

**Englewood Public School District
World Language, French-III Grade
First Marking Period**

Unit 1: Review and Health & Body

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will review what they learned in French 1 & 2, and they will learn about the human health and the body. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The French III program will be supported by the *D'Accord Level 2* French program and text that will cover different themes, support French grammar and vocabulary.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can ask and answer questions in French.*
- *They can develop skill sets to rely upon when expanding their French.*
- *They can use thematic review vocabulary to communicate and comprehend French.*
- *They can narrate in the present and near future.*
- *They can narrate in past tense using the passé compose and the imparfait.*
- *They can describe events orally and in their written language.*
- *They can summarize information.*
- *They can give or request information regarding health or illness and an accident.*
- *They can sequence events in the past and fill out an accident report.*
- *They can report on emergency situations/events/accidents.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning French help reinforce my listening and speaking skills?*
- *How does learning a foreign language help me gain critical 21st century skills?*
- *What can I recall from French 1 and 2?*
- *How can I apply what I know in French and build upon it?*
- *How do daily routines affect our health and well-being?*
- *How do I respond appropriately to an emergency?*
- *How do I maintain a healthy lifestyle?*
- *How do I give advice about health and nutrition?*
- *What are some major global health issues?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	<p>Topics</p> <p>Review food vocabulary, conversations, question asking, past tense, food vocabulary, places, and regular/irregular verbs and imperfect tense. Health and the human body.</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Ask and answer questions in target language • Use print, recorded, and digital media to learn French 	<p>As an introduction to this unit students will watch a video about the Canadian Francophone Experience (6.1.12.D.14.f)</p> <p>Students will summarize the main points they learned from the video, then they will watch another video that discusses the differences between Quebec French versus France French. (CRP11, CRP4) (6.1.12.D.14.f)</p> <p>Students will review the present tense w/ER verbs by orally conjugating ER verbs with a partner and writing down brief sentences using ER verbs.(CRP4)</p> <p>Following a teacher led review lesson of food vocabulary, and places, students will work in teams to create a Google classroom form or survey maker to conduct an informal survey about where students went over the summer and what type of foods they ate. Each team will share their survey with another group and then discuss the results of the survey. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3) (6.2.12.D.6.a)</p>	<p><i>YouTube: The Canadian Francophone Experience</i> https://youtu.be/KZwbCMyTFCU</p> <p><i>You Tube: How Similar Are Quebec French and Metropolitan French?</i> https://youtu.be/A9rh3lqdtT0</p> <p>Textbook: <i>D'Accord Level 2</i></p> <p>Survey Monkey https://www.surveymonkey.com/mp/take-a-tour/?ut_source=megamenu</p> <p>Google Forms https://docs.google.com/forms/u/0/</p> <p><i>D'Accord Level 2</i></p> <p><i>D'Accord Level 2</i></p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • “Do now” <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • End-of-unit or tests • Presentations • Projects • Scores that are used for accountability
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.				
7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.				

<p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<ul style="list-style-type: none"> • Use digital media to learn about French speaking countries and people • Use thematic review vocabulary • Narrate in the present and near future • Narrate in past tense using pc and imparfait • Describe events and routines • Describe feelings • Give advice • Summarize information • Give/request info regarding health and sickness/accident • Analyze data on health • Sequence events in the past • fill out an accident report • Report on emergency situations/events/accidents • Identify, say, and write body parts • Explore what types of health treatments and insurance exist in France 	<p>Following a teacher led review lesson on the simple past tense verbs, students will write sentences using simple verbs to describe what they did over the summer.</p> <p>Students will work in pairs and take turns asking about the weather, family, members, vacations, hobbies, and other common conversation topics.(CRP4)</p>	<p><i>D'Accord Level 2</i></p> <p><i>D'Accord Level 2</i></p>	<p>for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics: http://flenj.org/caps/147/
<p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>		<p>Following a teacher led review lesson on regular and irregular verbs, students will conduct a rapid interchange in which students ask and answer questions using the irregular present tense. (CRP4)</p>	<p><i>D'Accord Level 2</i></p> <p><i>D'Accord Level 2</i></p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.
<p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p>		<p>Following a teacher led lesson and modeling, students will write a paragraph describing what they used to do when they were younger. Students will write using the Imparfait.</p>	<p><i>D'Accord Level 2</i></p>	<ul style="list-style-type: none"> • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
<p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>		<p>Project Based Learning</p> <p>Students will work in small groups to compare and contrast Quebec French vs. Metropolitan French. Students will research the culture of Quebec and the French culture, then Students will complete an interactive Venn template</p>	<p>Interactive Venn Template http://www.classtools.net/education-games-php/venn_intro</p>	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish

7.1.IM.B.1

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

to illustrate the differences and similarities of both cultures and languages. Lastly the teams will create a simple oral presentation sharing four things they learned. (CRP2, CRP4, CRP8, CRP11, CRP12)
(8.1.12.A.1)
(6.1.12.D.14.F)

speaking skills and vocabulary.

