

Englewood Public School District
World Language, French-IV
First Marking Period

Unit 1: Feeling and Living & The Value of Ideas

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will learn about the feelings, emotions, relationships, politics and the modern human experience. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics and French literary texts. Students are expected to use the target language in all appropriate situations. The French IV program will be supported by the *D'Accord Level 3* 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 develop skill sets to rely upon when expanding my French.*
- *They can summarize information.*
- *They can give or request information regarding a variety of daily living and practical topics.*
- *They can understand that the culture and values of the society lived in determines what constitutes a family.*
- *They can understand that the roles of families and communities are determined by the culture and values.*
- *They can express and describe their emotions, feelings, and opinions.*
- *They can analyze poetry and visual art.*
- *They can explore themes regarding justice, human rights, politics, and government.*
- *They can analyze media sources.*

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?*
- *How are aspects of identity expressed in various situations?*
- *How do societies and individuals define quality of life?*
- *How does media influence society?*
- *What political and social issues pose challenges to the world?*
- *What constitutes a family in different societies?*
- *How do individuals contribute to the well-being of communities?*
- *How do the roles of families and communities assume differ in societies around the world?*

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 Personal relationships, emotions, justice, politics, government <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 on expressing emotions and feelings in French. (6.1.12.D.14.f) Students will summarize the main points they learned from the video. (CRP11, CRP4) (6.1.12.D.14.f) Following teacher-led lessons on personal relationships and describing emotions, students will create emoji flashcards related to the emotion vocabulary.	<i>YouTube: Expressing Emotions and Feelings (moods) in French with examples</i> https://youtu.be/LkrZjR1xnhs <i>D'Accord Level 3</i> Unit one: Ressentir et Vivre	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.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics	Objectives Students will <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 Summarize information 	Students will work in pairs and describe different emotions using the emoji flashcards.(CRP4) Following a teacher led lesson on functional language for expressing feelings and opinions, students will work in small groups and create dialogues about friendship, families, and dating using newly learned vocabulary. They will then take turns talking	<i>D'Accord Level 3</i> Unit one: Ressentir et Vivre <i>D'Accord Level 3</i> Unit one: Ressentir et Vivre	Summative Assessment: <ul style="list-style-type: none"> Pre-test, test, and daily work Quizzes District benchmark or interim assessments End-of-unit or tests Presentations Projects
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations				

