

READINGTON PUBLIC SCHOOL DISTRICT

French Curriculum 2023 Grade 7

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The French curriculum identifies the essential knowledge and skills that prepare students to communicate in French, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the French language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the French World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

III. GOALS:

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. 7TH GRADE PACING GUIDE

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| <p><i>Unit 1</i> <i>September</i></p> | <p>Unit 1: Ce Que J'ai Perdu (That Which I Lost)</p> <ul style="list-style-type: none"> • Salutations and greetings review • Numbers up to billion • Application of numbers: dates and time • Expressions of time in present • Expansion of classroom commands • ER Verbs Review • Expansion of ER verbs/ Review of yes/no questions + negation • Adverbs of frequency and ability • Expansion of classroom objects and review of the verb Avoir • Culture: The use of nuclear energy in France |
| <p><i>Unit 2</i> <i>October-November</i></p> | <p>Unit 2: Ce que je suis (That which I am)</p> <ul style="list-style-type: none"> • The Verb ETRE + personality traits/physical descriptors • Expansion of family members • Possession w/ De + proper name • Possessive adjectives • Professions • Interrogative adverbs, interrogative pronouns • The verb FAIRE and some idiomatic expressions • Culture: Francophone families and relationships, in particular Yannick Noah and his family |
| <p><i>Unit 3</i> <i>December-January</i></p> | <p>Unit 3: Là Ou Je Vais (There Where I Go)</p> <ul style="list-style-type: none"> • Regular --re verb • Regular --ir verbs • Commands • The verb ALLER • Chez and stress pronouns • Contractions between à and definite articles • Prépositions and the near future with expressions of time • Public places • Cardinal directions • Reading a map, giving directions • Culture: Francophone cities, Kinshasa research activity, Kinshasa's economic crisis and the hosting of the Francophone Games in August 2022 |

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| <i>Unit 4 February</i> | Unit 4: Ce que je prends (That Which I Consume/Take) <ul style="list-style-type: none"> • Foods and meals • Quantities • Restaurants and ordering • Review of definite and indefinite article and expansion: the partitive article • The irregular prendre family and boire • The verbs mettre and vouloir • Culture: Recipes and French cuisine, the French food pyramid, and the tradition of picnicking in Madagascar |
| <i>Unit 5 March-April</i> | Unit 5: Ce que je fais (That Which I Do) <ul style="list-style-type: none"> • The verb FAIRE • Expansion of idiomatic expressions with and talking about taking school subjects • School sports/games (jouer NOT in the book) • Leisure activities with Faire • More adverbs of frequency and NEVER • Irregular verbs DEVOIR, POUVOIR and VOULOIR in the Je and Tu forms; also Il faut • Invitations • Expansion of the weather • Culture: Popular sports and festivals |
| <i>Unit 6 May-June</i> | Unit 6: Ce que je vais faire (That which I am going to do) <ul style="list-style-type: none"> • Prepositions of place • The futur proche • Spelling change verbs (-er) • Idioms with AVOIR, expansion of body parts, and health expressions with avoir • Culture: Paris history and monuments |

VI. UNITS OF STUDY

| Unit 1: Ce Que J'ai Perdu (That Which I Lost) |
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| Desired Results |
| Established Goals: Interpretive Mode: 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.

Interpersonal Mode:

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.

Presentational Mode:

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.

Understandings:

Students will understand that...

- Bilingualism can empower us in many ways.
- Language learning is a spiral process that is a continuing journey towards a horizon of fluency.

Essential Questions:

- How does the French language already play a role in my life?
- How can I envision myself using French in the future?
- What skills will I need in French to achieve my goals?
- What French skills do I already have that I can expand?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.

Students will know/learn...