7.1.IM.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 in familiar and some unfamiliar situations.

Students will be introduced to vocabulary related to all the body parts by watching a short video.

YouTube:French Body Parts-
Les Parties du Corp + FUN!
<https://youtu.be/QlLm0a7pzgE>

Following a teacher led vocabulary lesson on body parts, students will complete Frayer 4-square vocabulary cards for 10 different body parts.

D'Accord Level 2

Frayer 4-Square Model
<https://www.reallygoodstuff.com/images/art/304895.pdf>

7.1.IM.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

Students will work in teams of 3 to draw cartoons similar to the video they recently watched with labels of the body parts.

Artists Network: How to Draw
Cartoons for Beginners: Free
Guide
<https://www.artistsnetwork.com/cartoon-drawings/>

Students will be introduced to vocabulary related to healthy choices, injuries, medical conditions, and illnesses. Students will create flashcards and practice the

D'Accord Level 2

7.1.IM.B.4

Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1

Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2

new vocabulary with a partner.

Following teacher-led grammar lessons on reflexive verbs, students will complete text book related practice pages.

Students will review vocabulary related to describing daily routines, such as going to school, getting up in the morning, and going to bed. Students will work in pairs to orally describe a routine they do daily.

D'Accord Level 2

Students will create a dialogue with classmates about going to the doctor because they are not feeling well. (,CRP4, CRP2)

Students will bring in photos of activities in sports; write a paragraph about each photo identifying body parts used in the sport, possible injuries incurred, and a reaction to what occurred. (CRP2, CRP8)

D'Accord Level 2

Following a teacher led grammar lesson on idiomatic reflexive verbs, students will begin to

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4

Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

recognize these type of verbs which use to be: Having fun, to be called, to stop, sit down, to hurry, to relax, to argue with or dispute, to get upset or worked up, it bores me, to along well with, to worry, to be interested in, to begin to or to start, to become angry etc.

D'Accord Level 2

Students will create index cards with idiomatic reflexive verbs on them and draw a quick sketch to show the words meaning. Students will then work in pairs to practice reading and defining the verbs.(CRP6)

D'Accord Level 2

Students will learn vocabulary words for describing feelings. They will then work in small groups to match an emoji to the feeling vocabulary words. (CRP2, CRP4, CRP12)

Students will work in pairs to create dialogues describing how they feel today.

D'Accord Level 2

Following teacher led vocabulary lesson on medical professions and equipment, students will

select a medical profession and research what they do and describe what type of tools and equipment they use.

Students will then use that information to write a paragraph about that profession (Dentist, Radiologist, internist, surgeon, medical technologist, physical therapist, etc.).
(9.2.12.C.3, 9.2.12.C.5)
(CRP2, CRP11)

D'Accord Level 2

Students will watch a short video explaining the pronouns Y and EN.

Following a teacher led lesson on the pronouns 'y' and 'en', students will write sentences using 'y' and 'en' and then will work in pairs and read aloud the sentences they have written.

YouTube: French Pronouns: Y vs. En
<https://youtu.be/MhGvhVELH68>

Project Based Learning:

Project 1

Students will watch an informational video that talks about the health care system in France, including health insurance and health

treatments. Students will work in small groups to research health care in the US vs. France. Students will create a T-chart to compare both health care systems. (CRP12, CRP2, CRP8) (6.1.12.D.14.f, 6.1.12.D.16.a, 6.2.12.D.6.

YouTube: The health care system of France
https://youtu.be/_yF69KVbUaQ

Project Based Learning:

Project 2

Following teacher modeling, students will give advice about health and wellness by creating a video blog. Students will work in teams to select a topic and create a script, members will take on different jobs, one person will be the director, one person will be the camera person, two people will be the actual vloggers or talent, and one person will be the head writer and producer in charge of content. Students will create a 3 minute video vlog in French to present to classmates.
(CRP2, CRP4, CRP11, CRP12) (6.1.12.D.14.f, 6.2.12.D.6.a) (9.2.12.C.3, 9.2.12.C.5)

Recommended Books:

- Student e-book:
Grammar French
Basics November
2017
[http://library.aceondonet/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondonet/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)
- *The Complete Idiot's Guide to Learning French on Your Own*
[http://library.aceondonet/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondonet/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)

Students will Read and interpret “Los Ecocamps de Torres del Paine” and answer the questions on page 35.

