

Madison Public Schools

French 3

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Approval date:

September 8, 2015

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Course Overview

Description

French III is offered to students at the novice high proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice-high proficiency level exhibits the following characteristics:

- Speaking
 - Conversation restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs
 - Able to ask a few formulaic questions
 - Relies heavily on learned phrases
 - Uses short and sometimes incomplete sentences in the present with hesitation or inaccuracies
- Writing:
 - Uses lists, short messages, postcards, and simple notes
 - Relies mainly on practiced material
 - Focused on common elements of daily life
 - Recombines learned vocabulary and structures to create simple sentences on very familiar topics
- Listening:
 - Often but not always understands information from sentence-length speech, one utterance at a time, in basic personal and social contexts
 - Understands speech in highly standardized messages, phrases or instructions
- Reading
 - Understands key words and cognates as well as formulaic phrases
 - Understands predictable language and messages such as those found on train schedules, roadmaps, and street signs
 - Derives meaning from short, non-complex texts that convey basic information for which there is no contextual support

The French III course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life, somewhat sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The French III course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

Goals

By the end of the course, students functioning at the intermediate-low proficiency level should exhibit the following characteristics:

- Speaking
 - Creates with the language in straightforward social situations
 - Conversation restricted to predictable topics related to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.
 - Primarily reactive; struggles to answer direct questions or requests for information
 - Able to ask a few appropriate questions
 - Combines and recombines language into short statements and discrete sentences.
 - Frequent pauses and hesitancy
- Writing
 - Creates statements and formulates questions based on familiar material
 - Uses short and simple conversation-style sentences with basic word order almost exclusively in the present tense
 - Includes basic errors in grammar, word choice, punctuation, and spelling
- Listening
 - Understands some information from sentence-length speech, one utterance at a time, in basic personal and social contexts
- Reading
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs

Student should also be able to compare and contrast their own culture with the target language

Materials

Core: Textbook: Bien Dit 2 (currently) transitioning to T'es Branché 2

Supplemental: quizlet.com youtube.com, edpuzzle.com

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with
Special Needs, At-Risk Students, and Students with 504 Plans)

Additional modifications and adaptations

- Use of the projector allows students to read information as it is explained by the teacher.
- Use of a website with calendar allows students to access and review information from home.

| Unit 1 Overview | |
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| Unit Title: Ma famille et mes copains (My family and friends) | |
| Unit Summary: This unit encourages students to review basic vocabulary and grammar by introducing themselves to each other by describing themselves and their families using previously learned vocabulary and grammar structures. The French 3 classes are made up of freshmen, sophomores and juniors making it important for students to meet and feel comfortable with one another. This mini-unit also affords the teacher an opportunity to assess students' skills and to identify struggling learners. | |
| Suggested Pacing: 5-6 lessons/1.5 -2 weeks | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • How are people of different cultures universally alike? • How can I appropriately describe people? • Why do French people do certain activities in their leisure time? • How can I be successful in this class? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> • Language connects people • Conversations are more than questions and answers • Circumlocution is important when communicating in a second language • Digital and online tools are available to facilitate second language learning | |
| Evidence of Learning | |
| <p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p> <p>Oral Performance: Students will role play a scene in a cafe between two classmates who have just met. Students should ask each other how their food is, talks about two activities that each of them does during the week, how often or when they do them. A review of previously learned vocabulary and grammar structures from French 2 must be included as well as expanded newly acquired vocabulary of descriptions from this small introductory unit</p> <p>Writing performance: Students will write an email to a student exchange program providing a biographical profile in order to be matched to a host family in France. The profile should contain a description of themselves, what they like and don't like to do. They should briefly describe each member of their immediate family, giving their relationship to them, age and short description. In addition they should include what they hope to gain from the experience.</p> <p>Suggested Activities and Resources</p> | |

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|---|--|---|---------------|
| Use vocabulary for describing personality traits while using correct gender and number agreement to describe themselves and others. | <p>Content: Adjectives describing physical and personality traits</p> <p>Verbs: être, avoir, regular adjectives, irregular adjectives, nouveau, beau, vieux, -er, -ir, -re present tense verbs; dormir, partir, sortir in present tense</p> <p>Skills: Describe themselves and ask about others</p> | <p>Skit</p> <p>Oral/Written Quizzes & tests</p> <p>Whiteboard activities</p> <p>Suggested Activities and Resources</p> | <p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> | 1 lesson |
| Use vocabulary describing activities they participate in on a regular basis to continue to describe themselves and to inquire about others | <p>Content: Interrogative expressions review Idiomatic expression: avoir envie de, avoir l'air...</p> <p>Skills: Use correct interrogative forms to ask questions about and describe others</p> <p>Inquire about others</p> | <p>Think/pair/ share activities</p> <p>Interview three unfamiliar classmates and then describe them to the class See suggested activities</p> <p>Complete a chart to compile information culled from interviews</p> <p>Skits</p> | <p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> | 1 lesson |
| Use regular and irregular adjectives in descriptions | <p>Content: Regular adjective agreement Irregular adjectives beau, nouveau and vieux Other irregular adjective agreement forms ending in -x, -al, -el, -f, -g</p> <p>Skills: Use appropriate adjectives to describe themselves and others</p> | <p>Oral /written grammar quizzes</p> <p>Listening quiz</p> <p>Create short conversations</p> | <p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> | 1 lesson |
| Use vocabulary for describing things they and their classmates like to do and when they like to do them | <p>Content: Regular -er-ir and -re verbs in present Stem changing verbs acheter, preferer and similar verbs</p> | <p>Listening quiz</p> <p>Conversations and short writing pieces</p> <p>Skits</p> | <p>NJCCCS</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> | 1 lesson |