<p>through appropriate responses.</p> <p>7.1.IH.A.2</p> <p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</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> <p>7.1.IH.A.3</p> <p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target</p>	<ul style="list-style-type: none"> Listen and interpret basic / key info from realia Comprehend various articles and written pieces regarding sentiment, dating and self-inquiry Survey and participate in a survey of attitudes/personality factors and their effects on various situations Write a journal entry Write an email demonstrating concern for others and self-inquiry/interest Compare presidential elections in France and the United States Listen and note key ideas/info. from a news source Listen and interpret ideas of others – synthesize info. heard and paraphrase Comprehend key info. from authentic narratives on familiar and unfamiliar topics related to socio-political global issues Ask/respond to questions related to personal reactions/attitudes in dealing with conflict Research and create a graphic organizer on a 	<p>to one another using the dialogues they created. (CRP1., CRP2, CRP4, CRP12)</p> <p>Students will write a letter to a friend or family member that expresses how they feel and explains the importance of their relationship.(CRP2, CRP4)</p> <p>Following a teacher led lesson and modeling on giving advice, students will write a one paragraph description to a French self-help book that gives advice to teens about handling their emotions and feelings.</p> <p>Students will listen to a popular French poem that almost all French Children learn. Then they will independently analyze and translate what the poem means. Students will visit the French today website and check if their translation was accurate. (CRP4, CRP2, CRP8)</p> <p>Following a teacher led lesson on analyzing poetry, students will listen</p>	<p><i>ReadWriteThink: Letter Generator</i></p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/letter-generator-30005.html</p> <p><i>D'Accord Level 3</i> Unit one: Ressentir et Vivre</p> <p>French Today: “Chanson Pour Les Enfants L’hiver” De Jacques Prevert</p> <p>https://www.frenchtoday.com/french-poetry-reading/chanson-pour-les-enfants-l-hiver-jacques-prevert-song-french-poem-video</p>	<ul style="list-style-type: none"> compositions Scores that are used for accountability for schools (AYP) and students (report card grades) Rubrics: http://flenj.org/caps/147/ <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
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<p>culture(s) and in one's own culture.</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> <p>7.1.IH.A.4</p> <p>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</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>current Francophone conflict/issue</p> <ul style="list-style-type: none"> • Prepare a visual presentation about French art • Describe personal relationships • Paraphrase information • State my opinion • Give advice • Provide insight on a possible solution • Interpret multimedia sources related to the topic of changes in society, multicultural diversity, cultural stereotypes, global citizenship • Research and investigate topics related to justice and human rights. • Ask/respond to questions about cultural diversity and globalization • Explain personal significance of knowing a second language – brainstorm and create specific examples as they relate personally • Explain /give examples of cultural diversity's impact on a situation • Compare and contrast the political system and governance of France vs. the United States 	<p>to a poem entitled, “Heureux Celui Qui Meurt D’aimer” De Louis Aragon. After listening to this poem, students will work in pairs and analyze the meaning of the poem. Then they will watch a video of the poem sung by famous French singer Léo Ferré. After watching the video, the class will read the English translation of the poem and check if they understood the meaning of the poem. Students will then read about Louis Aragon and create a “five fast facts” list about him. (CRP2,CRP4, CRP6, CRP8, CRP11, CRP12), (NJSLSA.R2, NJSLSA.R7)</p> <p>Project Based Learning</p> <p>Following teacher led lessons on art appreciation and analyzing French works of art, students will work in teams to research famous French artists from different time periods. Each group will represent a different time period and select 3 artists and examples of 3 famous pieces of art from those artists (1 piece of artwork</p>	<p><i>French today: “Heureux Celui Qui Meurt D’aimer” De Louis Aragon.</i></p> <p>https://www.frenchtoday.com/french-poetry-reading/heureux-celui-qui-meurt-d-aimer-louis-aragon-french-poem-audio-video</p> <p><i>D’Accord Level 3</i> Unit one: Ressentir et Vivre</p> <p>Artist time periods: <i>19th Century (Romanticism to Impressionism)</i></p> <p><i>19th Century (Impressionism to Fauvism)</i></p>	<p>demonstrating their proficiency in Spanish speaking skills and vocabulary.</p>
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7.1.IH.A.5

Synthesize information from oral and written discourse dealing with a variety of 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.

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.

- Learn and apply the past perfect tense

per artist). Students will then create a multi-media presentation about each artist, first showing the artwork without any text or information, then providing a brief biography of the artists. The final slides for each group will include an analysis of the particular piece of art.
(CRP2, CRP4, CRP8, CRP11, CRP12)
(8.1.12.A.1, 8.1.12.A.2)
(NJSLSA.R7)

Students will learn about civil unions in France and what they mean and how they are acknowledged by French Society. After learning about them, students will write an opinion piece about civil unions using facts and information they have researched through various sources.
(CRP2, CRP4, CRP8, CRP11) (NJSLSA.R7)

Following teacher led vocabulary lessons justice, human rights, politics and government vocabulary, students will complete Frayer 4-square vocabulary cards for the

20th Century (Pre-WWII)

20th Century (Post WWII)

French Photographers

D'Accord Level 3

Unit one: Ressentir et Vivre

D'Accord Level 3

7.1.IH.B.1

Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

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.IH.B.2

Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IM.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in

newly introduced vocabulary.

Following a teacher-led grammar lessons on the past perfect tense, students will complete text book related practice pages.