**Project Based Learning:
Project 2**

Create a tournament in the sport of your choice including the following: who played, where the game took place, how many teams or people participated, was a reward and how much for winner, what preparation the athletes needed to make before the competition, and finally express your personal opinion about the competition as a whole. Use digital media to research what is needed to plan the event. (CRP1., CRP2, CRP4, CRP11)
(9.2.12.C.3) (8.1.12.A.1)

**Core Instructional/
supplemental materials:**

- Textbook: *D’Accord Level 2*
- Workbook: *D’Accord Level 2*
- Others– *Handouts, magazines, internet sites, songs, newspapers, National Geographic in French.*

- *Wallkill Valley HS-
WL Curriculum Page
for French*
[https://www.wallkillvrhs.org/
apps/classes/show_class.jsp?
classREC_ID=571385](https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385)

- *Quizlet*
<https://quizlet.com>

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Speak and display vocabulary● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Use visuals● Provide peer tutoring● Chants, songs, choral reading● Work toward longer passages as skills in English increase● Introduce key vocabulary before lesson● Teacher reads aloud daily● Preferential seating● Small group instruction● Use audio books	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.● Work with a partner● One-on-one instruction● Small group instruction● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at	<ul style="list-style-type: none">● Peer Support● Increase one on one time● Using visual demonstrations, illustrations, and models● Allow extra time to complete assignments or tests● Peer modeling● Teacher modeling● Give directions/instructions verbally and in simple written format.● Teachers may modify instructions by modeling what the student is expected to do	<ul style="list-style-type: none">● Use centers, contracts, or stations● Debrief students● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Ask open-ended questions● Use centers and group students according to ability and interest● Create an enhanced set of introductory activities

<ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Organize and offer flexible small group learning activities
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: Vocabulaire de la routine quotidienne, se lever, s'habiller, se doucher, hygiène personnelle, prendre son petit déjeuner, aller à l'école, rentrer à la maison, faire ses devoirs, vocabulaire alimentaire, nommer et étiqueter des lieux, maison, école, travail, magasins, supermarchés, centres commerciaux, bureau bâtiments, cabinets médicaux, restaurants, parcs, villes, centres sportifs, terrains, gymnases, maisons, appartements, bibliothèque, verbes au présent, poser des questions, verbes au passé, verbes réguliers et irréguliers, temps imparfait, Parties du corps - tête, cou, épaules, torse, bras, jambes, poignets, mains, doigts, coude, yeux, oreilles, bouche, nez, côté droit, côté gauche, cœur, poumons, estomac, jambes, cuisses, genoux, cheville, pieds, orteils, cheveux, ongles. Maladies - maux d'estomac ou maux d'estomac, mal de tête, fièvre, rhume, toux, grippe, vomissements, éruption cutanée, réaction allergique, fracture, brûlure, coupure, égratignure, ecchymose, crise cardiaque, asthme, troubles de la respiration, vertiges, blessure à la tête, blessure au dos, blessure à la jambe, entorse, douleurs musculaires, chute, grossesse. **Other vocabulary depending on students language levels**

**Englewood Public School District
World Language, French-III Grade
Second Marking Period**

Unit 2: Transportation & Technology and The City & Beyond

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students learn about the machines that transport us, help us, and entertain us as well travel in France and around the world to further develop language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The French III program will be supported by the *D'Accord Level 2* French program and text that will cover different themes, support French grammar and vocabulary

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can communicate with someone who is from a French speaking country.*
- *They can ask and answer questions on technology usage.*
- *They can research French sources for lifelong learning.*
- *They can read and interpret infographics.*
- *They can discuss driving habits and the cost of maintaining a vehicle in another country.*
- *They can Identify personal preferences for travel.*
- *They can expand their worldview by traveling.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language help me gain critical 21st century skills?*
- *How have recent advances in technology affected your life?*
- *How have human relationships changed with the advent of new technologies?*
- *What type of cars do the French and French speakers drive?*
- *How much does gas cost in France and in other countries?*
- *How can I plan for a trip?*
- *How do travel experiences shape our worldview?*
- *How am I respectful of a new culture?*

