Describe the city of Paris and its landmarks through Q&A sessions, class discussions, and guided written activities. ● Map out famous landmarks in Paris by placing them on the right or left bank through hands-on and digital activities. ● Summarize and present a brief authentic article about a Parisian destination to classmates. ● Role-play how one would spend their day in Paris using target vocabulary. ● Give and understand directions concerning how to get from one landmark to another through map skills, reading comprehension, and guided paired conversations. 	<p>3 weeks</p>

		<ul style="list-style-type: none">● Explain where one would go in Paris in order to see various items or complete various activities through guided written activities.● Justify why seeing Paris via Bateau-Mouche is the best choice through textbook cultural notes and class discussions.● Identify various landmarks in Normandy through reading comprehension, picture prompts, and authentic videos.● Describe the city of Normandy and its landmarks through Q&A sessions, class discussions, and guided written activities.● Explain the historical significance of Normandy through class discussions, digital games, and guided questions.● Differentiate brie from camembert through digital activities, authentic cultural videos, and class discussions.● Name and describe the 5 C's of Normandy cuisine through cultural videos and guided speaking activities.	
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		<ul style="list-style-type: none">● Identify Claude Monet and describe his home in Normandy through cultural videos, reading comprehension, and independent writing● Compare the geography, landmarks, and history of Normandy to those of the Paris region● Justify which area one would prefer to visit and why through paired conversations and written expression.● Create and present a comprehensive Paris/Normandy travel skit using new and previously learned vocabulary and grammatical structures.● Identify various French Impressionist and Post-Impressionist artists through picture prompts, guided readings, and video presentations and realia.● Describe Impressionism and its origins through reading comprehension, gallery walks, and video tutorials.● Comprehend native speakers as they discuss Impressionists and their artwork.● Match Impressionist artists with their art work through picture prompts and gallery walks.	
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		<ul style="list-style-type: none"> ● Critique various Impressionist paintings through gallery walks, graphic organizers, and class discussions. ● Summarize and reflect upon a biography of a famous Impressionist through reading comprehension and written expression. ● Create or replicate an Impressionist painting through a field trip to a painting studio. 	
<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4: 7.1.NH.IPERS.5: 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5</p>	<p>Describing Actions Making Comparisons</p>	<ul style="list-style-type: none"> ● Recognize conjugations of regular ir verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games. ● Conjugate regular ir verbs in order to discuss the activities of oneself and others. ● Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities. 	<p><i>3 weeks</i></p>

<p>NJSLSA.W8 RST.6-8.2.</p>		<ul style="list-style-type: none">● Comprehend text using target vocabulary (subject pronouns and ir verbs in their conjugated forms.)● Indicating what activities people are finishing using target vocabulary through oral and written activities.● Advise others how to be successful in various activities and on exams using target vocabulary through paired conversations.● Identify adjectives that precede nouns through textbook tutorials, chart creation, graphic organizers and digital games.● Recall rules for adjective agreement through guided Q&A sessions and brainstorming.● Make adjectives agree in gender and number with the people/items they are modifying through guided oral and written activities, hands-on and digital games.● Role-play pointing out the beautiful items one likes from a designer’s new collection, following prompts.● Discuss preferences between old and new items, using target vocabulary, through textbook activities and paired conversations.	
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		<ul style="list-style-type: none">● Express comparisons using plus, moins, and aussi through textbook, direct instruction, and guided written activities.● Identify and explain the formula for making comparisons in French through digital tutorials and activities.● Express one's opinion about relative prices through role-play and guided written activities.● Advise others concerning which items they should purchase using target vocabulary.● Compare people and things through paired conversations and independent written activities.● Compose a short composition comparing oneself to a friend.● Communicate with classmates about their preferences through role-plays● Comprehend and respond to native speakers as they compare items and people.● Comprehend authentic text including comparisons.	
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		<ul style="list-style-type: none">● Recognize conjugations of regular re verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.● Conjugate regular re verbs in order to discuss the activities of oneself and others.● Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities.● Comprehend text using target vocabulary (subject pronouns and re verbs in their conjugated forms.)● Describe who is waiting for whom using target vocabulary through guided textbook written activities.● Following picture prompts, discuss what people are doing, using target vocabulary.● Make connections between how people are feeling or where they are located and the activities that they are completing through guided oral and written exercises.	
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		<ul style="list-style-type: none"> ● Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions. ● Compose a comprehensive essay describing one’s self, home and neighborhood, friends and family, future plans, and school life. 	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4: 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5	Discussing Weekend and Travel Plans Narrating Past Events	<ul style="list-style-type: none"> ● Identify weekend chores and activity vocabulary through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games. ● Describe one’s leisure activities through guided oral and written activities. ● Recall and expand upon vocabulary related to time of day through reading comprehension, textbook exercises, and brainstorming. ● Role-play asking and answering questions about when one completes various activities using target vocabulary. 	<i>4 weeks</i>

