

Englewood Public School District
World Language, French-I
First Marking Period
Unit 1: Introductions and In the Classroom

Overview: Through the use of technology, authentic materials, and traditional texts, this course is designed to provide students with an opportunity to develop their proficiency in French and to expand their knowledge of the various cultures of the Francophone world. Students will listen to and comprehend spoken French, to pronounce French correctly, and to orally express themselves in French on a variety of topics. Reading and writing skills in the target language will also be developed. A sizable vocabulary of a practical and modern nature will be acquired by the end of the year. During unit one, students will learn greetings, the alphabet, definite articles, numbers 0-20, commands for the classroom, distinguishing feminine versus masculine words and the verb to like. The French I program will be supported by the *D'Accord! Langue Et Culture Du Monde Francophone* Level I by Vista Higher Learning textbook.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using French vocabulary.*
- *They can greet others in French using simple memorized phrases and culturally appropriate gestures.*
- *They can answer simple yes and no questions in French.*
- *They can ask simple and memorized questions in French.*
- *They can understand words of praise and simple commands in French.*
- *They can read and say letters and words in another language.*
- *They can describe their physical environment in a foreign language.*
- *They can count in a foreign language and use numbers to describe quantity, time, and age.*
- *They can use words, phrases, and memorized sentences to describe myself including details about my physical appearance.*
- *They can understand some basic information when someone describes themselves and others and when someone talks about their preferences.*
- *They can understand when someone is stating their age and telling where they are from.*
- *They can use digital tools and face-to-face communication to communicate with someone who is from a French speaking country.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How do French speakers greet each other?*
- *How can I use French vocabulary that I know to count, describe, and identify school objects?*
- *How are words different and similar in English and French?*
- *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 French help reinforce my reading and written language skills?*

- How does learning French help me navigate my classroom, school, and environment better?
- How does learning a foreign language help me gain critical 21st century skills?

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	Topics Greetings, the alphabet, definite articles, numbers 0-60, commands for the classroom, distinguishing feminine versus masculine words and the verb to like <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 the unit, students will watch a short video song with greetings and counting from 1-10. Following a teacher directed lesson on greetings and introductions, students will read and recite common greetings and introductions in French. Students will work in pairs and practice greeting one another using learned vocabulary. (CRP4)	YouTube: Primary French Greeting song for World Hello Day - Tout Le Monde [HD] https://youtu.be/G5U3WSPOAAM <i>D'accord! I-Unit One</i> Unité 1: Salut!	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.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	Objectives Students will <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Communicate their name and use French greetings appropriately • Listen to, learn, and sing French songs • Learn and recite the French Alphabet 	Following a teacher led lesson on cultural stereotypes, students will create a list of common American stereotypes and French stereotypes. (6.1.12.D.14.f, 6.1.12.D.16.a) Class will create a T-Chart listing American Stereotypes versus French Stereotypes. (<i>D'accord! I- Unit 1</i> Unité 1: Salut! Read-Write-Think; T-Chart http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html	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
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).				
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.				
7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level				

<p>appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on</p>	<ul style="list-style-type: none"> Students will learn to count in French Use appropriate gestures when greeting others, leaving others, and in daily interactions Identify, say, and describe classroom objects and features Ask simple questions in target language. Understand and use common French expressions Play games in French Learn about the different countries where French speakers live Learn basic rules of pronunciation and accents Recite numbers 0-60 Identify the gender of nouns Appropriately use definite and indefinite articles Use print, recorded, and digital media to learn French 	<p>6.1.12.D.14.f, 6.1.12.D.16.a) (CRP2)</p> <p>Following a teacher led lesson on classroom commands; students will read and recite classroom commands.</p> <p>Students will work in small groups to create command French flashcards to play charades. Students will use the French command flashcards to act out the command. (CRP12, CRP6)</p> <p>Following a teacher-led lesson on the formal versus the informal “you” (vous and tu), students will complete a text based written exercise.</p> <p>Students will work with partners to orally recite and practice simple phrases using vous and tu.</p> <p>Students will watch a short video about the French Alphabet.</p> <p>Following a teacher-led lesson on reading the French Alphabet, students</p>	<p><i>D'accord! I- Unit 1</i> Unité 1: Salut!</p> <p><i>D'accord! I- Unit 1</i> Unité 1: Salut!</p> <p>YouTube: The French Alphabet with Learn French With Alexa https://youtu.be/OGkbK9-BRE</p> <p><i>D'accord! I- Unit 1</i> <i>Présentez-vous</i></p>	<p>for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> Rubrics <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. 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.
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topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

will recite the French alphabet.

D'accord! I- Unit 1
Présentez-vous

Following a teacher-led lesson on the definite articles (le, la, l', les) students will complete a textbook based related lesson.

See Attached Graphic Organizer
Articles Définis

Students will independently practice using definite articles using a graphic organizer.

D'accord! I-Unit
Présentez-vous

Following a teacher-led lesson on distinguishing between masculine and feminine vocabulary words, students will use unit vocabulary and label whether it is feminine or masculine.

D'accord! I-Unit
Présentez-vous

Students will complete a text-based written activity to identify feminine and masculine words.

D'accord! I-Unit
Présentez-vous

Students will work in pairs to do a French feminine and masculine word hunt using classroom texts and learned vocabulary.

YouTube: J'aime les fruits
<https://youtu.be/nJ03KjwiIVM>

As an introduction to the verb J'aime, students will watch a short video song.

D'accord! I-Unit
Présentez-vous

Following a teacher based lesson on the verb j'aime, students will work in pairs to orally share things they love or like using unit vocabulary.