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>	<p>Topics</p> <p>Transportation, technology, giving directions, getting around the city and urban environments</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p>	<p>As an introduction to the unit, Students will watch a video about the 10 Top Tourist Attractions in France. (6.1.12.D.14.f)</p> <p>Students will work in pairs to select 5 of the tourists sites they would like to visit in France.(CRP4)</p> <p>Following a teacher led lesson on transportation vocabulary, students will create flashcards to practice with one another.</p>	<p>YouTube: 10 Top Tourist Attractions in France-Travel Video https://youtu.be/2N7l6SSKeds</p> <p><i>D'Accord Level 2</i></p> <p><i>D'Accord Level 2</i></p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • “Do now”
<p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Ask and answer questions in target language • Use print, recorded, and digital media to learn French • Use digital media to learn about French speaking countries and people • Demonstrate knowledge of new vocabulary • Explain impact of technology on daily life • Research French sources for life-long learning • Read and interpret infographics 	<p>Students will work in small groups to research the types of cars that are mostly driven in France. Students will create a five slide multimedia presentation showing 5 different cars and explain how much mileage each vehicle gets per liter.(CRP11, CRP12, CRP4, CRP2) (8.1.12.A.1, 8.1.12.A.2) (NJSLSA.R7)</p> <p>Following teacher directed grammar lessons about comparative adjectives and statements & superlative adjectives and statements,</p>	<p><i>D'Accord Level 2</i></p> <p><i>D'Accord Level 2</i></p>	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • End-of-unit or tests • Presentations • Projects • Scores that are used for accountability for schools (AYP) and students (report card grades)
<p>7.1.IM.A.3</p> <p>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>				

<p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<ul style="list-style-type: none"> • Learn technology and automobile related vocabulary • Compare objects and ideas • Use comparative and superlative adjectives • Describe future dreams and goals • Explore French cars and advertisements • Learn urban vocabulary • Give directions • Discuss driving habits • Compare gas prices/popular vehicles • Interpret a road map • Identify personal preferences for travel • Give commands using the imperative tense • Explore and learn common city slang • Comparing French and U.S. cities and suburbs 	<p>Students will complete workbook and textbook related practice lessons.</p> <p>Using a word bank, students will complete a paragraph demonstrating knowledge of comparative and superlative adjectives.</p>	<ul style="list-style-type: none"> • Rubrics: http://flenj.org/caps/147/ <p>Alternative Assessment:</p>
<p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>		<p>Following a teacher led grammar lesson on comparing objects and ideas, students will Create a round-robin story about comparing different objects. The first person will begin by naming an object or idea beginning with the letter A, the next person will compare that word with a word beginning with B and the pattern will continue until everyone has had a turn or has gone through the entire alphabet(CRP2, CRP6)</p>	<p><i>D'Accord Level 2</i></p>
<p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p>			<p><i>D'Accord Level 2</i></p>
<p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>		<p>Students will apply their knowledge of comparing objects by creating a composition about taking a road trip vs. taking a a trip by plane.</p>	<p><i>D'Accord Level 2</i></p>
<p>7.1.IM.B.1</p>		<p>Following a teacher led grammar lesson on the conditional tense, students</p>	<ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4

Ask and respond to factual and interpretive questions of a personal nature, on

will complete a textbook based practice exercise.

Students will create a vision board about future aspirations, dreams, and goals. Afterwards, they will present their vision board using the conditional tense when presenting. (9.2.12.C.1)

D'Accord Level 2

Project Based Learning Project 1

Students will research one French vehicle and create an advertisement for the car. Students will use multi-media to create an informational brochure that will persuade others to buy said vehicle. Once the brochures are created, students will share their brochures with the class, by creating a commercial. (9.2.12.C.3) (CRP2, CRP4, CRP11, CRP6) (8.1.12.A.2, 8.1.12.A.1) (NJSLSA.R7)

Students will be introduced to urban vocabulary by watching a short vocabulary video.

*YouTube: Learn French-
Places Around Town/The
City*

<https://youtu.be/lsWiPNwf0Eo>

Quizlet

<https://quizlet.com/subject/childhood/>

Following a teacher led vocabulary lesson on things and places you find

school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1

Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2

Dramatize student-created and/or authentic short plays,

in a city, students will work with a partner to create digital flashcards or City vocabulary

D'Accord Level 2

Following teacher led lessons on giving directions and commands using the imperative tense, Students will select two cities to visit in France and then describe how they arrived from point A to point B after having to change their mode of transportation three times.
(CRP2,CRP4)
(6.1.12.D.14.f)

Following a teacher led lesson on tourist vocabulary, students will work in small group to create French language booklets for tourists. The language booklets should include 50 useful phrases for non-French speakers to use to navigate a visit to Paris. Students should include asking for directions, ordering food, and asking where a bathroom is, as well as other useful phrases.

D'Accord Level 2

(CRP2, CRP4, CRP6, CRP12) (6.2.12.D.6.a, 6.1.12.D.14.f)

D'Accord Level 2

skits, poems, songs, stories, or reports.

7.1.IM.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4

Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Following a teacher led lesson on the future tense, students will complete a text base practice activity.

D'Accord Level 2

Following a teacher based lesson on 'si' clause (complex sentences with if). Students will write an email to a friend describing the activities they plan on doing when they go on vacation. The email should be written in complete sentences using punctuation.(CRP11)

YouTube: Ask a French Teacher-Using French Slang
<https://youtu.be/IhJVbnSH9V4>

Students will watch a video about French slang. After watching the video, students will create a French slang phrase list to reference when speaking to peers. (6.2.12.D.6.a, 6.1.12.D.14.f)

Students will work in pairs and research French suburbs and cities, then students will compare French towns with towns in the U.S.