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| | <p>Irregular verbs avoir, etre, faire, dormir, sortir and partir jouer a vs jouer de Adverbs of time and frequency including but not limited to days, months, seasons</p> <p>Skills: Use irregular and irregular verb forms to describe their daily and leisure time activities</p> <p>Describe their leisure time activities after school</p> | <p>Grammar/vocabulary quizzes</p> <p>Formative assessments</p> <p>Think/pair/share activities</p> | <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> | |
| Use family vocabulary to describe family members | <p>Content: Expand upon previously learned family vocabulary Expression "avoir...ans"</p> <p>Skills: Describe various family members and their likes and dislikes</p> | <p>Examine the family relationship for the family tree of Napoleon Bonaparte</p> <p>Students create a family tree for a selected celebrity of their choosing for presentation to the class.</p> | <p>NJCCCS 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> | 1/2 lesson |
| Describe how French people spend their leisure time | <p>Content: Expressions: faire une promenade</p> <p>Skills: Answer questions in complete sentences</p> <p>Compare and contrast cultural differences between leisure activities in Francophone culture to American culture</p> | <p>Short writing piece</p> <p>Listening comprehension quiz based on selected Internet audios</p> <p>Answer questions</p> | <p>NJCCCS 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> | 1/2 lesson |
| Describe the events of a televised episode based on observations of verbal and nonverbal clues | <p>Content: Watch " Le secret de la statuette" Episode 1</p> <p>Skills: Create a flow chart of what happens in Episode 1</p> | <p>Create a flow chart</p> <p>Listening comprehension questions</p> <p>Dialog creation continuing the telephone conversation presented in the episode</p> | <p>NJCCCS 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> | 1/2 lesson |

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| | | | <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | |
| Read and listen to a short poem for comprehension | <p>Content: Poems: <i>Le vieux piano</i> and <i>L'enfant a l'harmonica</i> Vocabulary for musical instruments</p> <p>Skills: Listen to audio of poems Compare & contrast how titles of poems are written in French and English</p> <p>Poesie francaise</p> | <p>Reading comprehension questions</p> <p>Select a short French poem for oral presentation to the class, selecting 5 new vocabulary words to present to the class</p> | <p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> | 1 lesson |

| Unit 2 Overview | |
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| Unit Title: On Fait la fête (Celebrations) | |
| Unit Summary: This unit encourages students to examine important French holidays and appropriate gift giving while learning how to make party preparations including household chores. Emphasis is placed on describing what has been done in the past, using negative expressions, wishing someone a good time, asking for and giving advice and asking for help from others. | |
| Suggested Pacing: 11 lessons / 3 weeks | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • What makes up holiday traditions the Francophone world? • How can I explain what I've done to prepare for celebrations? • How do I describe past events? • How do I ask for help in getting household chores done? • How are holiday traditions different from my own culture? | |
| Unit Enduring Understandings : <ul style="list-style-type: none"> • All holiday traditions play an important role in a culture and reflect cultural differences and similarities to our own culture • The passé composé (past tense) in French requires two parts, an auxiliary verb and a past participle | |
| Evidence of Learning | |
| <p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment: Oral performance assessment: Students will role-play a scene in front of the class without scripts in which two friends are getting ready for a party, asking each other whether different tasks have been done. Students should respond that certain tasks have been done and others, not. For those tasks that have not been done, students should ask for help in completing them with an appropriate response from the partner.</p> <p>Alternative Assessment: Written performance assessment: Student write a paragraph about a party they gave where everything went wrong. The narration can be based on a real or imaginary experience. Students should write about what went wrong before and during the party imagining the worst case scenario. Students must use a predetermined number of new vocabulary and grammar structures learned in the unit.</p> <p>Suggested Activities and Resources</p> | |