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| <p>Language Content:</p> <ul style="list-style-type: none"> • Salutations and greetings review • Numbers up to billion • Application of numbers- dates and time • Expansion of classroom commands and objects • Expansion of --er verbs • Yes/no questions and negation <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. • Learners recognize and identify a few typical practices of the target culture. <p>Cultural Content:</p> <ul style="list-style-type: none"> • Review of formal and informal speaking • The Camerounian-French family Les Noah who contributed to sports and music in France (Amistad) <p>Grammatical & Phonetic Content:</p> <ul style="list-style-type: none"> • ER Verbs Review • Expansion of ER verbs <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Discuss bilingualism and techniques for learning a language • Participate in a simple, spontaneous conversation |
| Learning Plan |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> • Popular culture video scans with EdPuzzle • Numbers games: https://mathsstarters.net • Role-play between characters: review and expansion of greetings and introductions • Self-reflection: autobiography • TPR with classroom instructions |
| Interdisciplinary Connections |
| <p>ELA: NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Activity: Use Google Docs to draft a paragraph introducing yourself to your classmates.</p> |
| Career Readiness, Life Literacies, and Key Skills |
| <p>Demonstrate creativity and innovation. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Use Google Docs to draft a paragraph introducing yourself to your classmates using real or fictional elements to recreate your life in French.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. Activity: Students will discuss the behavior at school and at the workplace that will impact their success for getting a job in the U.S., France, or in a Francophone country.</p> <p>9.4.8.CI.2: Repurpose an existing resource in an innovative way. Activity: students examine a short reading and a video on how the French repurpose nuclear energy to power 75% of the nation.</p> |
| Computer Science and Design Thinking |

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| 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Students examine a reading and video on how the French utilize nuclear power as an alternative energy source. They evaluate how the use of nuclear energy has impacted economic, political, and social issues in France. | |
| Assessment Evidence | |
| Formative: Interpersonal: <ul style="list-style-type: none"> Respond to greetings and farewells and frequent questions Follow simple instructions through actions Ask and answer simple yes/no questions regarding basic preferences and leisure activities, dates, time Interpretive: <ul style="list-style-type: none"> React with gestures or drawings to verbal or written descriptions Recognize spoken numbers, order them, and perform simple arithmetic based on numbers heard Report on reading/video about the use of nuclear energy in France explained to children Presentation: <ul style="list-style-type: none"> Convey meaning through gestures or through listing information Prepare writing/speech introducing oneself Summative: Interpersonal: <ul style="list-style-type: none"> Express likes and dislikes using visual cues Exchange names, greetings, and farewells, using appropriate cultural gestures Interpretive: <ul style="list-style-type: none"> Identify people or objects represented in pictures Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation Listening Quiz on spoken numbers, telling time, date, weather, Fill-in-the-blank dialogues quiz Demonstrate comprehension of spoken conversations about likes/dislikes. Presentation: <ul style="list-style-type: none"> Give simple presentations about self, family and friends, and familiar objects or activities Prepare a diagram or drawing of an ideal classroom with labeled objects and a caption. Exchange information about self, family and friends, and familiar objects with others, in and outside the class | Benchmark: Speaking Rubric Alternative: Conduct an interview |

| Resources |
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| <p>Core Materials: <i>D'accord Level I</i>, Vista Higher Learning, 2019</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Subject-specific leveled texts are available in school bookrooms and classroom libraries • Discovering French bleu (level 1), Houghton-Mifflin • Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> • YouTube • Quizlet • Education.com • Quizzizz • Kahoot |

| Unit 2: Ce que je suis (That which I am) |
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| Desired Results |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive Mode: 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.</p> <p>Interpersonal Mode: 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.</p> |

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.

Presentation Mode:

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.

Understandings:

Students will understand that...

- Family life and careers vary throughout the world.
- Degrees of formality vary across languages and cultures.

Essential Questions:

- How is my family life similar to and different from that of children around the Francophone world?
- What're popular career choices in France and how do those careers compare to those important in my family?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.

Students will know/learn...

Language Content:

- Expansion of idiomatic expressions with and talking about taking school subjects

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Content:

- French families; family life and professional life

Grammatical & Phonetic Content:

- Possessive adjectives
- Possession w/ De + Proper Name
- Physical and moral descriptive adjectives and agreement
- Review the verb être