My Free Bingo Cards
<https://myfreebingocards.com>

Students will play Bingo & Quizlet vocabulary review activities with a partner or in teams.(CRP12)

Quizlet
<https://quizlet.com/subject/childhood/>

Students will research different careers (traditional and non-traditional) that may use French. Students will then develop a list of these careers and select one of the careers to write a paragraph about in French. (9.2.12.C.5, 9.2.12.C.3)

Recommended Books:

- Student e-book: Grammar French Basics November 2017
[http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)
- *The Complete Idiot's Guide to Learning French on Your Own*
[http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)

Core Instructional/
supplemental materials:

- Textbook: *D'Accord Level 2*
- Workbook: *D'Accord Level 2*
- Videos: *D'Accord Level 2*
- CD-Rom: *D'Accord Level 2*
- *Quizlet*

- <https://quizlet.com>
- *Wallkill Valley HS-
WL Curriculum Page
for French*
- https://www.wallkillvrhs.org/apps/classes/show_class.jsp?class_REC_ID=571385
- *11 Tools and Apps
for Creating Digital
Storybooks*
- <https://americantesol.com/blogger/storybooktools/>

Integration of 21st Century Standards NJSL 9:

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.1: Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid

students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Use visuals • Provide peer tutoring • Chants, songs, choral reading • Work toward longer passages as skills increase • Speak and display vocabulary • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Introduce key vocabulary before lesson • Teacher reads aloud daily • Preferential seating • Small group instruction • Use audio books • Allow extra time to complete assignments or tests • Assign a picture or movement to vocabulary words • Small group instruction-guided reading and guided writing • Oral prompts can be given. • Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> • Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Work with a partner • One-on-one instruction • Small group instruction • Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. • Solidify and refine concepts through repetition. • Change work requirements to reduce activity time • Preferential seating • Pre-teaching and re-teaching skills and concepts • Front load vocabulary • Chants, songs, choral reading • Introduce key vocabulary before lesson • Teacher reads aloud daily • Use audio books • Allow extra time to complete 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Allow extra time to complete assignments or tests • Peer modeling • Teacher modeling • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. • Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> • Use choice boards • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Ask open-ended questions • Use centers and group students according to ability and interest • Create an enhanced set of introductory activities • Organize and offer flexible small group learning activities • Use centers, contracts, or stations • Debrief students

	assignments or tests <ul style="list-style-type: none"> • Use a scribe for non-writers • Large print texts and or Braille, or audio books • Augmentative communication system • Assistive Technology • Oral prompts can be given. • Allow answers to be given orally or dictated 		
Interdisciplinary Connections: ELA - NJSLS/ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Social Studies: 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.			
Integration of Technology Standards NJSLS 8: 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.			
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Key Vocabulary: Vocabulaire des transports et de la technologie: ordinateurs, téléphones intelligents, technologies intelligentes, laboratoires, technologies médicales, logiciels, matériel informatique, programmation, conception de sites Web, expérience utilisateur, ingénierie, conception, automobile, trains, avions, camions, bus, voitures de location, bateaux, navires , rêves, objectifs, espoirs, peurs, changement, créativité, expression, préoccupation, concentration, connaissances, pouvoir, conscience, La vie urbaine, la ville, nord, sud, est, ouest, gauche, droite, virage, cercle, en bas de la rue, au coin de la rue, vers, loin de, lieux, parcs urbains, immeubles, magasins, hôpitaux, entreprises, pharmacie, kiosques à journaux,			

cafés, restaurants, salles de cinéma, salles de concert, salles de danse, écoles, divertissements, salles de bowling, salons, discothèques, gymnases, bureaux de la société civile, bibliothèques, jardins communautaires, gares de train, métros. Banlieues, maisons, argot de la ville. **Other**
vocabulary depending on students language levels