Students will work in pairs to research the French political structure and compare it to the structure of the United States. Students will use an interactive Venn-Diagram to compare and contrast both countries.(6.1.12.D.14.f) (CRP12, CRP11) (6.1.12.D.16.a)

Following a class discussion on social justice and human rights, students will select a current event/issue on the OXFAM website and research different ways to take action and help fight injustice. Students will then write a three paragraph composition explaining the actions they will take. (6.1.12.D.14.f) (CRP12, CRP11)

Following a teacher led lesson and modeling on

Unit Two: La Valeur des Idées

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

D'Accord Level 3
Unit Two: La Valeur des Idées

D'Accord Level 3
Unit Two: La Valeur des Idées

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

OXFAM
<https://www.oxfamamerica.org>

D'Accord Level 3
Unit Two: La Valeur des Idées

familiar and some unfamiliar situations.

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.IH.B.4

Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature

7.1.IH.B.5

Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6

how to debate topics in French, students will work in groups of three to select a controversial topic related to justice, politics or human rights and create 10 bullet points to debate. Students will then formulate a pro and a con argument for the selected topic. (CRP12,CRP4, CRP2)

Following a teacher led lesson on “Fake News” and fact checking, students will look at 3 different news headlines and verify the accuracy of the information. Students should look at Three different media sources. Students will analyze the information and report on their findings via a one page essay.

Students will work in teams to compare the presidential elections in America vs. France. Students will complete an interactive Venn Diagram to present to the class. (CRP2, CRP4, CRP11, CRP12) (6.1.12.D.14.f,) (9.2.12.C.5, 9.2.12.C.3)

*D'Accord Level 3
Unit Two: La Valeur des
Idées*

*ReadWriteThink:
Interactive Persuasion Map
http://www.readwritethink.org/files/resources/interactives/persuasion_map/*

*ReadWriteThink: Hoax or
No Hoax? Strategies for
Online Comprehension and
Evaluation
<http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html>*

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

Recommended Books:

Use language in a variety of settings to further personal and/or academic goals.

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.IH.C.1

Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

- *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 3*
- Workbook: *D'Accord Level 3*
- 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_cl

7.1.IH.C.2

Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3

Use language creatively in writing for a variety of purposes.

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.

ass.jsp?classREC_ID=571385

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

7.1.IH.C.6

Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Integration of 21st Century Standards NJSL 9:

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

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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Work toward longer passages as skills improve• Introduce key vocabulary before lesson• Speak and display	<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.	<ul style="list-style-type: none">• Peer modeling• Teacher modeling• Using visual demonstrations, illustrations, and models	<ul style="list-style-type: none">• Use of think-tac-toe boards• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons

<p>vocabulary</p> <ul style="list-style-type: none"> • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Use visuals • Provide peer tutoring • Chants, songs, choral reading • 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 • 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- 	<ul style="list-style-type: none"> • Allow extra time to complete assignments or tests • Give directions/instructions verbally and in simple written format. • 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"> • 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
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	<p>writers</p> <ul style="list-style-type: none"> • 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 - 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.

6.1.12.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: Les sentiments, auto-enquête, relations personnelles, citoyenneté civile société, la vie de famille et des structures, villes de France, Mode de vie sain, les choix, technologie sociale, impact et avancement, médias francophones, Socio-politique et environnement global problèmes, Conflit et résolution, Analyser la poésie, les émotions, les relations, donner des conseils, les unions civiles, analyser les œuvres d'art, analyser les médias, comparer les élections présidentielles. **Other vocabulary depending on students language levels**

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

Unit 2: Reading in France

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will learn about France's rich tradition of reading and they will read a variety of narrative texts to further develop language interpretation abilities. Writing skills will be 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 IV program will be supported by the *D'Accord Level 3* 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 understand that Language incorporates not only grammatical and vocabulary aspects but reflects the communities that use it. This community identity shapes personal identity.*
- *They can explore the French culture by reading narrative and expository texts in French.*
- *They can analyze books and movies.*
- *They can learn about French traditions by reading traditional children's books and fables.*
- *They can research how reading interests have developed in France over time.*
- *They can share my opinions and ideas about books, short stories, and other written texts.*

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 does reading in a foreign language help me increase my reading comprehension skills?*
- *How do language and culture influence identity?*
- *How does analyzing and comparing books and movies in French support my written and oral language?*
- *How can reading traditional French children's books and fables help me further develop my interpretation abilities.*
- *How have reading interests developed in France over time?*