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| <ul style="list-style-type: none"> Forming all types of questions with interrogative adverbs and pronouns Introduction to the verb Faire and some idiomatic expressions <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Communicate in simple, spontaneous conversations Present a variety of information in oral and written form | |
| Learning Plan | |
| Learning Activities: <ul style="list-style-type: none"> Letter writing with peers or French students in another country Role-play scenarios and skit-writing TPR with classroom instructions Bingo with classroom instructions Conducting interviews, practice with question formation | |
| Interdisciplinary Connections | |
| <p>ELA: NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Activity: Students will read an informational text in French about the life of the famous Noah family of athletes and musicians. Then report on what they read by citing specific textual evidence to support their conclusions in true/false statements and background research to further assess inferences made in the text.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Act as a responsible and contributing community members and employee. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. Activity: students will write a mock email to a French student in which they address how they and their family members act as responsible community members through their careers and hobbies. They will also ask the French students questions of importance to their family's role in the community.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Students will watch Edpuzzle videos on career choices made in France and how career patterns have changed. Afterward, they will compare similarities and differences in how careers have evolved in their community.</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: students will learn about diverse professions in France and examine the creative thinking in the Noah family that led to careers in music and sports.</p> | |
| Computer Science and Design Thinking | |
| <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Activity: Students will listen to a song by Yannick Noah and examine the legal, ethical ways in which they should enjoy French songs on youtube, apps like Spotify, and the French itunes store.</p> | |
| Assessment Evidence | |
| Formative: Interpersonal: <ul style="list-style-type: none"> Asking and answering simple questions about family, physical and moral traits, and jobs | Alternative: Personal journal |

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| <ul style="list-style-type: none"> • Exchange basic opinions/agreement <p>Interpretive:</p> <ul style="list-style-type: none"> • Report on the content of authentic reading about the French family • Identify family members on a family tree • Identify types of professions from illustrations or using TPR <p>Presentational:</p> <ul style="list-style-type: none"> • Present basic descriptions of family, friends, or famous people • Describe ownership of belongings, such as pets <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Write an email to an imaginary penpal in France, which requires providing information to the penpal and asking questions. • Exchange names, greetings, and farewells, using appropriate cultural gestures • Partners role-play the American and French penpals meeting in an introductory dialogue with each partner asking and answering questions <p>Interpretive:</p> <ul style="list-style-type: none"> • Identify occupations or family members in illustrations (quiz) • Express an understanding of the main idea or a verbal conversation • Quiz fill-in sentences using the appropriate possessive adjective or stress pronoun • Respond appropriately to short-answer questions about a verbal story or conversation describing someone, their family or occupation <p>Presentational:</p> <ul style="list-style-type: none"> • Write the appropriate adjective or form of adjective based on vocabulary and context. • Write descriptions of people and objects • Prepare a presentation on one's family/family tree • Presentation on favorite actor/actress | |
| Resources | |
| <p>Core Materials: <i>D'accord Level I</i>, Vista Higher Learning, 2019</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Subject-specific leveled texts are available in school bookrooms and classroom libraries • Discovering French bleu (level 1), Houghton-Mifflin • Teacher created materials | |

Technology:

- [YouTube](#)
- Education.com
- iTunes and Spotify
- Edpuzzle

Unit 3: Là Ou Je Vais (There Where I Go)**Desired Results****Established Goals:****7.1 World Languages**

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

Interpretive Mode:

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.

Interpersonal Mode:

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

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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.

Presentational Mode:

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.

Understandings:

Students will understand that...

- Francophone cities vary throughout the world
- Reading a map is essential for travel

Essential Questions:

- How do I ask for directions in French?
- How will I describe routes/ travels?
- How do I follow directions?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.

Students will know/learn...

Language Content:

- Regular --ir and --re verbs
- Commands
- Chez and stress pronouns
- The verb aller and the preposition à + le/la/les
- The near future with expressions of time

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Content:

- Francophone Cities
- The history of genocide in the Congo (Holocaust)

Grammatical & Phonetic Content:

- The verb aller
- A + definite articles
- Regular --ir and --re verbs
- Commands,
- Chez + stress pronouns

Students will be able to...

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| <ul style="list-style-type: none"> • Ask for directions in a French city • Discuss where to go in town to do certain activities • Describe how to get to point A to B on a French map | |
| Learning Plan | |
| Learning Activities: <ul style="list-style-type: none"> • Match activities with public places • Use maps of French cities to role-play asking for/giving directions • Kinesthetic games for indicating directions | |
| Interdisciplinary Connections | |
| ELA: NJSLA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Activity: In small groups, students will role-play asking and giving directions and describing where to do certain things in town by looking at real maps of Paris or other Francophone cities. | |
| Career Readiness, Life Literacies, and Key Skills | |
| Work productively in teams while using cultural/global competence. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Students will work in small groups to research a topic of their choice about French culture and create a digital presentation, Google Slide, Prezi, or Animoto, sharing their research. | |
| 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options. Activity: Students research a Francophone city and compare various sources of income and employment of those living in the city. | |
| 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. Activity: Through the research of Kinshasa, the capital of the Congo, students will explore why this city is one of the most populous in the world and richest in natural resources but is also one of the poorest. | |
| Computer Science and Design Thinking | |
| 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. Activity: Students will watch a video about how Kinshasa uses a city planner design tool to prepare the city for the economic and logistical challenge of hosting the Francophone Games in August 2022. | |
| Assessment Evidence | |
| Formative: Interpersonal: <ul style="list-style-type: none"> • Ask and answer questions on who, what, when, where, why, how Interpretive: <ul style="list-style-type: none"> • Identify public places in illustrations • Identify streets and directions on a map • Report on a conversation about directions • Report on readings and a video on Kinshasa Presentation: | Benchmark: Speaking Rubric Alternative: Create a travel itinerary for a Francophone city |