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|--|--|--|------------------|
| <p>Use vocabulary to describe holidays and celebrations and wish someone a good time</p> | <p>Content: Vocabulary related to party planning and holidays including supplementary vocabulary <i>Les Fetes</i>(R 17 <i>Bien Dit</i>)</p> <p>Content: Idiomatic expressions (Amuse-toi, bonne soirée, etc.) Verbs: espérer, souhaiter Passé composé with être and avoir</p> <p>Negative expressions ne...pas, ne...pas encore, ne...jamais, ne...plus, ne...rien, ne...personne</p> <p>Les fetes en France</p> <p>La galette des rois</p> <p>Skills: Listen to authentic audio thematic conversations in the past tense</p> <p>Read an authentic text and answer questions</p> <p>Speak about what has/has not already been done</p> <p>Speak about important French holidays</p> <p>Compare and contrast French and American holidays</p> | <p>Context clue vocabulary quizzes</p> <p>Listening quizzes using newly introduced vocabulary</p> <p>Context clue vocabulary quiz</p> <p>Use picture prompts for the creation of skits/dialogue for oral presentation</p> <p>Speaking Rubric This is a basic rubric which can be detailed. See Suggested Activities and resources</p> <p>Identify key vocabulary from authentic audio selections</p> | <p>NJCCCS - World Language 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | <p>2 lessons</p> |
| <p>Use direct object pronouns to to replace previously referred nouns to state what was done or bought</p> | <p>Content: Direct and indirect object pronouns Common verbs taking direct objects</p> <p>Irregular verb "offrir" and other verbs taking direct/indirect object</p> | <p>Grammar and/or vocabulary quizzes</p> <p>Any combination of questions and answer, think/pair/share activities from BD</p> | <p>NJCCCS - World Language 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> | <p>2 lessons</p> |

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| | <p>pronouns in the same family which would help in giving /asking for advice</p> <p>Skills: Use direct object pronouns in place of direct object to avoid repetition</p> | | | |
| Use indirect object pronouns to ask for help in doing something and to ask for and give advice | <p>Content: Direct /indirect object pronouns</p> <p>Skills: Use indirect object pronouns to replace indirect object nouns to avoid repetition</p> | <p>Any combination of call & response, think/pair/share Short skits</p> <p>Guided listening activities (BD CD# 2 Activity 11)</p> <p>Grammar quiz selecting correct rejoinder for mini-conversations</p> | <p>NJCCCS - World Language 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> | 2 lessons |
| Use the passé composé of regular and irregular verbs using avoir or être to describe past events | <p>Content: Passé composé of verb that take "avoir" as a helping verb Passé composé that take "être" (la Maison d'être)</p> | Grammar and vocabulary fill-in quiz | <p>NJCCCS 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> | 2 lessons |
| Examine the works of key Impressionist painter Claude Monet. | <p>Content: Impressionist Art: Monet, Renoir, Degas Vocabulary: "en plein air"</p> <p>Skills: Recognize and list the key characteristics of Impressionist Art</p> <p>Describe the work of Monet "La Rue Montorgueil, la fête du 30 juin" using key holiday vocabulary</p> <p>Internet exploration of the Impressionists</p> <p>www.wordreference.com</p> | Selection of an Impressionist work done "en plein air". describing the dominant colors and imagining what occurred in the scene before the painting by using the past tense. | <p>NJCCCS - World Language 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts</p> <p>NJCRP CRP12 Use technology to enhance productivity</p> | 3 lessons |

Unit 3 Overview

Unit Title: Faisons les courses (Let's do the food shopping)

Unit Summary:

This unit moves to the French speaking world in Québec with emphasis on daily grocery shopping while explaining where things are located in typical stores with emphasis on meal preparation by encouraging students to ask about food preparation, make requests, shop for specific quantities of needed items. Since the shift to Québec presents another aspect to the French Speaking world, the unit will also point out the differences in language usage from French to French Canadian terms. This unit also examines the benefits of a healthy diet with emphasis on the mediterranean diet.

Suggested Pacing: 11 lessons/3.5- 4 weeks

Learning Targets

Unit Essential Questions:

- Where and in what quantities do I shop for specific food items?
- Where are food items/ingredients located in specific shops?
- How does climate and geography affect ingredients used in cooking?
- How is the French diet culturally different from the American diet?
- What are typical ingredients used in “québécois” cuisine?

Unit Enduring Understandings:

- Shopping in small local shops is still the preferred method of grocery shopping the the francophone world
- Ingredients used in certain dishes are a product of the local agriculture
- The metric system is the common unit of measurement in both France and Québec

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Oral & written performance assessment:

Students will prepare an oral presentation of a TV cooking demonstration of a typical French dish of their choosing using newly acquired vocabulary, demonstrating the ability to use pronouns “y” and “en” along with the correct partitive articles to express quantities. This demonstration must incorporate “vous” command forms.

Alternative Assessment:

As a written performance assessment the student will prepare a recipe card for the dish with a brief introduction explaining the original of the dish followed by a list of ingredients and instructions for preparing the dish. This written assessment will become a part of a digital “recipe book” available virtually to the class at the end of the unit.