**Englewood Public School District
World Language, French-III Grade
Third Marking Period**

Unit 3: Work & The Environment

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will explore employment, careers, and the outdoor environment to become more aware of other cultures to further develop their language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The French III program will be supported by the *D'Accord Level 2* French program and text that will cover different themes, support French grammar and vocabulary.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can predict which professions will be most important in the future.*
- *They can ask and respond to questions about future intentions.*
- *They can describe and inquire about careers.*
- *They can compare and contrast job markets.*
- *They can summarize information.*
- *They can write an essay.*
- *They can discuss nature and the environment.*
- *They can explain a problem and propose solutions and make suggestions for improvements.*
- *They can give advice and persuade others.*
- *They can justify and support opinions and hypothesize.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language increase my 21st Century Skills?*
- *What kind of professions do you think will be the most important ones in the future? Why?*
- *Which job sectors are expected to grow in the future?*
- *What is important when looking for a possible career?*
- *How do I impact my environment and vice versa?*
- *How can I better recycle?*
- *What are primary green spaces in France? What function do they serve?*
- *What role does going “green” play in French society? How does it compare to US efforts?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	Topics Jobs, careers, and the natural and man-made environment <i>Twenty-First Century Themes and Skills include:</i> <ul style="list-style-type: none"> Social and Cross-cultural skills The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2	As an introduction to this unit, students will watch a brief video from LinkedIn France. (9.2.12.C.5) Students will work in teams of three to best interpret what the video was saying. Afterwards each group of students will summarize three “take aways” from the video(CRP12, CRP4) (NJSLSA.R7)	<i>You Tube: LinkedIn France: Get A First Job</i> https://youtu.be/8du8X1afSUA Quizlet: Technology French Vocabulary https://quizlet.com/subject/French-technology-vocab/	Benchmark Assessment: Common Formative Assessment Formative Assessment: <ul style="list-style-type: none"> Participation/ Observations Questioning Discussions Anecdotal Notes Graphic Organizers Peer/Self Assessments Visual Representations Individual Whiteboards “Do now”
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.	Objectives Students will <ul style="list-style-type: none"> Understand that it is possible to communicate in a foreign language Express their opinions and preferences Research information in English and French Create French presentations demonstrate knowledge about careers and professions and qualities necessary for them. Demonstrate knowledge of skills needed in a variety of occupations. 	Following teacher-led office vocabulary and professions lessons, students will review interactive vocabulary cards to help them understand unit vocabulary. (CRP11) Students will learn functional expressions for talking on the phone. Students will then role play calling a work colleague and ask them about an upcoming project or business opportunity.(CRP4)	D’Accord! 2 D’Accord! 2	Summative Assessment: <ul style="list-style-type: none"> Pre-test, test, and daily work Quizzes End-of-unit or tests Presentations Projects Scores that are used for accountability for schools
7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.		Following a teacher led lesson on speaking and writing complex sentences		

<p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<ul style="list-style-type: none"> • Create a list of interviewing techniques of both the interviewer and the interviewee. • Ask and respond to questions about future intentions. • Describe careers • Inquire about careers • Complete an inventory skills assessment • Compare and contrast job markets • Summarize videos, conversations, and written texts 	<p>with “when, if, as soon as”, students will practice writing complex sentences using all three words/phrases. (CRP4)</p> <p>Following a teacher led lesson functional expressions for giving interviews, students will work with a partner and interview one another for a job working as a bank teller or clerk.</p>		<p>(AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics: http://flenj.org/caps/147/
<p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<ul style="list-style-type: none"> • Write an essay • Discuss nature and the environment • Explain a problem • Propose solutions • Make suggestions • Give advice • Persuade others • Justify and support opinions • Narrate and elaborate • Interpret authentic sources on the internet ☑ 	<p>Following a teacher led lesson on descriptive adjectives for future jobs and preferences, students will research careers and evaluate which career is best suited for them. Students will write and present information orally about one career and /or profession and necessary qualities for them. (9.2.12.C.3, 9.2.12.C.5, 9.2.12.C.1) (CRP2, CRP4)</p>	<p>D’Accord! 2</p>	<p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.
<p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p>				<ul style="list-style-type: none"> • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
<p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>		<p>Students write vocabulary related to professions on index cards, which will be collected by the teacher and then redistributed to different students. Students will determine the profession on their card from the vocabulary</p>	<p>D’Accord! 2</p>	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.

7.1.IM.B.1

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4

given. (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4)

Following a teacher based lesson using relative pronouns, students will complete a text related practice exercise.

In pairs students will talk about what occupation they would like to have. (Activity 7, page 257). (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4)

D'Accord! 2

Drills Dialogues, and Role Plays
<https://www.press.umich.edu/pdf/0472032038-web.pdf>

Project Based Learning: Project 1

Working in groups of three or four, students will conduct polls on the topic of what it takes to find a good job; record data on a chart and present it to the class. Compare the chart of the different groups. (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4, CRP12, CRP8)

Project Based Learning: Project 2

Students will work in teams to research salaries, unions, and strikes in France and write a five paragraph essay. Students will then use PowerPoint or Google Classroom

D'Accord! 2

Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1

Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2

Presentations to publish the five most important findings from their report.
(CRP2, CRP12)
(8.1.12.A.1, 8.1.12.A.2)(CRP11)
(6.1.12.D.14.f)

Following teacher led grammar lessons on regular and irregular subjunctive tense verbs, students will work in pairs to orally practice regular and irregular subjunctive verb forms.