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| <ul style="list-style-type: none"> • Give directions • Describe where one is going, what one is doing • Present findings about Kinshasa's economic crisis and what the Congolese president is doing to remedy that crisis. <p>Summative: Interpersonal:</p> <ul style="list-style-type: none"> • Prepare a role-play between a French and an American peer getting to know one another • Role-play asking/giving directions dialogue. <p>Interpretive:</p> <ul style="list-style-type: none"> • Quiz on Identifying public places in illustrations • Listening quiz on directions • Quiz on reading and using a French map <p>Presentational:</p> <ul style="list-style-type: none"> • Prepare a slideshow presentation introducing a Francophone city and what to do there | |
| Resources | |
| <p>Core Materials: <i>D'accord Level I</i>, Vista Higher Learning, 2019</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Subject-specific leveled texts are available in school bookrooms and classroom libraries • Discovering French bleu (level 1), Houghton-Mifflin • Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> • YouTube • Education.com • French periodicals online like <i>Le Monde</i> • Edpuzzle | |

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| Unit 4: Ce que je prends (That Which I Consume/Take) |
| Desired Results |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive Mode: 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in</p> |

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.

Interpersonal Mode:

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.

Presentational Mode:

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.

Understandings:

Students will understand that...

- Healthy eating balanced with an active lifestyle is important to the French and a valued part of their lifestyle

Essential Questions:

- What is healthy eating in France, and how do my own diet and practice of eating on a daily basis compare?
- How do French recipes compare to a recipe from my own familial culture?
- What is the tradition of picnicking in Madagascar like compared to American picnics?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify

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| | products and practices to help me understand perspectives. <ul style="list-style-type: none"> I can interact at a survival level in some familiar everyday contexts. |
| <p><i>Students will know/learn...</i></p> <p>Language Content:</p> <ul style="list-style-type: none"> Foods, drinks Quantities, metric system <p>Intercultural Statements:</p> <ul style="list-style-type: none"> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture. <p>Cultural Content:</p> <ul style="list-style-type: none"> French recipes such as crepes The French food pyramid Madagascar picnic tradition <p>Grammatical & Phonetic Content:</p> <ul style="list-style-type: none"> Articles, including the partitive Quantities and usage, including metric system for measuring foods and liquids Irregular verbs (prendre family, boire; mettre; vouloir) <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Present information on familiar topics using target vocabulary Recognized practiced and memorized words in conversation | |
| Learning Plan | |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> Role-play scenarios TPR with classroom instructions Bingo with classroom instructions Slideshow presentation | |
| Interdisciplinary Connections | |
| <p>Comprehensive Health and PE: 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition). Activities: Some students design a diet for those with special needs, while others assess their own diets and explore ways to identify healthier eating practices.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity:</p> | |

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| <p>Students must design a diet that complies with the French food pyramid's portions and food groups and also with special needs (e.g., those of an athlete or diabetic.)</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Students will design a special diet for themselves or a patient, including a discussion of careers in health, nutrition, and medicine that can enhance values and interests in healthy eating and living.</p> | |
| Computer Science and Design Thinking | |
| <p>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system. Activity: Students will explore how picnics in Madagascar are practiced in accordance with certain organizations working to conserve the environment.</p> | |
| Assessment Evidence | |
| <p>Formative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> Students converse about their dietary habits and preferences with each other Students respond to cooking commands through mime <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> React with gestures or drawings to verbal or written descriptions React to a story about a boy who gets sick from poor dietary habits Interpret a French recipe on video and evaluate the healthiness of the dish created <p><i>Presentational:</i></p> <ul style="list-style-type: none"> Worksheets on foods, drinks, and articles. Answer survey about dietary preferences <p>Summative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> Role-play dialogue at a restaurant or picnic <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> Fill-in-the-blank quiz on French articles and quantities Evaluate the practices that the French food pyramid promotes Identify foods, drinks, and utensils <p><i>Presentational:</i></p> <ul style="list-style-type: none"> Create a diet in compliance with the French food pyramid Create a presentation about a special family recipe Verb conjugation quiz | <p>Alternative:</p> <p>Create a concept map</p> |
| Resources | |
| <p>Core Materials: <i>D'accord, Level I</i>, Vista Higher Learning, 2019</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> Subject-specific leveled texts are available in school bookrooms and classroom libraries Teacher created materials | |