[Suggested Activities and Resources](#)

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|---|---|--|---------------|
| Ask about food preparation and explain the ingredients and procedure needed for a specific dish | <p>Content: Food preparation vocabulary: Ingrédients, verbs such as mélanger, couper, bouillir, faire cuire, verser, beurrer, battre, ajouter, mettre Partitive articles du, de la, etc. “tu” commands</p> <p>Skills: Explain how to prepare a dish</p> <p>List and name all the key ingredients needed for a specific dish using the correct partitive article</p> | <p>Create a video explaining the ingredients and procedure for a specific French recipe using “tu” commands and newly acquired vocabulary</p> <p>Context clue vocabulary quiz</p> <p>Write an email to a friend who never cooks explaining how to prepare a simple dish</p> <p>Suggested Activities and resources</p> | <p>NJCCCS - World Language 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | 2 lessons |
| Use vocabulary to shop specific quantities of groceries at specific shops and ask where things are | <p>Content: Vocabulary for shops & shopkeepers Partitive articles; the pronoun “y”, pronoun “en”, metric unit of measures; Review of prepositions of location</p> <p>Skills: Explain where items are located in stores while shopping</p> <p>Pull key information from a French online grocery store. www.hourra.fr</p> | <p>Create a scenario between shopkeeper and customer asking about location of products</p> <p>Using a French online grocery store prepare a shopping list for preparing a specific dish</p> | <p>NJCCCS - World Language 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | 3 lessons |
| Ask someone to shop for your groceries using direct & indirect object pronouns asking for quantities needed | <p>Content: Direct/indirect object pronouns, pronoun “en”</p> <p>Skills: Interpersonal communication in the form of a dialogue between</p> | Listening Comprehension (<i>Bien dit</i> CD #3) | <p>NJCCCS - World Language 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> | 2 lessons |
| Compare & contrast French & French Canadian (quebécois) culinary traditions | <p>Content: Vocabulary distinctions between French & French/Canadian food (e.g. poutine, sirop d’érable, volaille)</p> <p>Skills: Name key ingredients used in specific Québécois specialties Compare & contrast linguistic differences between French & French Canadian</p> | <p>Questions and answer responses</p> <p>Writing a short paragraph explaining the differences between French and French Canadian culinary traditions</p> | <p>NJCCCS - World Language 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.</p> | 2 lessons |

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| <p>Read and understand short story excerpt from Le Petit Nicolas “On a fait le marché avec papa”</p> | <p>Content: Vocabulary</p> <p>Skills: Make inferences based on the the evidence hinted or implied in the story</p> <p>Listen to short narrative of On a fait le marché avec papa (<i>Bien Dit</i> Audio CD # 3)</p> | <p>Oral comprehension questions</p> <p>Listening “cloze” activity based on the narrative using selected excerpt</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | <p>2 lessons</p> |
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Unit 4 Overview

Unit Title: Au lycée (In high school)

Unit Summary: The unit emphasizes life as a high school student. Vocabulary is expanded from previously learned school vocabulary to include useful computer and technology vocabulary. New idiomatic expressions and use of object pronouns used with the past tense spiral form previous units. Students will explain what courses they've taken and what events have happened at school. They will describe their extracurricular activities and express frustrations when faced with problems. They will also examine key differences between French/French Canadian educational systems and student life and the American educational system and student life.

Suggested Pacing: 12 lessons /3.5-4 weeks

Learning Targets

Unit Essential Questions:

- How can I explain what happened in the recent and distant past in school?
- How can I ask for information about computer problems while doing research?
- How can I explain a problem I've been having and help someone else with a problem?
- How do I explain for how long a problem has been going on?
- How do the French/French Canadian and American educational system differ?
- What strategies can I use to read and comprehend a French text?

Unit Enduring Understandings:

- A student's school life and schedule in France/Quebec differs from and American's
- Sports does not play a major role in the life of a French student's daily schedule
- Despite cultural differences, student lives may find many similarities
- Comprehension of a text is not contingent upon understanding every single word

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Oral performance assessment:

Students will role-play a scene between a child and a parent about how things have been going at school. the parent asks about the courses the child is taking and how things are going. The child describes a difficult project he/she is working on, explaining how long he/she has been working on the project, express frustration, and explain what has gone wrong so far.

Written performance assessment:

Students will write a short bio to accompany an application for a job of assistant in the computer lab. Students should include their name, age, and the courses they are taking and have taken that would qualify them for the job. they should also list any other studies or activities that would make them a good candidate and how long they've been doing them using vocabulary and grammar learned in the unit.