Students will independently write sentences about things they like or love.

YouTube: 🎵 FRENCH
Numbers Song 1-20
<https://youtu.be/dhj9SqrIZqI>

As an introduction to counting, students will watch a short video on French counting 1-20.

D'accord! I-Unit
Présentez-vous

Following a teacher based lesson on counting from 1-20, Students will work in pairs and practice orally counting in French.

Students will independently create French number flash cards to practice reading and writing.

D'accord! I-Unit
Présentez-vous

Following a teacher led lesson on the following French expressions: "How old are you? I am ...years old." Students will work in pairs to ask one another how old they are and incorporate their number flashcards to randomly select an age from 1-20.

YouTube: Schools Words in French Part I

As an introduction to classroom vocabulary, students will watch a short video.

<https://youtu.be/qN6qQABYtdg>

D'accord! I Unit 2
Unité 2: Au lycée

Following a teacher based vocabulary lesson on school vocabulary words, students will create vocabulary flashcards.

See Attached worksheet: *Les Objets dans la Salle de Classe*

Students will conduct a school supply search using French vocabulary.

Students will work in pairs and practice reading and saying French classroom vocabulary words.

D'accord! I Unit 2
Unité 2: Au lycée

Following a teacher led lesson on indefinite articles (Un, Une, & Des); students will complete a textbook-based practice activity.

D'accord! I Unit 2
Unité 2: Au lycée

Students will work in pairs to orally practice naming classroom objects using the correct indefinite article.

D'accord! I Unit 2
Unité 2: Au lycée

Following a teacher led lesson on the following questions: & answer stems; What is it? It is ...

Bingo Card Generator

Students will practice naming classroom objects by taking turns asking and answering what objects are.

<https://myfreebingocards.com/bingo-card-generator>

Students will learn how to count from 20-60 by playing bingo.

Following a teacher-led lesson on asking and answering the following questions: How many are there...? In the classroom there are or there are not.... Students will work in pairs to ask and answer questions about classroom objects.

Following a teacher led lesson on nationalities. Students will learn “I am”- Je suis... to describe their nationality. Every student will name their nationality by saying what country of origin they or their family is from. Teacher will graph the results on chart paper. Students will watch a video and learn classroom expressions and commands to help them better navigate the classroom norms and resources.

YouTube: Classroom Expressions and Questions
<https://youtu.be/IgUR4sw9xqE>

How Many People Speak French, and Where Is It Spoken?

<https://www.babbel.com/en/magazine/how-many-people-speak-french-and-where-is-french-spoken/>

Project Based Learning

In order to learn more about Francophone culture, students will work in pairs to create digital presentations focusing on a French speaking country. They will research about the government, educational system, lifestyle, economy, and important events.

(6.1.12.D.14.f)(CRP1, CRP2, CRP4, CRP11, CRP12)

My Free Bingo Cards

<https://myfreebingocards.com>

Quizlet

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

Students will review unit vocabulary including classroom words, numbers, French alphabet, colors, and greetings by playing BINGO, Word Searches, and Concentration/Memory games.

Students will be introduced to French job titles by viewing a video of job vocabulary. (9.2.12.C.3, 9.2.12.C.5)

YouTube: Learn French- French Job Vocabulary

<https://youtu.be/OGooYjF6oNE>

Recommended Books:

“Le Petit Nicolas” by René Goscinny

“L’Étranger” by Albert Camus

“Calligrammes” by Apollinaire

“Le Père Goriot” by Honoré de Balzac

*“Contes de la Bécasse” by
Guy de Maupassant*

**Core Instructional/
supplemental materials:**

**Textbook: *D’Accord! 1*
Workbook: *D’Accord! 1***

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

My Free Bingo Cards
[https://myfreebingocards.co
m](https://myfreebingocards.com)

Teacher Toolkit: Frayer
Model
[http://www.theteachertoolkit.
com/index.php/tool/frayer-
model](http://www.theteachertoolkit.com/index.php/tool/frayer-model)

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.

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. This will include allowing more opportunities to demonstrate creativity.

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 ● 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 	<ul style="list-style-type: none"> ● Pre-teach vocabulary ● 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"> ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Curriculum compacting ● Inquiry-based instruction ● 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"> ● 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 		
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Interdisciplinary Connections:

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.

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

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: Alphabet français, salutations, stéréotypes culturels, commandes de classe, règles de classe, formel et informel, vous, tu, le, la, l, les, j'aime, masculin et féminin, nombres de 0 à 20, nombre, âge , Quel âge avez-vous ?, je suis, j'aime. **Other vocabulary depending on students language levels**

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

Unit 2: Family and Lycée (High School)

Overview: During this unit of study, students will continue to learn about school related topics including a typical high school day and descriptions of classes. Students will also discuss their family members, holidays, months of the year, time of day, and telling time. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The French 1 program will be supported by the *D'Accord! I* 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 describe my school day in French.*
- *Learning another language will help me communicate with someone who is from a French speaking country.*
- *They can ask and answer simple questions in French.*
- *They can describe people, places, and things in a foreign language.*
- *They can compare and contrast school activities, school or classroom rules, and items needed for different classes.*
- *They can demonstrate knowledge of new vocabulary to communicate about classroom tasks and items.*
- *They can compare and contrast my school day with that of a student from a French Speaking Country...*
- *They can make comparisons using correct French grammar.*
- *They can talk about my family.*
- *They can label and identify months, birthday, holidays, days of the week, and time of day.*

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 would you describe your school and school day?*
- *What are the three forms of “my”?*
- *What is family and why is it important?*
- *How will asking and answering questions in French help me improve my oral comprehension and speaking skills?*
- *How would I describe my family and others?*
- *How do I tell the time of day and days of the week?*
- *How do I express my preferences?*

- How do I discuss different activities?