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 Reading in France: French Fables, General past tense review, Comic Strips, Traditional French Children's Books <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 the trailer for <i>The Little Prince</i> animated movie. (6.1.12.D.14.f) Students will listen to a song from <i>The Little Prince</i> three times and analyze and interpret the lyrics. The whole class will then have a discussion about the lyrics.(6.1.12.D.14.f) Following a teacher led lesson on the general past tense review, students will complete a textbook related practice exercise.	<i>YouTube: The Little Prince Official Trailer</i> https://youtu.be/fEPqgSNLfK8 <i>YouTube: Suis-moi - Camille (From The Little Prince)</i> https://youtu.be/nFpvu8EG-kQ <i>D'Accord Level 3 Unit Three: La Lecture Française</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.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics	Objectives Students will <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 Demonstrate knowledge of new vocabulary Read and analyze authentic French narrative text 	Following teacher directed lessons on reading fables and vocabulary related to reading fiction texts, students will take turns reading aloud fables from <i>Les Contes de Jean de la Fontaine</i> . Students will then discuss who the main characters are, what the setting of the story is, and what the theme or moral of the story is. Students will repeat this process for all the fables in the book. As they read each fable, students will write one sentence summaries to	<i>Les Contes de Jean de la Fontaine</i> <i>D'Accord Level 3</i>	Summative Assessment: <ul style="list-style-type: none"> Pre-test, test, and daily work Quizzes District benchmark or interim assessments End-of-unit or tests Presentations Projects compositions Scores that are used for
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.				

<p>7.1.IH.A.2</p> <p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	<ul style="list-style-type: none"> • Learn and apply the general past tense • Read and analyze French fables • Read and interpret French comic strips • Read a traditional French children's book • Watch and analyze the animated film <i>Le Petit Prince</i> • Research how reading interests have developed in France over time 	<p>help them remember each fable. (CRP2, CRP4, CRP8) (6.1.12.D.14.f) (NJSLSA.R2)</p> <p>Students will read a variety of French comic strips from newspapers and magazine. After reading the comics, students will discuss the meaning of the comic and whether or not they pick up on the subtle satire. (6.1.12.D.14.f, 6.2.12.D.6.a)</p>	<p><i>Unit Three: La Lecture Française</i></p> <p><i>D'Accord Level 3 Unit Three: La Lecture Française</i></p>	<p>accountability 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.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>Students will create their own French comic strip focusing on cultural differences or politics or art. Students will share their comics with the class. (CRP6) (6.1.12.D.14.f)</p>	<p><i>Educational Technology and Mobile Learning: 3 Awesome Comic Strips Creation Tools for Students</i> https://www.educatorstechnology.com/2017/10/3-awesome-comic-strips-creation-tools.html</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. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
<p>7.1.IH.A.3</p> <p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p>		<p>Students will read <i>Le Petit Prince</i>, and analyze each chapter by describing the central theme and the different feelings and emotions the characters are portraying. Class will have a discussion after each chapter read and will answer teacher made comprehension questions related to the text. At the end of the reading,</p>	<p><i>Le Petit Prince by Antoine de Saint-Exupéry</i></p>	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish

<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> <p>7.1.IH.A.4</p> <p>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</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>7.1.IH.A.5</p> <p>Synthesize information from oral and written discourse</p>		<p>students will write a five paragraph composition describing the story, main characters, the mood of the story, and the theme.</p> <p>Students will watch the film <i>Le Petit Prince</i>, produced by Canal Plus. Students will analyze the movie and complete a class T-chart, comparing the book to the movie.</p> <p>Project Based Learning Project 1 Students will work in pairs and research how reading interests have developed in France over time. They will create a five slide presentation explaining why and how the French have a rich love of reading. (CRP2, CRP4, CRP11, CRP6) (8.1.12.A.2, 8.1.12.A.1) (NJSLSA.R7) (6.1.12.D.14.f)</p> <p>Students will research and discuss the careers of different French writers and explain if writing is a career they would pursue. (9.2.12.C.5, 9.2.12.C.3)</p> <p>Students will play Bingo & Quizlet vocabulary review activities with a</p>	<p><i>Le Petit Prince</i> produced by Canal Plus</p> <p><i>D'Accord Level 3</i> <i>Unit Three: La Lecture Française</i></p> <p><i>D'Accord Level 3</i> <i>Unit Three: La Lecture Française</i></p> <p>My Free Bingo Cards</p>	<p>speaking skills and vocabulary.</p>
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dealing with a variety of 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.