Suggested Activities and Resources

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|--|---|--|-----------|
| Use school vocabulary to talk about various school locations and what they do there | <p>Content: Expanded school vocabulary including supplementary vocabulary (R 19)</p> <p>Skills: Recognize new vocabulary presented in short listening clips Explain what they do in various locations in school Respond to questions in complete sentences</p> | <p>Vocabulary context clue quizzes.</p> <p>Think/pair/share</p> <p>Question and answer</p> <p>Listening with picture prompts</p> <p>Suggested Activities and Resources</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> | 2 lessons |
| Use the past tense to explain what happened in school and what they did and what grades they received on assignments | <p>Content: Passé composé; Object pronouns with the passé composé, irregular verb “recevoir” in present & passé composé</p> <p>Skills: Use object pronouns correctly with the passé composé; Use recevoir to talk about the grades they’ve received</p> | <p>Questions and answer, think/pair/share activities</p> <p>Grammar/vocabulary quizzes</p> <p>Scenario: Prepare 10 questions for a survey to find out the habits of students in the last month</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | 3 lessons |
| Use computer technology vocabulary to ask for information and express frustration | <p>Content: Computer technology vocabulary Idiomatic expressions to express frustration Ça m’énerve, tout va de travers, etc.</p> <p>Skills: Express what type of computer they use and how to perform basic computer tasks such as download, navigate, click, start up, etc. Express frustration when encountering problems</p> | <p>Vocabulary in context quizzes</p> <p>Listening activity (CD #4 Activite 4)</p> <p>Pair activity: Students create a dialogue where one partner gives instructions on typing and printing a paper for class or to download an MP3 file</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to</p> | 3 lessons |

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| | | | <p>express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> | |
| Use “depuis”, il y a, and ça fait to describe how long something has been going on | <p>Content: “depuis”, “ il y a and ça fait...que” with the present tense</p> <p>Skills; Tell for how long something has been going on</p> | <p>Scenario: Students formulate 5 questions to ask a classmate about for how long they have been doing something</p> <p>Listening (CD #4, act 32)</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> | 1 lesson |
| Describe and talk about the courses they take/have taken in school | <p>Content: Verb “suivre” in present and passé composé</p> <p>Quelque chose, quelqu’un, ne...rien, ne...personne, ne...que</p> <p>Skills: Explain what they’ve taken in school in the previous years and state what they are currently taking</p> <p>Pull key information from informational texts</p> | <p>Write complete sentences based on picture prompts</p> <p>Listening</p> <p>Grammar/vocabulary in context quizzes</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> | 2 lessons |
| Read and describe the French educational system | <p>Content: School related vocabulary including supplementary vocabulary Flash culturelles</p> <p>Skills: Extract key information from informational texts</p> | <p>Create a Venn diagram comparing French and American schools</p> <p>Question and answer</p> <p>Reading comprehension questions</p> | <p>NJCCCS - World Language 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> | 1 lesson |

| Unit 5 Overview | |
|--|--|
| Unit Title: Une journée typique (A typical day) | |
| Unit Summary: This unit introduces students to vocabulary and grammar necessary to describe their daily routines. They examine the typical day of the French young person through the expression “metro boulot, dodo” and compare & contrast it to their own. Emphasis is placed on continuation of the passe compose to describe past activities. The students will also give commands using reflexive verbs and state what will be their daily routine in the near future. | |
| Suggested Pacing: 12 lessons/ 4 weeks | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • How do I describe mine and others daily routine? • How do I order someone to do something? • What role do beauty products play in the French economy? • What is the importance of the city of Rennes in the Brittany region of France? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> • A special type of verb is used in French to describe personal care and daily activities • Some daily French activities will differ from American daily activities • The city of Rennes plays a key role in the research fields for cutting edge technologies | |
| Evidence of Learning | |
| <p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment:</p> <p>Written performance assessment: Writing a short note: Students will imagine themselves as parents leaving their two children overnight with a babysitter. They will write a note to the babysitter describing the children’s routine, including what the children usually do to get ready for school in the morning and what they usually do when they get home. At the bottom of the note they should write directly to the children, making at least one recommendation and telling them when to go to bed.</p> <p>Oral performance assessment: Role-play between a parent and the babysitter. The parent should ask if the children have done four different things. The babysitter responds that the children have done only two but not the others. The parent should then recommend that the children should also do those things.</p> <p>Suggested Activities and Resources</p> | |