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	Topics All about school and extra-curricular activities, breakfast and lunch foods, and healthy lifestyle choices <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 video about education in a French speaking country. (6.1.12.D.14.f) Introduce students to the theme of the unit, family and high school. Ask students to predict what some of the vocabulary words may be based on the context. Following a teacher led vocabulary lesson on theme 2 vocabulary, students will work in pairs to write sentences about their family.(CRP4)	YouTube: High School in France! https://youtu.be/JCn1M9IW9mI <i>D'Accord! 1</i> <i>Unit 3: La Famille</i> <i>D'Accord! 1</i> <i>Unit 3: La Famille</i>	Benchmark Assessment: Midterm 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.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	Objectives Students will <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Listen to, learn, and sing French songs • Play matching games to reinforce unit vocabulary • Ask and answer simple questions in target language 	Following a teacher-led grammar lesson on asking if you have brothers or sisters and asking what their names are, students will create dialogues and rotate asking 3 different students if they have siblings.(CRP12) Students will watch and listen to a possessive adjective music video.	<i>D'Accord! 1</i> <i>Unit 3: La Famille</i>	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
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).				
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.				
7.1.NM.A.5				

<p>Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally authentic materials on familiar topics.</p>	<ul style="list-style-type: none"> Students will categorize and classify objects Understand and use common French commands Read, listen to, and explain information about the school day Discuss the school day Ask and tell about likes and dislikes Use subject pronouns Use verbs that end in -er Talk about some of your classes Learn class subjects Learn how to tell time Learn about the things you need for school Learn about school activities Demonstrate an understanding of cultural differences about school Learn adjectives to describe family members and school Create French Dialogues Name and describe their family Name the months and days of the week. Label holidays and birthdays on a calendar Use common pronouns and adjectives to describe people, places and things Conjugate the verb to be 	<p>Following a teacher led grammar lesson on the three forms of “my”, students will orally practice using the three forms using previously learned French vocabulary.</p>	<p><i>YouTube: Learn Possessive adjectives in French with the song</i> https://youtu.be/vzb3K7n0sm4</p>	<p>accountability for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> Rubrics
<p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<ul style="list-style-type: none"> Discuss the school day Ask and tell about likes and dislikes Use subject pronouns Use verbs that end in -er Talk about some of your classes Learn class subjects Learn how to tell time Learn about the things you need for school Learn about school activities Demonstrate an understanding of cultural differences about school Learn adjectives to describe family members and school Create French Dialogues Name and describe their family Name the months and days of the week. Label holidays and birthdays on a calendar Use common pronouns and adjectives to describe people, places and things Conjugate the verb to be 	<p>Following a teacher led grammar lesson, students will learn the different French accents, L’accent aigu and l’accent grave. Students will identify when the accents will be used and which letters use the accents.</p>	<p><i>D’Accord! 1</i> <i>Unit 3: La Famille</i></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.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p>	<ul style="list-style-type: none"> Learn class subjects Learn how to tell time Learn about the things you need for school Learn about school activities Demonstrate an understanding of cultural differences about school Learn adjectives to describe family members and school Create French Dialogues Name and describe their family Name the months and days of the week. Label holidays and birthdays on a calendar Use common pronouns and adjectives to describe people, places and things Conjugate the verb to be 	<p>Students will learn how to use “de” to describe possession. Students will create dialogues talking about possession (my brother, my mother, my sister, etc.). Students will work in pairs and ask one another about their family using possessive “de”. (CRP12)</p>	<p><i>D’Accord! 1</i> <i>Unit 3: La Famille</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.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<ul style="list-style-type: none"> Learn adjectives to describe family members and school Create French Dialogues Name and describe their family Name the months and days of the week. Label holidays and birthdays on a calendar Use common pronouns and adjectives to describe people, places and things Conjugate the verb to be 	<p>Students will learn how to use “de” to describe possession. Students will create dialogues talking about possession (my brother, my mother, my sister, etc.). Students will work in pairs and ask one another about their family using possessive “de”. (CRP12)</p>	<p><i>D’Accord! 1</i> <i>Unit 3: La Famille</i></p>	<ul style="list-style-type: none"> Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.
<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> Name the months and days of the week. Label holidays and birthdays on a calendar Use common pronouns and adjectives to describe people, places and things Conjugate the verb to be 	<p>Students will watch a video on dates, months, and birthdays.</p>	<p>YouTube: Dates, Months and Birthdays in French https://youtu.be/6286ssjv3A</p>	<ul style="list-style-type: none"> Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.
<p>7.1.NM.B.5 Exchange information using</p>	<ul style="list-style-type: none"> Conjugate the verb to be 	<p>Following a teacher-led lesson on the months of the year and holidays, students will create a</p>	<p>https://youtu.be/6286ssjv3A</p>	<ul style="list-style-type: none"> Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.

words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5

Name and label tangible cultural products and

- Understand the different types of French accents
- Express preferences or likes and dislikes
- Talk about preferences concerning foods and beverages; eating habits during different meals; favorite activities
- Survey classmates
- Use technology to complete projects
- Use print, recorded, and digital media to learn French
- Use digital media to learn about French speaking countries and people

French calendar listing the 12 months of the year, their birthday, and all the holidays. (CRP6) (8.1.12.A.1, 8.1.12.A.2)

Students will watch a video about subject pronouns.

Following a teacher led lesson on subject pronouns, students will complete a text based practice lesson.

Students will learn how to conjugate the verb to be and when to use it.