- FastFood Cuisine (French cooking video series)
- Various internet sources presenting French recipes

Technology:

- [YouTube](#)
- Quizlet
- Edpuzzle

Unit 5: Ce que je fais (That Which I Do)

Desired Results

Established Goals:

7.1 World Languages

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

Interpretive Mode:

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.

Interpersonal Mode:

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.

Presentational Mode:

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.

Understandings:

Students will understand that...

- Hobbies can lead to important careers.
- The climate and weather should positively impact our hobbies and personal interests.

Essential Questions:

- How do francophone hobbies compare to my own?
- How do these activities impact the environment?

Can-Do Statements:

- I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures, I can identify products and practices to help me understand perspectives.
- I can interact at a survival level in some familiar everyday contexts.

Students will know/learn...

Language Content:

- Musical instruments
- Sports, games
- The verbs faire, vouloir, devoir, and pouvoir
- The expression “Il faut” + infinitive
- Jouer a + sport/game, jouer de + instrument
- Sports, games, musical instruments, and hobbies
- Weather expressions

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.
- Learners recognize and identify a few typical practices of the target culture.

Cultural Content:

- Cécile Hernandez-Cervellon, Paralympist Snowboarder (LGBT and Disabilities)
- Zinedine Zidane, soccer player and hero for Algerian immigrants (Holocaust)

Grammatical & Phonetic Content:

- Idioms with Faire
- Irregular pouvoir, vouloir, devoir and Il faut
- Contractions between the preposition a and the definite article and De and a definite article

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| <ul style="list-style-type: none"> The impersonal IL in, il fait, il pleut, il faut, etc. <p>Students will be able to...</p> <ul style="list-style-type: none"> Present information on familiar topics using target vocabulary Recognized practiced and memorized words in conversation | |
| Learning Plan | |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> Students will write an email to an imaginary French pen pal detailing their hobbies in French Role-play scenarios TPR with classroom instructions Interpretive and interpersonal activities from D'accord | |
| Interdisciplinary Connections | |
| <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience Activity: students will learn how to style an email in French, and will pay particular attention to development, organization and the appropriate register. .</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). Activity: Investigate the climate and the weather on a particular day in a Francophone city and present suggestions for an environmentally-friendly vacation on that day of the weather forecast.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Students research how their hobbies can lead to certain professions of interest to them.</p> <p>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: students discuss how particular professions require the creative thinking they already employ in their hobbies.</p> | |
| Computer Science and Design Thinking | |
| <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Activity: Students examine ethical practices of using social media as a hobby.</p> | |
| Assessment Evidence | |
| <p>Formative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> Students discuss their hobbies and the weather with each other <p>Interpretive:</p> <ul style="list-style-type: none"> React with gestures or drawings to verbal or written description Show limited comprehension to simple questions and statements about a verbal conversation | <p>Alternative:</p> <p>Create a pamphlet about wellness</p> |

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| <p>Presentationnal:</p> <ul style="list-style-type: none"> • Convey meaning through gestures or through listing information • Prepare illustrated stories and share as part of a group • Present the weather in different parts of the francophone world • Prepare and share stories with a partner <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Express likes and dislikes using visual • Dialogue with personal invitations given a scenario • Email with questions about another person's pastimes. • Reacting to someone's likes, dislikes, or invitations <p>Interpretive:</p> <ul style="list-style-type: none"> • Identify people or objects described in verbal directions • Express an understanding of the main idea or a verbal conversation • Interpret the weather and climate • Identify weather based on visuals • Fill-in-the-blanks regarding hobbies that best fit the person's interests. • Respond appropriately to short-answer questions <p>Presentationnal:</p> <ul style="list-style-type: none"> • Write and present a skit • Prepare a presentation about the weather and environmentally-friendly activities one could do in a particular francophone city | |
| Resources | |
| <p>Core Materials: <i>D'accord Level I</i>, Vista Higher Learning, 2019</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Subject-specific leveled texts are available in school bookrooms and classroom libraries • Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> • YouTube • Quizlet • Edpuzzle | |