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|---|---|---|-----------|
| Use vocabulary to describe their morning and evening routines and personal care used | <p>Content:</p> <p>Personal care vocabulary; Reflexive verbs, beauty products including supplementary vocabulary (R19)</p> <p>Transition words: en premier, ensuite, puis, enfin</p> <p>Words expressing simultaneous actions: en même temps, pendant que</p> <p>Skills:</p> <p>Respond to questions about the morning routine and personal care products used</p> <p>Identify daily routine activities and objects in picture prompts and audio descriptions</p> | <p>Vocabulary defining words in the target language</p> <p>Vocabulary quiz words in context</p> <p>Think/pair/share activities</p> <p>Listening comprehension with picture prompts (CD # 5 Act 2)</p> <p>Grammar quiz</p> <p>Suggested Activities and Resources</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> | 3 lessons |
| Use reflexive verbs to express impatience | <p>Content:</p> <p>Reflexive verbs in command forms; Adjectives “pret”; arrête de trainer</p> <p>Skills:</p> <p>Choose logical responses to express impatience in given situations</p> | <p>Short scenario between siblings getting ready for school. One sibling is constantly late and the other is impatient</p> <p>Speaking Rubric</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | 2 lessons |
| Understand the importance of the city of Rennes as a center for university technological research | <p>Content:</p> <p>Geoculture pp. 152-155 <i>Architecture, Musique et Arts a Rennes</i></p> <p>Rennes</p> <p>Video Rennes</p> <p>Technology in Bretagne</p> <p>Skills:</p> <p>Reading an informational text to identify familiar terms to summarize information</p> <p>Answer questions comparing information from the text to similar information about the US</p> | <p>Graphic organizer outlining the architecture, musique, arts and festivals of Rennes</p> <p>Map quiz</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> | 1 lesson |
| Write an original composition outlining the daily routine & activities done in a location of the student's choosing other than where they live | <p>Content:</p> <p>Passe compose of reflexive verbs; adverbs of time; reflexive verbs used in an idiomatic sense</p> <p>Skills:</p> | <p>Listening Comprehension questions</p> <p>Write a summary</p> <p>Grammar in context quiz</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture</p> | 1 lesson |

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| | <p>Write a short composition Listening to a text to select the sequence of events (BD CD # 5 Act 13)</p> | | <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | |
| <p>Tell someone what to do and not to do and make recommendations using reflexive verbs</p> | <p>Content: Tu/vous affirmative and negative command forms of reflexive verbs Idiomatic expression "tu devrais" Supplementary vocabulary for personal care items</p> <p>Skills: Listening to conversations to select the best advice to give someone in given situations (BD CD #5 Act 32)</p> <p>Create short skit using command forms</p> | <p>Listening comprehension</p> <p>Grammar/vocabulary in context</p> <p>Short skit presented to the class</p> <p>Writing Rubric This is a basic rubric which may be more detailed See Suggested Activities and Resources</p> | <p>NJCCCS - World Language 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | 1 lesson |
| <p>Use daily activity vocabulary to describe what someone has done/not done in the past</p> | <p>Content: Passé composé of reflexive verbs Adverbs of time/frequency</p> <p>Skills: Complete sentences with the passé composé of reflexive verbs Use transition words</p> <p>Listen to an audio to determine whether someone is doing or has done something (BD CD #5 Act 29)</p> | <p>Create a logical paired conversation in the past tense based on three connected illustrations using a digital recorder or similar device</p> <p>Grammar/vocabulary in context fill-ins</p> | <p>NJCCCS - World Language 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> | 3 lessons |

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| | | | <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts</p> | |
| Use the near future to describe what people will and won't do in their morning and evening routines | <p>Content: Vocabulary for afternoon and evening routine Reflexive verbs with infinitives</p> <p>Skills: Identify correct rejoinders to specific situations Respond to questions about what people will/won't do in given situations</p> <p>Create full sentences describing daily activities in the future</p> | <p>Listening (CD # 5 Act 37)</p> <p>Any combination of question/answer, think/pair/share</p> <p>Unscrambling sentences</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> | 1 lesson |

Unit 6 Overview

Unit Title: Le bon vieux temps

Unit Summary: This unit introduce students to the second past tense, the imperfect used to discuss habitual actions and non-active descriptions in the past. Students begin the unit remembering their favorite childhood toys and activities and describing their personalities as children. They learn about typical French childhood toys and games. They write a short composition describing their childhoods. The unit continues with a study of the differences between city living and country living focusing on vocabulary country life. This part of the unit focuses on comparatives and superlatives. The students will make an oral presentation about a trip to a working farm while explaining the advantages and disadvantages of such a life and comparing it to life in the city.

Suggested Pacing: 12 lessons/3.5 -4 weeks

Learning Targets

Unit Essential Questions:

- How do I talk about my childhood?
- How do I describe the way things used to be?
- How do I talk about events in the past?
- What are the key differences between city life and life in the country?

Unit Enduring Understandings:

- Two past tenses are necessary in French to describe events in the past, one describing actions and another for descriptions and habitual/repeated actions
- Life in the country has become increasingly popular as a vacation destination as well as a permanent residence in France

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Oral performance:

Using a 1-1 device (iPhone, iPad, Chromebook, etc) students will conduct an interview of a classmate about his/her childhood. Students must ask include what their partner was like as a child, which games their partners played as a child and what activities and how often their partners used to do with their friends. Student will switch roles. Students will then upload files to the instructor

Written performance:

Students will imagine they grew up on a farm and write a short essay about their childhood. In the essay, students should describe what they were like as a child, what the farm was like and what they used to do on the farm. They must also include some comparisons of life on the farm with life in the city or village

[Suggested Activities and Resources](#)