Students will be introduced to adjectives that describe personality. They will draw an outline of themselves and write some adjectives that describe themselves.(CRP6)

Following a teacher-led lesson on making noun + adjective agreement, students will write short sentences describing their classroom peers and applying subject verb agreement. (6.1.12.D.14.f)

Students will create a digital newsletter,

Any Day Calendar
<https://templates.office.com/en-us/Any-year-calendar-TM00000066>

French Subject Pronouns Explanation
<https://youtu.be/xzlyDXNuZ9g>

D'Accord! 1
Unit 3: La Famille

D'Accord! 1
Unit 3: La Famille

D'Accord! 1
Unit 3: La Famille

imitate cultural practices from the target culture(s).

describing themselves and their family using learned vocabulary. (8.1.12.A.1, 8.1.12.A.2) (6.1.12.D.14.f, 6.2.12.D.6a) (CRP4) (CRP11)

Students will work in small groups to create post-it note labels for classroom objects.

Following a teacher led grammar lesson, students will learn the different French accents, L'accent circonflexe, la cédille, and le tréma.

Students will learn the days of the week and work in groups of three to create a days of the week song. Students will record their version of the song and play it to the class. (CRP12, CRP1, CRP6)

Following a teacher-led grammar lesson on verbs ending in ER, students will complete a text based practice assignment.

Following a teacher-led vocabulary lesson on school subjects, students will prepare a schedule of their classes. Have them

Adobe Spark
<https://spark.adobe.com/make/newsletter-maker/>

D'Accord! 1
Unit 4: Au Lycée

Les jours de la semaine -
alain le lait (French days of the week)
<https://youtu.be/Lpwf5N0rfVE>

D'Accord! 1
Unit 4: Au Lycée

put their teachers' names under each and write three sentences about their schedule. (CRP1, CRP2)

Weekly Class Schedule Template
<https://templates.office.com/en-us/Weekly-class-schedule-TM01018393>

Students will watch a video about telling time.

Following teacher modeling about telling time in French and the time of day (in the morning, in the afternoon, in the evening), students will learn how to tell the time and play "What time is it!"-Following teacher modeling, students will play a game where they need to say what time is written on the board. Students will divide into two teams and each team will score a point if they correctly say the time first. Students must tell the time using complete sentences.(CRP1, CRP12)

YouTube: Tell the Time in French
<https://youtu.be/xYHEXgl7KVw>

Following a teacher-led lesson on negative phrases and expressing likes and dislikes, students will talk with a partner about what they like doing at school and what they dislike.

Students will learn how to engage in a conversation using the phrase "do you".

D'Accord! I
Unit 4: Au Lycée

Students will take turns asking one another questions such as “Do you like...?” “What do you do when?”(CRP4)

**Project Based Learning:
Project 1**

*D’Accord! 1
Unit 4: Au Lycée*

Have students prepare a short survey using online form creator to interview their classmates about their opinion on each class. Suggest that they use the words interesting, hard, and easy as categories. Have them present the results in a chart with the adjectives going down the left side and the names of classes going across the top.
(9.2.12.C.3) (CRP2, CRP4, CRP11, CRP12, CRP6) (8.1.12.A.2, 8.1.12.A.1)

Google Forms
<https://www.google.com/forms/about/>

**Project Based Learning:
Project 2**

Students will work in pairs using digital media to research about what school is like in a French speaking country versus school in Englewood. Students will use this information to create a Venn Diagram or other Graphic organizer to

Read-Write-Think
Interactive Venn Diagram
http://www.readwritethink.org/files/resources/interactives/venn_diagrams/

Education in France

compare and contrast their school day from that of a French Speaking country. (6.1.12.D.14.f)(CRP1, CRP2, CRP4, CRP11, CRP12)

<https://about-france.com/primary-secondary-schools.htm>

Students will review unit vocabulary by playing BINGO, Word Searches, and Concentration/Memory games.

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

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)

Quizlet
<https://quizlet.com/subject/French-classroom-words/>

Recommended Books:

“Le Petit Nicolas” by René Goscinny

“L’Étranger” by Albert Camus

“Calligrammes” by Apollinaire

“Le Père Goriot” by Honoré de Balzac

“Contes de la Bécasse” by Guy de Maupassant

**Core Instructional/
supplemental materials:**

Textbook: *D'Accord! 1*
Workbook: *D'Accord! 1*

Quizlet
<https://quizlet.com>

My Free Bingo Cards
[https://myfreebingocards.co
m](https://myfreebingocards.com)

Teacher Toolkit: Frayer
Model
[http://www.theteachertoolkit.
com/index.php/tool/frayer-
model](http://www.theteachertoolkit.com/index.php/tool/frayer-model)

Integration of 21st Century Standards NJSL 9:

9.2.12.C.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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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"> ● 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 ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● 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. ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral 	<ul style="list-style-type: none"> ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● 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"> ● 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"> ● Allow answers to be given orally or dictated 	<p>reading</p> <ul style="list-style-type: none"> ● 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 		
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Interdisciplinary Connections:

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: Classe: table, bureau, chaise, crayon, porte, bureau, livre, horloge, carte, globe, enseignant, gomme, matériel scolaire: chemises, papier, crayons, crayons de couleur, sac à dos, crayons de couleur, gommes à effacer, école-heures, classes, périodes, première période, deuxième période, troisième, quatrième, cinquième, programmation en bloc, matières, sujet, enseignant, camarades de classe, arts du langage, langues du monde, mathématiques, art, musique, éducation physique, sciences, études sociales, histoire, laboratoire, déjeuner, centre des médias, bibliothèque, bureau d'orientation, bureau principal, conseiller. Nourriture et repas - petit-déjeuner, déjeuner, déjeuner, déjeuner, déjeuner, céréales, œufs, pain, toasts, saucisses, bacon, yaourt, eau, café, lait, jus d'orange, boissons, boissons non alcoolisées, limonade, thé, glace, pour le déjeuner je mangerai, salade, salade de fruits, un sandwich, chips de pomme de terre, pomme, orange, banane, raisins, légumes, haricots, nuggets de poulet, saucisses, gélatine, hamburger, fromage, chocolat, pizza, dîner steak, riz, haricots, viande, poisson, poulet, fruits de mer, oignons, pâtes, légumes, pommes de terre au four, desserts, gâteaux, biscuits, gâteaux, j'ai faim, j'ai soif. **Other vocabulary depending on students language levels**

Englewood Public School District
World Language, French-I
Third Marking Period
Unit 3: Food & Drink and Describing Others

Overview: During this unit, students will continue to familiarize themselves with oral and written vocabulary words related to eating, drinking and describing others. Students will start using the French language to describe, compare, request, and ask “wh” questions. Students will continue to develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The French I program will be supported by the *D’Accord! I* 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 describe people, places, and things in a foreign language.*
- *Learning another language will help me communicate with someone who is from a French speaking country.*
- *They can ask and answer simple questions in French.*
- *They can identify and label items into specific categories based upon attributes and number.*
- *They can use correct French grammar in my oral and written language.*
- *They can describe people and things using correct French grammar.*
- *They can identify, name, and label foods and drinks...*
- *They can discuss going shopping.*
- *They can conjugate common verbs.*
- *They can use correct articles when speaking and writing.*
- *They can read, write, and say numbers from 1-100.*
- *They can talk about different meals...*
- *They can compare using the word “but”(mais)*

Essential Questions:

- *How does learning French vocabulary improve my reading skills?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language increase my 21st Century Skills?*
- *How does learning French reinforce my written and oral language skills?*
- *How do I use adjectives to describe people, places, and things?*
- *How do I go shopping for food and beverages in a French speaking country?*
- *Why is eating and drinking important?*

- How do I compare people, places, and things?
- How do I ask questions?
- Why are articles important to use when speaking and writing?

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	Topics Food, drink, fruits, vegetables, shopping, descriptions, articles, and possessive pronouns <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 the lesson, students will watch a video about going grocery shopping in a French supermarket. After watching the video, students will discuss differences and similarities. Following a teacher-led vocabulary lesson on food and drink, students will create picture vocabulary cards. Students will watch a video about breakfast, lunch, and dinner and complete a textbook practice activity.	<i>YouTube: Au supermarché</i> https://youtu.be/2p0ySniLvzg <i>D'Accord! 1</i> Unit 5 <i>Qu'est-ce qu'on mange?</i> YouTube: Meals in French https://youtu.be/T6gMEG7Vz4E	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.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	Objectives Students will <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Use songs to learn French • Play games to learn and review unit vocabulary • Ask and answer simple questions in target language 	Students will work in small groups to create menus. Students have the option to use clip art or draw food items. (CRP1, CRP2, CRP6, CRP12) Following a teacher-led grammar lesson on partitive articles (du, de la,	<ul style="list-style-type: none"> • Card Stock • Markers • Photos • Google Docs or Word processing software 	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
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).				
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.				
7.1.NM.A.5 Demonstrate comprehension of brief oral and written			<i>D'Accord! 1</i> Unit 5	

<p>messages using age-and level appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class</p>	<ul style="list-style-type: none"> • Categorize and classify • Count from 1-100 • Understand and use common French commands • Compare and contrast people, places, and things relate to unit vocabulary • Discuss , label, and identify food and drink • Discuss and label money • Talk about going shopping • Learn how to ask questions • Understand cultural perspectives on eating • Read, listen to and describe people • Use adjectives in oral and written language • Ask questions • Learn more ER verbs • Discuss wanting and liking things. • Use print, recorded, and digital media to learn French • Use digital media to learn about French speaking countries and people • Understand cultural perspectives on eating 	<p>de l', des) students will work in pairs to ask and answer questions about what they like to eat.</p> <p>Following a teacher-led lesson on counting 60-100, students will learn how to count from 60-100 and play number Bingo to practice French numbers.</p> <p>Following a teacher led lesson on expressions for grocery shopping and money, students will create dialogues about purchasing food at the supermarket. Students will role-play being a clerk or a customer.</p> <p>Students will learn the names of fruits and vegetables and create flashcards.</p> <p>Students will work in pairs and practice labeling and identifying fruits and vegetables.</p> <p>Students will bring a picture of their favorite fruit and the class will determine which fruit is the most popular. The class will create a bar graph indicating which type of fruit was brought.</p>	<p><i>Qu'est-ce qu'on mange?</i></p> <p>My Free Bingo Card https://myfreebingocards.com/bingo-card-generator</p> <p><i>D'Accord! 1</i> Unit 5 <i>Qu'est-ce qu'on mange?</i></p> <p><i>D'Accord! 1</i> Unit 5 <i>Qu'est-ce qu'on mange?</i></p> <p><i>D'Accord! 1</i> Unit 5 <i>Qu'est-ce qu'on mange?</i></p>	<p>accountability for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics <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. • 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.
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on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Following a teacher led grammar lesson on: I want vs. I would like, students will form two groups and rotate in a line with a new partner (face off) and say whether they want a particular food or would like a particular beverage. (CRP1, CRP2, CRP4)

**Project Based Learning:
Project 1**

Students will watch a video about French school lunches, compare, and contrast the entire school lunch experience.