| Desired Results | |
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| <p>Interpretive Mode:</p> <p>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.</p> <p>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.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>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.</p> <p>Interpersonal Mode:</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>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.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>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.</p> <p>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.</p> <p>Presentational Mode:</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p> | |
| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Paris is divided into municipalities, each with its own culture and social milieu. Asking for and giving directions are necessary skills for travel. Paris offers unique cultural experiences that cannot be acquired in American cities. <p>Essential Questions:</p> <ul style="list-style-type: none"> How does Parisian culture differ from/resemble my own community's culture? How can I use a map of Paris? | <p>Can-Do Statements:</p> <ul style="list-style-type: none"> I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, |

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| <ul style="list-style-type: none"> Why is Paris one of the most important cities in the world to visit? | <p>and simple sentences through spoken, written, or signed language.</p> <ul style="list-style-type: none"> In my own and other cultures, I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts. |
| <p><i>Students will know/learn...</i></p> <p>Language Content:</p> <ul style="list-style-type: none"> Public places Cardinal directions Expansion of prepositions of place and contractions with definite articles. Reading a map, giving directions Historical landmarks, monuments, and important tourist sites in Paris The future proche <p>Intercultural Statements:</p> <ul style="list-style-type: none"> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture. <p>Cultural Content:</p> <ul style="list-style-type: none"> Paris monuments and tourist attractions <p>Grammatical & Phonetic Content:</p> <ul style="list-style-type: none"> The verb ALLER + prépositions and the near future with expressions of time <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Discuss their plans in the near future Ask for and give directions Name Paris monuments and describe their history and importance | |
| Learning Plan | |
| <p>Learning Activities:</p> <ul style="list-style-type: none"> Games with maps of Paris Present a vacation itinerary in Paris Report on a reading about Paris Skit preparation and performance Google maps view and discussion of the location of places to see in Paris | |
| Interdisciplinary Connections | |
| <p>ELA: NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Activity: As part of their project to research one Parisian historical site of importance, students will organize, write, and edit their paragraphs based on their findings.</p> | |
| Career Readiness, Life Literacies, and Key Skills | |
| <p>Model integrity, ethical leadership and effective management. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a,</p> | |

2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). Activity: As part of their research project that entails presenting one historical monument to the class, students will show integrity through proper citation of their research, model leadership through the preparation of their speech, and show effective management and knowledge of their topic by conveying new information about their chosen site to the class.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Students will explore how to respect copyright laws when using visual media in their slideshow presentation. By respecting copyrights on illustrations and other visual art online, students will show how such ethical online behavior can lead to successful academic and business practices.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Explore the innovation and originality of French architectural design in Parisian icons like the Eiffel Tower and Notre Dame. Students will identify the career paths of those who built places like the Eiffel Tower.

Computer Science and Design Thinking

8.2.8.ITH.2: Compare how technologies have influenced society over time. Activity: Students will discuss the advantages of smartphones over traditional phones, such as in times of crisis.

Assessment Evidence

Formative:

Interpersonal:

- Role-play asking for and giving directions
- Discussion of near future plans.

Interpretive:

- Answer critical thinking questions about the Paris reading
- Listen to decide where people are going based on oral conversations

Presentation:

- Present written and oral descriptions of public places and where they are located
- Narrate a vacation itinerary

Summative:

Interpersonal:

- Dialogue based on asking for and giving directions to destinations on a Paris map

Interpretive:

- Quiz matching Paris site with its corresponding description and true/false about Paris culture and geography
- Quiz on the future proche: Students must say what various people are going to do/not going to do by interpreting visuals
- Identifying the fastest route between two points on a Paris map.

Presentation:

Benchmark:

[Speaking Rubric](#)

Alternative:

Produce a multimedia, interactive poster

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| <ul style="list-style-type: none"> Research project: Speech and accompanying slideshow presentation of a Paris monument | |
| Resources | |
| <p>Core Materials: <i>D'accord, Level I</i>, Vista Higher Learning, 2019</p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> Subject-specific leveled texts are available in school bookrooms and classroom libraries Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> YouTube Quizlet education.com | |

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