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|---|---|---|--|-----------|
| Use vocabulary for childhood memories to describe what people used to do repeatedly and how they were | <p>Content:</p> <p>Vocabulary of childhood memories and activities, toys and games</p> <p>Review of descriptive adjectives</p> <p>Supplementary vocabulary in <i>Les Adjectifs descriptives</i> (BD R-16)</p> <p>Imperfect tense of regular -er, -ir, -re verbs</p> <p>Imperfect tense of “être”</p> <p>Adverbs of time and frequency</p> <p>Skills:</p> <p>Use complete sentences to describe people's personalities as children</p> <p>Use complete sentences to respond to questions about what they used to do as children.</p> | <p>Any combination of call and response, think/pair share activities</p> <p>Interview an older member of the family about their childhood</p> <p>Vocabulary/grammar in context fill-in quizzes</p> <p>For other activities see Suggested Activities and Resources</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> | 3 lessons |
| Identify famous three famous French nursery rhymes | <p>Content:</p> <p>Youtube: Les comptines</p> <p>Skills:</p> <p>Use listening comprehension skills to respond to questions about an audio</p> <p>Compare French and American nursery rhymes</p> | <p>Group presentation:</p> <p>Groups of three students select one French nursery rhyme presenting the lyrics & vocabulary to the class</p> <p>“Cloze” activity using selected song lyrics</p> | <p>NJCCCS - World Language</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> | 1 lessons |

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| Use the passé composé and imperfect tenses together with adverbs of time/frequency to describe past events | <p>Content: Imperfect tense Adverbs of time and frequency describing specific events at a set period of time Adverbs of frequency describing continuing actions not completed at a specific time in the past</p> <p>Skills: Use the imperfect tense to give descriptions in the past Use the passe compose to say what happened or what someone did in a set period of time Listen to audio prompts and identify whether certain activities were done once or habitually in the past</p> | <p>Paragraph fill-ins selecting the correct past tense</p> <p>Grammar and vocabulary context clue quizzes</p> <p>Call and response</p> <p>Listening Activity (BD CD #6 Act 11)</p> | <p>NJCCCS - World Language 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> | 4 lessons |
| Use adverbs correctly to say when or how things were in the past | <p>Content: Correct placement of adverbs in French sentence using the past tense</p> <p>Skills: Respond in complete sentences to say when, how frequently or how things were at a specific time or continually in the past</p> | <p>Unscramble sentences</p> <p>Question and response</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> | |
| Use farm vocabulary to describe life in the country and compare it to life in the city | <p>Content: Vocabulary for farm animals and locations in country Adjectives of comparisons Relative pronoun "ce qui"</p> <p>Skills: Listen to an audio describing certain farm and identify the correct animal Write a short paragraph comparing the city and the country Use complete sentences to describe the countryside Express and defend personal preferences about country and city life</p> | <p>Vocabulary in context quizzes</p> <p>Listening (BD CD # 6 Act 22)</p> <p>Pair activity; Write a description of the ideal farm (ferme ideale) Describe to partner and have them draw what they hear.</p> <p>Short piece of writing comparing city and country life</p> | <p>NJCCCS - World Language 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> | 2 lesson |
| Use comparative and superlatives to contrast people, places & things | <p>Content: Regular comparatives of equality and inequality with adjectives and nouns Irregular comparatives (bon-meilleur/mauvais-pire) Superlatives of adjectives</p> <p>Skills:</p> | <p>Any call and response, think/pair/share activity or short writing piece defending an opinion about the advantages and disadvantage to county/city life</p> <p>Picture prompt activity (BD Histoire a raconter p.215)</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> | 2 lessons |

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| | <p>Use comparative to compare people, places and situations</p> <p>Use superlatives to compare people, places or things to a group</p> <p>Interpret short texts and audio using comparisons and superlatives</p> | | | |
| <p>Read and respond to advertisement for a French summer camp in the country</p> | <p>Content: “Centre de vacances” (BD p. 226)</p> <p>Centre de vacances</p> <p>Skills: Read a short advertisement and identify key, familiar terms to describe a summer camp</p> | <p>Reading comprehension questions</p> <p>Think/pair/ share activity</p> <p>Short writing piece describing the advantages of attending a summer camp in France</p> | <p>NJCCCS</p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> | 1 lesson |

Unit 7 Overview

Unit Title: Un week-end en plein air (A weekend outdoors)

Unit Summary:

This unit continues the study of the past tense while introducing camping and outdoor vocabulary to describe outdoor adventures and cultural information. The focus in this unit shifts to the francophone country of Senegal in Western Africa and the importance of the natural world in the economic life in Senegal. Students will use both the *passé composé* and the *imparfait* to describe events in the past to include circumstances and background to an event. They will need to correctly choose the appropriate tense to use in given situations. The unit also introduces the simple future tense as well as the idiomatic expression “*être en train de*” to express what they are in the process of doing at a given moment in time. This unit also introduces the irregular verb “*courir*” in all tenses studied to this point.