Students will work in pairs to research French school lunches and complete an interactive Venn diagram illustrating the similarities and differences. Then students will write a 3-4 sentence opinion about which lunch they prefer.

(6.1.12.D.14.f,
6.1.12.D.16.a)
(8.1.12.A.1, 8.1.12.A.2)
(CRP1, CRP2, CRP4,
CRP11, CRP12)

Following a teacher led vocabulary and grammar lesson on physical descriptions, students will

D'Accord! 1

Unit 5

Qu'est-ce qu'on mange?

D'Accord! 1

Unit 5

Qu'est-ce qu'on mange?

*YouTube: School Lunch
France*

<https://youtu.be/rXK591Rp4BU>

D'Accord! 1

Unit 6

work in pairs and orally describe one another. (CRP2, CRP4)

Students will watch a video about the top 15 adjectives to describe personality.

Following a teacher led vocabulary and grammar lesson on describing personality, students will create a list of the personality traits they desire the most.

Students will work in teams to create silhouettes of one another and then write words that describe their personality. Then they will flip the silhouette over and write words to describe their appearance. (CRP1, CRP2, CRP4, CRP6)

Following a teacher-led grammar lesson and modeling on conjugating the verb “avoir” (to have), students will complete a text based practice exercise. (CRP2, CRP4)

Students will learn how to compare things using the word “mais” (but) to compare using the

Décrivez les gens

YouTube: Learn the top 15 French Adjectives that Describe Your Personality
<https://youtu.be/oSEM2IGHZnQ>

D'Accord! 1
Unit 6
Décrivez les gens

D'Accord! 1
Unit 6
Décrivez les gens

following conversation stems: I want ____ but I only have \$_____ to purchase it. (Je veux ____ mais je n'ai que _____ \$ pour l'acheter.). She is ____ but he is _____. (Elle est ____ mais, il est _____.)

D'Accord! 1
Unit 6
Décrivez les gens

Students will watch a video about Group 1 regular French verbs ending in “ER”.

YouTube: Group 1 Regular French Verbs ending in “ER”
<https://youtu.be/j3ggpxxtqI>

Teacher will introduce additional regular ER verbs and have students practice oral and written conjugations with selected verbs.

D'Accord! 1
Unit 6
Décrivez les gens

Following a teacher led lesson on possessive pronouns, students will create a list of all the possessive pronouns to use as a resource, and then they will complete a textbook-based practice exercise.

D'Accord! 1
Unit 6
Décrivez les gens

Have students bring in a photo of their family. Working with partners, have the students describe the photos. Provide a list of descriptive adjectives that the students need to practice and have them

Recommended Books:

- *The Little Prince, Antoine de Saint-Exupéry*

include those words in their oral descriptions. After correcting spelling and grammar errors, have students write their descriptions on construction paper and attach the photos. Display them in the classroom. (6.1.12.D.14.f) (CRP1, CRP4)

Following a teacher led lesson on questions using “who” (Qui), students will take turns asking one another “who” questions using know vocabulary. (CRP12)

Project Based Learning:

Students will research French culinary arts, cuisine and chefs to find out the benefits of the job. Students will work in teams and create a multi-media presentation that combines French cuisine and French chefs. Students will present to the class. (CRP2, CRP4, CRP6, CRP11, CRP12) (8.1.12.A.1, 8.1.2.1.B.1) (6.1.12.D.14.f, 6.2.12.D.6.a) (9.2.12.C.5, 9.2.12.C.3)

- *Monsieur Ibrahim and the Flowers of the Koran*, by Eric-Emmanuel Schmitt
- *Friday or wildlife*, by Michel Tournier
- *Specialized CLE International publisher*

Core Instructional/ supplemental materials:

Textbook: *D'Accord! 1*
Workbook: *D'Accord! 1*
Videos: *D'Accord! 1*
CD-ROM: *D'Accord! 1*

Quizlet
<https://quizlet.com>

ThoughtCo.: *Resources for French Teachers*
<https://www.thoughtco.com/french-resources-for-french-teachers-4133077>

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English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● 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	<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	<ul style="list-style-type: none">● Peer support as needed● 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.● Increase one on one time● Teachers may modify	<ul style="list-style-type: none">● Ask open-ended questions● Use centers and group students according to ability and interest● 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● Create an enhanced set of

<ul style="list-style-type: none"> ● 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 ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals 	<ul style="list-style-type: none"> ● 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 ● 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 	<p>instructions by modeling what the student is expected to do</p> <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 	<p>introductory activities</p> <ul style="list-style-type: none"> ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students
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Interdisciplinary Connections: 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: aliments et boissons: eau, lait, sodas, jus de fruits, petit-déjeuner, déjeuner, dîner, collations, desserts, pain, café, thé, fruits, légumes, Restaurant, menu, serveur, client, table, commande, shopping, déjeuner à l'école, personnalité, gentil, intelligent, livresque, sportif, drôle, créatif, spirituel, bavard, sortant, heureux, sérieux, grand, court, mince, sinueux, fort, charmant, cheveux blonds, cheveux bruns, cheveux noirs, rousse, cheveux raides, cheveux bouclés, yeux marron, yeux bleus, yeux verts, yeux noisette. Other vocabulary depending on students language levels			