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.IH.B.1

Use digital tools to participate in extended conversations using a

partner or in teams.(CRP12)

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.1, 9.2.12.C.3)

<https://myfreebingocards.com>

Quizlet

<https://quizlet.com/233093864/french-fables-flash-cards/>

Recommended Books:

- *Moments Littéraires: An Anthology for Intermediate French* by Bette Hirsch & Chantal Thompson
- *The Complete Idiot's Guide to Learning French on Your Own* [http://library.aceond.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own\(Azur23\).pdf](http://library.aceond.net/ebooks/French/The-complete-idiots-guide-to-learn-french-on-your-own(Azur23).pdf)

Core Instructional/ supplemental materials:

- Textbook: *D'Accord Level 3*

variety of timeframes to exchange information.

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.IH.B.2

Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

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.

- Workbook: *D'Accord Level 3*
- Videos: *D'Accord Level 3*
- CD-Rom: *D'Accord Level 3*
- *Les Contes de Jean de la Fontaine*;
- Original Comic Strips from “*Tintin*” and “*Obélix et Astérix*”,
- *Le Petit Prince*, Antoine de Saint Exupéry;
- The Little Prince, film produced by Canal Plus;
- Quizlet <https://quizlet.com>
- *11 Tools and Apps for Creating Digital Storybooks*
- <https://americantesol.com/blogger/storybooktools/>

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.IH.B.4

Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature

7.1.IH.B.5

Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

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.IH.C.1

Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.IH.C.2

Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives

associated with the target culture(s).

7.1.IH.C.3

Use language creatively in writing for a variety of purposes.

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.

7.1.IH.C.6

Explain/demonstrate cross-cultural skills needed for a variety of professions and

careers within the global workforce.

Integration of 21st Century Standards NJSLs 9:

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

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

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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">Speak and display	<ul style="list-style-type: none">Use a scribe for non-	<ul style="list-style-type: none">Oral prompts can be given.	<ul style="list-style-type: none">Inquiry-based instruction

<p>vocabulary</p> <ul style="list-style-type: none"> • 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 	<p>writers</p> <ul style="list-style-type: none"> • Large print texts and or Braille, or audio books • Augmentative communication system • 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 	<ul style="list-style-type: none"> • Allow answers to be given orally or dictated 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. 	<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 • 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
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	<ul style="list-style-type: none"> ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
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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: Lire en France, Intérêts pour la lecture, Le développement de la lecture en France au fil du temps, fables, bandes dessinées, livres pour enfants traditionnels français, regarder et analyser des films français, recherche, bibliothèque, écrivain, illustrateur, éditeur, titre, page

de couverture, littérature classique, 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**

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

Unit 3: Practical Conversations & Nature's Riches

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 the riches of the natural environment and practical conversation skills 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 IV program will be supported by the *D'Accord Level 3* 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 research and present a global environmental issue that has local impact.*
- *They can survey classmate about what they do to help preserve natural resources.*
- *They can present possible local solutions to think globally, and act locally.*
- *They can summarize information.*
- *They can research and analyze French multi-media resources and compare them to American multi-media.*
- *They can discuss nature and the environment.*
- *They can explain a problem and propose solutions and make suggestions for improvements.*
- *They can watch and critique videos, movies, television shows, and other forms of digital media..*
- *They can learn functional expressions for formal and informal conversations.*
- *They can use guided dialogue for a variety of scenarios.*

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 impact does media have on society?
- What can we do to help preserve natural resources?
- What is global warming and how can we reduce or prevent it?
- How do I impact my environment and vice versa?
- 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?
- What can I do to help the planet?