Suggested Pacing: 16 lessons/4-5 weeks

Learning Targets

Unit Essential Questions:

- How do I set the scene and explain the circumstances behind an event?
- How do I describe nature and the outdoors?
- How do I prepare for a trip in nature?
- How do I express what I and others will do in the future?
- How is the natural world of Senegal important to its cultural belief system?
- What role does oral storytelling play in Senegalese culture?

Unit Enduring Understandings:

- Describing actions in the past is different than describing circumstances and background information
- Describing future actions requires a different form for actions far into the future
- The natural environment plays key role in the economic and spiritual life of Senegal
- The “griot” preserves and passes on the Senegalese culture through storytelling

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Oral performance assessment:

Using the vocabulary and both the *passé composé* and *imparfait* tenses the student will prepare an oral presentation without scripts with supporting images in which they tell about an imaginary camping trip that they took. On the particular trip everything went wrong and their goal is to get the listener to sympathize with them as much as possible. Students will have to tell what happened during the trip, describe the circumstances and what people were doing when things went wrong and tell what they will do differently next time they go camping.

Writing performance assessment:

Students will imagine they are foreign exchange students in Senegal. They will write a letter home to their parents about some of the things they and their new friends are going to do this week, including fishing, hiking in the forest, and swimming in the river. In their letter they will also include statements in which they wonder about some of the things they will see.

[Suggested Activities and Resources](#)

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
|--|---|---|---|---------------|
| Use camping vocabulary to describe outdoor adventures both successful and disastrous | <p>Content: Essential camping equipment vocabulary Vocabulary describing outdoor activities BD- Supplementary vocabulary <i>Le Camping</i> p. R-20</p> <p>Skills: Identify and describe camping equipment, outdoor activities, and other necessities</p> <p>Recognize camping vocabulary in short audio activity with picture prompts (BD CD # 7, act 1)</p> | <p>Question and response</p> <p>Vocabulary in context quizzes</p> <p>Define vocabulary in the target language</p> <p>Picture prompts</p> <p>For other activities see Suggested Activities and Resources</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> | 2 lessons |
| Use the idiomatic expression “être en train de” and “venir de” to describe what one is in the middle of doing or has just done | <p>Content: Idiomatic expression “être en train de” and “venir de” in the present and the imperfect</p> <p>Skills: Listen to an audio and decide whether someone has already done something or is in the process of doing something</p> <p>Make predictions using picture prompts to say what people were in the process of doing at a particular moment an event happened</p> | <p>Listening Comprehension (BD CD#7 Act 10)</p> <p>Picture prompts</p> <p>Fill in conversations with logical rejoinders</p> | <p>NJCCCS - World Language 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> | 1 lesson |
| Use nature vocabulary to describe what one sees or are likely to see in nature | <p>Content: Flora and fauna vocabulary; verbs describing outdoor activities verbs and expressions to express wonder BD: Supplementary vocabulary p. R20 Review of aller + infinitives to express the future</p> <p>Flore et faune au Sénégal</p> <p>Pirogue sénégalaise</p> <p>Skills: Listen to audio of a story in order place images in chronological order</p> <p>Read a short article and identify key familiar terms to summarize the general meaning</p> | <p>Vocabulary in context quizzes</p> <p>Any question/response</p> <p>Define vocabulary in the target language</p> <p>Listening comprehension BD CD # 7 Act 23</p> | <p>NJCCCS - World Language 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> | 2 lessons |

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| Use the future tense to describe what will be done or will happen | <p>Content: Future tense of regular -er, -ir, -re verbs Future tense with irregular stems Key words and expressions of time signaling the future use of the future with “si” and “quand”</p> <p>Skills: Make predictions about what will happen in the future when certain conditions are met using “si” and “quand”</p> | <p>Any combination of question and response, think/pair share</p> <p>Paired conversations</p> <p>Grammar/vocabulary fill-in</p> <p>Sentence completions with picture prompts predicting future events</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | 3 lessons |
| Use the irregular verb “courir” to describe running in the present, past and future | <p>Content: Irregular verb “courir” in present, passe compose, imperfect and future tenses</p> <p>Skills: Complete a conversation using the correct forms of the verb courir in the correct tense according to the context</p> <p>Listen to an audio to decide whether and an event is taking place presently, has taken place in the past or will happen in the future</p> | <p>“Cloze” activity</p> <p>Grammar/vocabulary in context quizzes</p> | <p>NJCCCS - World Language 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> | 1 lesson |
| Read and summarize a Senegalese legend to apply reading comprehension skills | <p>Content: “Comment guérir la peur” BD pp258-59 Vocabulary: new vocabulary including “griot” Legende sénégalaise</p> <p>Skills: Read and understand central ideal of a text rather than word for word translation. Summarize key points of a story in chronological order State the moral of the legend</p> | <p>Create a legend using animals as personifications to illustrate a moral using the both past tenses and vocabulary from the unit</p> | <p>NJCCCS 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> | 2 lessons |