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

Unit 4: Clothing and Going Places

Overview: During this unit students will continue to familiarize themselves with oral and written French vocabulary words related to clothing and going out. Students will continue using the French language to ask and answer questions, describe places and events, and learn additional verbs. Students will learn color words, the four seasons, and how to write addresses. They will also use technology to learn about French cultural perspectives. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills. The French 1 program will be supported by the *D'Accord! 1* French 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 interact with others using French vocabulary.*
- *They can ask and answer simple questions in French.*
- *They can identify, name, and describe clothing using French vocabulary words.*
- *They can describe people, places, and things using French vocabulary.*
- *They can name and label places in French.*
- *They can conjugate verbs in French.*
- *They can say the seasons in French.*
- *They can name and label colors in French.*
- *They can follow simple commands and follow directions in French.*
- *They can use correct French grammar in my written and oral language.*
- *They can learn about the uses of technology and apply the skills to acquire a new language.*

Essential Questions:

- *How does learning French help me understand my feelings and preferences?*
- *How does learning French help me improve my content area vocabulary?*
- *What are the main French holidays?*
- *How do I describe clothing using French vocabulary?*
- *How do I describe a holiday, event, or party?*
- *What type of places can I go to?*

- *How do I ask questions in French?*
- *Why is correct grammar important?*
- *How does learning French help improve my 21st Century skills?*
- *How does learning French increase my vocabulary skills?*
- *How does learning a foreign language help me appreciate other cultures?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	Topics Clothing, Places, Holidays and events, colors, seasons <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 learn about different French Holidays and Celebrations! Students will discuss what they learned about the French holidays. (6.1.12.D.14.f) Students will learn the names of the French holidays and create a poster about one of the holidays. (CRP6) Students will watch a video about 10 interesting facts about French history, customs, and places. (6.1.12.D.14.f)	YouTube: French Holidays and Celebrations https://youtu.be/cjhCqrN29QE <i>D'Accord! 1</i> Unit 7 <i>Qu'est-ce que vous portes?</i> YouTube: France: 10 Interesting Facts about French History, Customs and Places to See https://youtu.be/JGDcDICQswg	Benchmark Assessment: End of Year 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” Summative Assessment: <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • End-of-unit or tests • Presentations • Projects
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.				
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	Objectives Students will <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Learn about and use technology to communicate in French 	Following a teacher led lesson on vocabulary, Students will work in small groups and discuss the different types and styles of clothing. Students will work in pairs to research French and create a digital “look	<i>D'Accord! 1</i> Unit 7 <i>Qu'est-ce que vous portes?</i>	
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.				

<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally authentic materials on familiar topics.</p>	<ul style="list-style-type: none"> • Create digital presentations about a given topic • Use print, recorded, and digital media to learn French • Identify and label clothing • Identify and label colors and seasons • Read, listen to, and explain information about holidays and events • Name different places to go to. • Learn noun and adjective agreement • Present a skit or role play • Use colors do describe things • Write French addresses • Describe a party • Use demonstrative adjectives • Conjugate the verb aller • Ask “where” questions • Identify name and label free time or leisure activities • Learn the verb faire (to make) • Talk about the near future • Use the terms to the/at the, to describe places to go to or things to do. 	<p>book” with pictures of different clothing labeled in French. (CRP1, CRP2, CRP6, CRP12)</p>	<p>Project Based Learning Students will work in teams of 3-4 students and research French fashion designers. They will write a brief paragraph about the designer and what they are known for. Students will also provide 3 photos or sketches of the designer’s fashions. Students will create a PowerPoint or Google Presentation of three slides to the class. (6.1.12.D.14.f) (8.1.12.A.1, 8.1.12.A.2) (CRP1, CRP2, CRP4, CRP6, CRP11, CRP12) (9.2.12.C.3, 9.2.12.C.5)</p>	<ul style="list-style-type: none"> • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics
<p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>			<p><i>D’Accord! 1</i> Unit 7 <i>Qu’est-ce que vous portes?</i></p>	<p>Alternative Assessment:</p>
<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</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.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>		<p>Following a teacher led lesson on color words and the four seasons, students will create color and season flash cards. Students will work in pairs to orally name the color and/or season indicated.(CRP4)</p>	<p><i>D’Accord! 1</i> Unit 7 <i>Qu’est-ce que vous portes?</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.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>		<p>Following a teacher led grammar lesson on making noun + adjective agreement in the feminine</p>	<p><i>D’Accord! 1</i> Unit 7 <i>Qu’est-ce que vous portes?</i></p>	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency
<p>7.1.NM.B.5</p>				

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NM.C.1

Use basic information at the word and memorized-phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5

Name and label tangible cultural products and

forms. Students will write sentences and orally read them aloud to a partner.

Following a teacher led grammar lesson on asking and answering questions using Why and because (pour quoi and parce que. Students will write a dialogue between a parent and a child asking for something but being told no and the reason why. Students should use unit vocabulary and previously learned family vocabulary. Students will then role-play the dialogue with a partner. (6.2.12.D.6.a)

Write several sample sentences on the board, using demonstrative adjectives. (ce, cet, cette, ces)

Students will watch a video about demonstrative adjectives: This, That, These, Those. (ce, cet, cette, ces)

Following a teacher led lesson on demonstrative adjectives, students will

D'Accord! 1
Unit 7
Qu'est-ce que vous portes?

D'Accord! 1
Unit 7
Qu'est-ce que vous portes?

YouTube: Demonstrative Adjectives
<https://youtu.be/kUMKi9IWPM0>

D'Accord! 1
Unit 7

in Spanish speaking skills and vocabulary.

imitate cultural practices
from the target culture(s).

complete a text based
practice area.

Qu'est-ce que vous portes?