D'Accord! 2

Following teacher led vocabulary lessons on nature and landscapes and environmental vocabulary. Students will create picture notecards to better help them understand the new vocabulary words.
(CRP1, CRP2)

D'Accord! 2

Students will learn functional language for discussing opinions and expressing arguments in a debate. After learning how to professionally debate and opine, students will work in teams of five and select a topic about the environment to debate. Student teams will take a pro-con side to the topic and team members will all

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4

Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

take turns debating the opposing team. (CRP1, CRP2, CRP8, CRP12)

Following a teacher led lesson on expressing hypotheticals or uncertainties, students will complete a textbook related practice activity.

**Project Based Learning:
Project 3**

Working in groups of three or four, brainstorm and “invent” a technological advancement that might be possible 100 years from now. The ‘invention” should help the environment in some manner or be related to nature. Describe in detail your prediction and include a drawing that can be shown to the class. *D’Accord Level 2*
(CRP12, CRP6, CRP4)(6.2.12.D.6.a)

Working in groups, research Francophone geography and French natural landmarks. Present your research to the class in an oral presentation. Pretend that you are a member of one of the cultural communities you

researched. (CRP12)
(9.2.12.C.3)
(6.1.12.D.14.f)

D'Accord Level 2

Recommended Books:

- Student e-book:
Grammar French
Basics November
2017
[http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)
- *The Complete Idiot's Guide to Learning French on Your Own*
[http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)

Core Instructional/
supplemental materials:

- Textbook: *D'Accord Level 2*
- Workbook: *D'Accord*

Level 2

- Videos: *D'Accord*

Level 2

- CD-Rom: *D'Accord*

Level 2

- Wallkill Valley HS-
WL Curriculum Page
for French

[https://www.wallkillvrhs.org/
apps/classes/show_class.jsp?
classREC_ID=571385](https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385)

- Quizlet

<https://quizlet.com>

- French for teachers

[http://French4teachers.org/F
renchworksheets/](http://French4teachers.org/Frenchworksheets/)

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

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ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pair picture with vocabulary ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students

	<ul style="list-style-type: none"> ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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Interdisciplinary Connections:

ELA - NJSL/ELA:

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

Integration of Technology Standards NJSL 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: Vocabulaire au bureau et au travail - appels téléphoniques, conversation téléphonique, saisie au clavier, programmation, impression, création de rapports, présentations, collaboration, débats, ventes, marketing, ingénierie, création, conception, aide, traitement, assistance, enseignement, communication, salaire, syndicat, grèves, professions, interviews, emplois futurs, soins de santé, hospitalité, ventes, finances, informatique, politique, fonction publique, enseignant, chercheur, inventeur, scientifique, commis, secrétaire, pilote, hôtesse de l'air, médecin, avocat policier, détective, ouvrier sanitaire, propriétaire de magasin, entrepeneur, artiste, designer, électricien, plombier, entrepreneur, constructeur, artisan, infirmière, travailleur social, agent de voyage, garderie ou nounou, L'environnement-espaces verts, espaces ouverts, terre,

mer, air, réutiliser, recycler, réduire, assainissement de quartier, pollution, plastique, déchets, ordures, nettoyage, responsable, nature et paysages, plantes, arbres, fleurs, jardins, forêts , plages, montagnes, vallées, champs, fermes, milieux urbains, urbanisme, géographie, ressources naturelles, combustibles fossiles, énergie géothermique, énergie éolienne, énergie hydraulique, barrages et monuments nationaux. **Other vocabulary depending on students language levels**

**Englewood Public School District
World Language, French-III Grade
Fourth Marking Period**

Unit 4: Novel Study-Le Petit Nicolas

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will conduct a novel study to further develop their language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The French III program will be supported by the *D'Accord Level 2* French program and text that will cover different themes, support French grammar and vocabulary

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can read and interpret a novel.*
- *They can draw upon previously learned vocabulary and grammatical structures to help them understand what they are reading.*
- *They can use technology and apply the skills to expand upon a new language.*
- *They can write an essay.*
- *They can narrate and elaborate upon printed information.*
- *They can summarize and interpret authentic sources.*
- *They can read for metaphors and similes.*
- *They can hold a discussion about preferences on books or films.*

Essential Questions:

- *How does learning French help me improve my content area vocabulary?*
- *How does learning French help improve my 21st Century skills?*
- *Why is reading in another language important?*
- *How does reading a novel help expand my language interpretation abilities?*
- *What comprehension techniques and strategies are needed when reading in French?*
- *How do I express an opinion about a book or a movie?*
- *How do I make predictions when reading a text?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>	<p>Topics</p> <p>Work and the Community</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p>	<p>As an introduction to this unit, students will watch a video about primary school in France. (6.1.12.D.14.f)</p> <p>Following a teacher based lesson on functional expressions used informally by children and younger people. Students will create expression flashcards and practice reading them with one another. (CRP12)</p>	<p><i>YouTube: School in France Part I-From 3 to 11 years old</i> https://youtu.be/Z4J-Gi3kb4M</p> <p><i>Le Petit Nicolas</i> by René Goscinny and illustrated by Jean-Jacques Sempé</p>	<p>Benchmark Assessment: End of Year Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • “Do now” <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • End-of-unit or tests • Presentations • Projects • Scores that are used for accountability for schools (AYP) and
<p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Learn about and use technology to communicate in French • Create posters and digital presentations about a given topic • Use print, recorded, and digital media to learn French • organize a selection of facts and ideas into a composition. • Talk about characters in a story • Express an opinion about a written text and support 	<p>Students will learn new vocabulary related to the topic that corresponds with the chosen chapter. (Class/school, Soccer/Sports, Food/Snacks)</p> <p>Throughout this unit, students and the teacher will take turns reading aloud pages from <i>Le Petit Nicolas</i>. As students read-aloud in French, the rest of the class will summarize what was read on each page with a one sentence summary. This will insure that everyone is engaged in the listening of the narrative text. (CRP1) (NJLSA.R7)</p>		
<p>7.1.IM.A.3</p> <p>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>				

7.1.IM.A.4

Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5

Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8

Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

- the opinion with evidence from the text
- Hold a discussion about preferences on books, films and tv
- Read, understand and summarize a French text
- Read narrative text aloud to peers and teachers to increase oral and reading fluency.
- Learn text specific vocabulary
- Read for similes and metaphors
- Learn about primary schools in France
- Learn functional expressions used by children and younger people

At the end of each chapter or short story, following a class discussion, students will summarize the main theme by writing one paragraph about the short story they read. (NJSLSA.R2)

Students will work in teams to create a digital multi-media presentation of their preferred story and share the reason why they enjoyed that chapter. (8.1.12.A.1, 8.1.12.A.2) (CRP12) (9.2.12.C.3)

Project Based Learning

Students will work in small groups and talk about work, job searches, employment types, and skills. Students will create a Google form or survey maker form asking which students have jobs and what they do and asking about what community service they do around the neighborhood. (9.2.12.C.3)(CRP2, CRP4, CRP11, CRP12) (8.1.12.A.1, 8.1.12.A.2)

Survey Monkey
https://www.surveymonkey.com/mp/take-a-tour/?ut_source=megamenu

Google Forms
<https://docs.google.com/forms/u/0/>

students (report card grades)

- Rubrics:
<http://flenj.org/caps/147/>

Alternative Assessment:

- Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.
- Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
- Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.

Recommended Books:

7.1.IM.B.1

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4

- *Student e-book: Grammar French Basics November 2017*
[http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)
- *The Complete Idiot's Guide to Learning French on Your Own*
[http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceondo.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)

Core Instructional/
supplemental materials:

Textbook: *D'Accord Level 2*
Workbook: *D'Accord Level 2*

Videos: *D'Accord Level 2*
CD-Rom: *D'Accord Level 2*

Quizlet
<https://quizlet.com>

Wallkill Valley HS-WL
Curriculum Page for French
https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385

Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1

Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2

French Pronouns and Prepositions, Dorothy Richmond

National Geographic in French, Magazine

Newspapers, Magazines, Periodicals

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4

Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Integration of 21st Century Standards NJSL 9:

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Pair vocabulary with pictures● Speak and display vocabulary● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Use visuals● Provide peer tutoring● Chants, songs, choral reading● Work toward longer passages as skills in English increase● Introduce key vocabulary before lesson● Teacher reads aloud daily● Preferential seating● Small group instruction● Use audio books	<ul style="list-style-type: none">● Change work requirements to reduce activity time● Preferential seating● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.● Work with a partner● One-on-one instruction● Small group instruction● Provide concrete examples and relate all new concepts to	<ul style="list-style-type: none">● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Using visual demonstrations, illustrations, and models● Allow extra time to complete assignments or tests● Peer modeling● Teacher modeling● Give directions/instructions verbally and in simple written format.● Peer Support● Instructions may be printed	<ul style="list-style-type: none">● Organize and offer flexible small group learning activities● Use centers, contracts, or stations● Debrief students● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Ask open-ended questions● Use centers and group students according to ability and interest

<ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities
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Interdisciplinary Connections:

ELA - NJSL/ELA:

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Integration of Technology Standards NJSL 8:

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Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Key Vocabulary: Roman ou livre, titre, auteur, thème, nouvelles, personnages, décor, problème, solution, prédiction, analyser, résumer, expliquer, dissenter, discuter, écrire, comparer, métaphores, divertir, enseigner, écrire, inventer, finir , école primaire. **Other vocabulary depending on students language levels**