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 Practical conversations, guided dialogue, analyzing media, and the natural environment, and environmental studies <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 top 5 French TV shows. (6.1.12.D.14.f) Students will work in teams of three to best interpret what the video was saying. (CRP12, CRP4) (NJSLSA.R7)	<i>You Tube: TOP 5 FRENCH TV SHOWS</i> https://youtu.be/pJ_mQKzK5-4 <i>D’Accord! 3 Unit Four: La Conversation en Pratique</i>	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”
	Objectives Students will	Following teacher-led lessons on functional expressions for formal and informal conversations, students will work in teams to create skits about formal and informal conversations. Half the teams will have formal conversations the other half will have informal conversations. (CRP12) Following teacher modeling, students will create dialogues for	Drills Dialogues, and Role Plays https://www.press.umich.edu/pdf/0472032038-web.pdf <i>D’Accord! 3</i>	Summative Assessment: <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes

<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>7.1.IH.A.2</p> <p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</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>	<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 • Learn functional expressions for formal and informal conversations • Learn and apply guided dialogue for specific scenarios • Listen and view a documentary and note key info. heard/identified • Summarize videos, conversations, and written texts • Write an essay • Discuss nature and the environment • Explain a problem • Propose solutions • Interpret key concepts / data found in articles on natural phenomena, conservation efforts, environmental issues, endangered environments, flora/fauna- enviro products • Reflect and analyze a French television show 	<p>specific scenarios. They will work in teams and create dialogs for the airport, taking a taxi, eating at a restaurant, and going to a museum. Students will practice the dialogues multiple times to build language fluency.(CRP4)</p> <p>Following a teacher led lesson on French television, students will watch a current French TV show and interpret what is being said, and analyze the plot. (CRP2) (NJSLSA.R7)</p> <p>Project Based Learning: Project 1</p> <p>Working in groups of three or four, students will research and analyze French instructional YouTube videos and compare them to American “Youtubers”. Students will complete interactive Venn Diagrams to compare and contrast, then they will write dialogues and create their own YouTube video about learning French or their experience with one of the topics learned in French class. Students will</p>	<p><i>Unit Four: La Conversation en Pratique</i></p> <p><i>D’Accord! 3</i> <i>Unit Four: La Conversation en Pratique</i></p> <p>FluentU: Ten Best French TV Series to Learn French https://www.fluentu.com/blog/french/french-tv-series-to-learn-french/</p> <p><i>ReadWriteThink: Venn Diagram, 2 Circles</i> http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-30006.html?preview</p>	<ul style="list-style-type: none"> • District benchmark or interim assessments • End-of-unit or tests • Presentations • Projects • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics: http://flenj.org/caps/147/ <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
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7.1.IH.A.3

Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

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.IH.A.4

Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IM.A.5

- Research and analyze French instructional multi-media sources and compare them to American "Youtubers"
- Ask /respond to questions related to preservation of natural spaces
- Present possible local solutions to a global environmental issue- to think globally, act locally
- Write an email that addresses a local environmental issue
- Investigate local and global conservation efforts and their impact
- Read and analyze a French Poem
- Review the future tense
- Learn and apply the past conditional tense
- Learn functional language for expressing regret

create a video then they will present it to the class. Lastly, students will provide constructive criticism and feedback to the groups by writing down the strengths and weaknesses of the presentation and discussing what each team could do to improve. (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4, CRP12, CRP8) (6.1.12.D.14.f, 6.1.12.D.16.a, 6.1.12.D.6.a)

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

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 have a debate about global warming, pollution, or any other environmental issue. Student teams will take a

D'Accord! 3
Unit Four: La Conversation en Pratique

D'Accord! 3
Unit Five: Les Richesses Naturelles

D'Accord! 3
Unit Five: Les Richesses Naturelles

ReadWriteThink: Reflection: Informed vs. Uninformed Argument
<http://www.readwritethink.org/files/resources/lesson-docs/InformedVsUninformed.pdf>

related to their study of Spanish.

- Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.

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

7.1.IH.A.5

Synthesize information from oral and written discourse dealing with a variety of 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.

7.1.IM.B.1

Use digital tools to participate in short conversations and to exchange information

pro-con side to the topic and team members will all take turns debating the opposing team. (CRP1, CRP2, CRP8, CRP12)

Following a teacher led lesson on protecting and preserving our environment, students will work in pairs and come up with solutions for helping save our earth. (9.2.12.C.3)

Following teacher-led lessons on the future tense, and past conditional tense, students will complete a textbook related practice exercise.

Students will use the future tense to write a paragraph about why it is so important to take care of our planet.

Following a teacher led lesson on functional language to express regret, students will use the story of the Lorax to inspire them to write about regret by translating quotes from the Lorax from English to French. The quotes should all reflect some form of regret. Students will share these quotes in quote

D'Accord! 3
Unit Five: Les Richesses Naturelles

D'Accord! 3
Unit Five: Les Richesses Naturelles

D'Accord! 3
Unit Five: Les Richesses Naturelles

Speech Bubble Templates
<https://www.timvandevall.com/templates/speech-bubble-templates/>

related to a variety of familiar topics and some unfamiliar topics.

7.1.IH.B.1

Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

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.IH.B.2

Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

bubbles and post them in the classroom.

Project Based Learning:

Students will listen to and read the poem “*Dans La Forêt Sans Heures*” De Jules Supervielle. After listening to the poem, students will work in pairs to interpret and analyze what the poem is saying and what the poem represents. Students will write down their thoughts and then will read a printed version of the poem to translate and verify their initial impressions of the meaning of the poem. Lastly, students will create their own illustration representing the poem and write an essay about what this poem means and how it celebrates nature and the delicate balance between man and nature.(8.1.12.A.1, 8.1.12.A.2) (CRP2, CRP4, CRP6, CRP8,CRP11) (NJSLSA.R2, NJSLSA.R7)

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D'Accord! 3
Unit Five: Les Richesses Naturelles

“*Dans La Forêt Sans Heures*” De Jules Supervielle
<https://www.frenchtoday.com/french-poetry-reading/dans-la-foret-sans-heures-surpervielle-french-poetry-audio>

Recommended Books:

- *Mastering French Vocabulary: A Thematic Approach* by Wolfgang Fischer & Anne-Marie Plouhinec
- *Larousse French-English Dictionary*

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

7.1.IH.B.4

Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature

7.1.IH.B.5

Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied

Core Instructional/ supplemental materials:

- Textbook: *D'Accord Level 3*
- Workbook: *D'Accord Level 3*
- Videos: *D'Accord Level 3*
- CD-Rom: *D'Accord Level 3*
- Wallkill Valley HS-WL Curriculum Page for French
https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385
- Quizlet
<https://quizlet.com>

in other content areas.
7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

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.IH.C.1

Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.IH.C.2

Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3

Use language creatively in writing for a variety of purposes.

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.

7.1.IH.C.6

Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Integration of 21st Century Standards NJSL 9:

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/

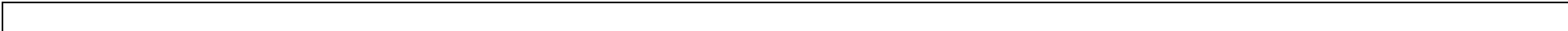
Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time 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">• Small group instruction• Speak and display vocabulary• Teacher modeling• Peer modeling	<ul style="list-style-type: none">• One-on-one instruction• Small group instruction• Utilize modifications & accommodations delineated in the student’s	<ul style="list-style-type: none">• Teachers may modify instructions by modeling what the student is expected to do• Using visual	<ul style="list-style-type: none">• Real world scenarios• Student Driven Instruction• Ask open-ended questions• Curriculum compacting• Inquiry-based instruction