Following a teacher led
lesson on party
vocabulary and
descriptive words for
parties, students will use
French Pinterest to come
up with party ideas and
print out pictures to label
using French vocabulary.
(8.1.12.A.2)

French Pinterest

<https://www.pinterest.com/pinterestfr/>

Students will then present
their party pictures to the
class using descriptive
words.(CRP2, CRP4)

Students will be
introduced to unit 8
vocabulary and create
flashcards about different
places.

D'Accord! 1

Unit 8

Où vas-tu?

As an introduction to unit
8, students will learn
about different places to
go around town. Students
will look at the
businesses/religious
buildings/gyms/parks
around Englewood and
create a French
information pamphlet
about different places to
go alone or with friends.
Students will work in
pairs to complete this

D'Accord! 1

Unit 8

Où vas-tu?

assignment. (CRP12, CRP1)

Following a teacher grammar lesson, students will conjugate the verb “aller” (go), then they will orally practice saying sentences about different places to go.

D'Accord! 1
Unit 8
Où vas-tu?

Following a teacher led grammar lesson on “Where” questions and using to, students will learn how to ask “Where” (où) questions and respond using “To the”. Students will work with a partner and orally practice asking where are you going? And answer “To the__.” (CRP4)

D'Accord! 1
Unit 8
Où vas-tu?

Students will learn how to write addresses in French and practice writing their home address and the school address.

D'Accord! 1
Unit 8
Où vas-tu?

Students will create French postcards showing different locations around town. (CRP6, CRP4)

Students will watch a video about the future tense, “to be” (Être).

YouTube: Être (to be) —
Future Tense (French verbs)

Following a teacher led lesson on the future tense, students will learn the future tense will complete a text based grammar practice exercise.

Project Based Learning:
Project 2

Students will use the Internet to take a virtual tour of various neighborhoods in French-speaking countries (virtual tours + French-speaking countries). Using one of the cities visited, students will write about visiting a specific location. They will explain what one can do there. Students will also create a labeled map to accompany their writing. They should also use the Internet to present a virtual tour for the class.
(6.1.12.D.14.f)
(CRP1,CRP2, CRP4, CRP11, CRP12)
(8.1.12.A.1, 8.1.12.A.2)

Following a teacher led lesson on the verb “To Do”-Faire. Students will complete a textbook related practice exercise.

Students will learn leisure activity vocabulary.

conjugated by Learn French With Alexa)

<https://youtu.be/qWenLyoVgRI>

D'Accord! 1

Unit 8

Où vas-tu?

Virtual Tours:

<https://www.virtuالتours.city/index.php>

French Today:

<https://www.frenchtoday.com/blog/easy-french-practice>

D'Accord! 1

Unit 8

Où vas-tu?

Students will create flash cards about different leisure or free time activities.(CRP2)

Have students work in groups and poll each other about their favorite free time activity or hobby. Then have them report back to the class and tally the results. Reveal the most popular activity to the class.

Use leisure /free time activity vocabulary to play charades with the students. Write the expressions on index cards, fold them up, and place them in a box. Ask volunteers to come to the front of the room, take a card from the box, and act out the activity. Other students will guess which activity the student is doing. Follow up their guesses with questions such as: What were you making? (CRP4)

D'Accord! 1
Unit 8
Où vas-tu?

Students will play Quizlet matching games to review unit vocabulary.

D'Accord! 1
Unit 8
Où vas-tu?

Quizlet
<https://quizlet.com>

Recommended Books:

- *The Little Prince, Antoine de Saint-Exupéry*
- *Monsieur Ibrahim and the Flowers of the Koran, by Eric-Emmanuel Schmitt*
- *Friday or wildlife, by Michel Tournier*
- *Specialized CLE International publisher*

**Core Instructional/
supplemental materials:**

Textbook: *D'Accord! 1*
Workbook: *D'Accord! 1*
Videos: *D'Accord! 1*
CD-ROM: *D'Accord! 1*

Quizlet
<https://quizlet.com>

Fluent u: The 13 Best French Textbooks for Any Level
<https://www.fluentu.com/blog/french/best-french-textbooks/>

Integration of 21st Century Standards NJSLS 9:

9.2.12.C.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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

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 Dance 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 home. 	<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 	<ul style="list-style-type: none"> • 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

<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"> ● 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 	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● 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"> ● Debrief students
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Interdisciplinary Connections:

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: Faire des choses - magasiner, regarder un film, la leçon de piano, la bibliothèque, le café, la maison, le cinéma, le centre commercial, la salle de sport, la danse, le concert, la fête, la fête, aller camper ou camper, avec moi, avec vous, je suis désolé, le parc, la plage, le restaurant, le temple, le temps libre, après le week-end, la danse, je sais, vous savez, les anniversaires, les fêtes, les mariages , baptêmes, anniversaires, Noël, Pâques, Quinceañera, célébrations - anniversaires, vacances, mariages, baptêmes, anniversaires, Thanksgiving, Noël, Pâques, Quinceañera, mots de couleur, saisons, vêtements, vacances, lieux, adresses, Maintenir la santé - Vie saine: exercice, marche, course à pied, sport, soulever des poids, aérobic, danse, éducation physique, manger sainement, fruits, légumes, vitamines, eau, protéines, lipides, glucides, dormir, se reposer, lire, écrivez, partagez vos sentiments, gardez des amis, prenez soin de vous. **Other vocabulary depending on students language levels**

Articles Définis

	Masculin	Féminin
Singulier	Le	La
	L'	
Pluriel	Les	

Le	La
L'	
Les	

Les Objets dans la Salle de Classe

Travaillez avec un partenaire pour localiser les objets suivants dans la classe. Une fois que vous avez localisé l'objet de la classe, encerclez-le et écrivez-le sur votre papier.