9.4.8.GCA.2
NJSLSA.W4
RST.6-8.2.

- State what people are doing based on their location through guided written and oral activities.
- Communicate about future weekend plans using target vocabulary.
- Comprehend and respond to native speakers as they discuss their weekend plans.
- Create and present one's weekend schedule using target vocabulary.
- Discuss which chores one must complete through paired conversations and guided written exercises.
- Debate which are the worst/least desirable chores through class discussion.
- Identify different holidays/vacation periods through textbook tutorials, video modules, and picture prompts.
- Compare one's school vacations and holidays to those of a French student through textbook cultural notes, reading comprehension and authentic videos.
- Understand where and with whom French teenagers usually travel through textbook cultural notes and video presentations.

		<ul style="list-style-type: none">● Explain how geography/climate impacts travel/activity choices through authentic videos, brainstorming, and class discussions.● Compare local vacation spots near Wall to local vacation spots near Paris through guided research, cultural notes, class discussion, and paired conversations.● Identify means of transportation through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.● Discuss how one will arrive at their destination through guided oral and written activities.● Identify and expand upon faire expressions related to sports through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings.● Recall and explain contractions with de as used to express participation in activities through brainstorming, textbook tutorials, and guided oral activities.	
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		<ul style="list-style-type: none">● Differentiate between indoor and outdoor activities through picture prompts, listening activities, and writing prompts.● Compare and contrast popular winter and summer sports in France to those in the U.S. through guided research, textbook cultural notes, listening comprehension and video presentations● Discuss one's vacation preferences through paired conversations and textbook written activities.● Comprehend authentic advertisements for French beach and ski resorts through reading comprehension● Role-play visiting a travel agent to plan an upcoming vacation using target vocabulary.● Interview and respond to questions about an upcoming vacation following speaking prompts.● Recognize conjugations of regular ir, re, and er verbs in the passé composé through graphic organizers, paired activities, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.	
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		<ul style="list-style-type: none">● Conjugate verbs in the passé composé in order to discuss past events● Compare and contrast sentences in the present tense to those in the passé composé through textbook tutorials, picture prompts, and listening comprehension● Describe what one did last weekend using target vocabulary through guided oral and written activities.● Role-play asking and answering questions about what people bought in a store, following picture prompts.● Following speaking prompts, converse about last week's events using target vocabulary.● Identify vocabulary for expressing the order of events through textbook tutorials, flashcards, listening activities and reading comprehension.● Explain the logical order in which events took place through textbook writing activities, sentence puzzles, and digital activities.● Narrate one's day using sequencing vocabulary and the passé composé.	
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		<ul style="list-style-type: none">● Compare and contrast what is considered the French weekend to the American weekend through textbook cultural notes, recall, and video activities.● Comprehend oral and written messages containing target vocabulary.● Combine words and phrases to respond to spontaneous and practiced interview questions.● Comprehend and summarize an authentic French children's book about an elephant that goes on vacation through listening comprehension, guided oral questions and written response.	
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**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Discovering French Bleu (text) Les vacances de Zéphir- Jean de Brunhoff	NJSLA (ELA, Math, and Science) testing typically takes place during this unit. At least two weeks of instructional time will be lost. As it is the final ten weeks of the school year, instruction is also impacted by school trips and other 8th grade end of year activities.
DFB audio program, video program, Activités pour Vous, Workbook	
Authentic videos, readings, and audio recordings	
Teacher made resources and activities	
Manipulatives and Realia	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides, Youtube	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Hands-on learning
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Frequent checks for understanding
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Making connections between French and Spanish vocabulary and grammar.

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