<ul style="list-style-type: none"> ● 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 ● 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 	<p>IEP</p> <ul style="list-style-type: none"> ● 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 ● 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- 	<p>demonstrations, illustrations, and models</p> <ul style="list-style-type: none"> ● 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 ● 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 ● 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
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	<p>writers</p> <ul style="list-style-type: none"> • 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>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.</p> <p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>Key Vocabulary: Nature, études environnementales, recycler, réduire, réutiliser, écologie, responsable, protéger et préserver l'environnement, débattre du réchauffement climatique, de la pollution, des problèmes environnementaux, exprimer des regrets, analyser la poésie française, médias, conversations informelles, dialogues, émissions de télévision françaises, enseignement en français vidéos et vidéos pédagogiques américaines, critique. Other vocabulary depending on students language levels</p>			



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

Unit 4: French Theater

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 the riches and diversity of the French theater 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 IV program will be supported by the *D'Accord Level 3* 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 play.*
- *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 French literary plays..*

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 play help expand my language interpretation abilities?*
- *What comprehension techniques and strategies are needed when reading a play in French?*
- *How do I express an opinion about a play or a movie?*
- *How do I act out a scene from a play and stage a production?*

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 French Theater: History of the Theater, Literary French Tense, Reading Classical French Literary Plays <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 Moliere, considered one of the greatest playwrights. (6.1.12.D.14.f) Throughout this unit, students and the teacher will take turns reading aloud pages from <i>La Comédie-Française</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) (NJSLSA.R7)	<i>You Tube: Moliere - Man of Satire and Many Burials: Crash Course Theater #21</i> https://youtu.be/mdvfXzCoqvA <i>D'Accord! 3 Unit Six: Au Théâtre</i> <i>La Comédie-Française.</i>	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"
7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics	Objectives Students will <ul style="list-style-type: none"> 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 play 	Following a teacher led lesson on theater vocabulary. Students will create flashcards with brief sketches showing the different theater related vocabulary. Students will practice quizzing one another. (CRP4) Students will work in teams to research the history of French theater. All teams will create a multi-media presentation	<i>D'Accord! 3 Unit Six: Au Théâtre</i> <i>D'Accord! 3 Unit Six: Au Théâtre</i>	Summative Assessment: <ul style="list-style-type: none"> Pre-test, test, and daily work Quizzes District benchmark or interim assessments End-of-unit or tests Presentations Projects Scores that are used for
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations				

<p>through appropriate responses.</p> <p>7.1.IH.A.2</p> <p>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</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> <p>7.1.IH.A.3</p> <p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target</p>	<ul style="list-style-type: none"> • Learn the history of French theater • Read, understand and analyze a French play or excerpts from French literary plays • Learn theater and play specific vocabulary • Read classical French literary plays • Learn the literary French tense • Act out a scene from a play, including props and costumes 	<p>consisting of 10 slides. All teams will present to the class.(6.1.12.D.14.f) (8.1.12.A.1, 8.1.12.A.2) (CRP12)</p> <p>Following a teacher led grammar lesson on the literary French tense, students will write sentences using this tense and the unit vocabulary. (CRP2)</p> <p>Class will read and listen to <i>Le Bourgeois Gentilhomme</i>, by Moliere and focus on meaning and analyzing specific excerpts. (NJSLSA.R2, NJSLSA.R7)</p> <p>Project Based Learning</p> <p>Throughout the unit, students will read excerpts from <i>Le Bourgeois Gentilhomme</i>, by Moliere. Midway through the marking period, students will team up and select one scene to act out from the play. Students will rehearse the lines, create costumes and props, and perform the scene in front of the class. Students will be filmed during the</p>	<p><i>D'Accord! 3</i> <i>Unit Six: Au Théâtre</i></p> <p><i>Le Bourgeois Gentilhomme</i>, by Moliere</p> <p><i>Le Bourgeois Gentilhomme</i>, by Moliere</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>French Pronouns and Prepositions</i>, Dorothy Richmond 	<p>accountability for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics: http://flenj.org/caps/147/ <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
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culture(s) and in one's own culture.

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.IH.A.4

Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IM.A.5

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

7.1.IH.A.5

performance and then they will watch the performance and critique themselves.

(9.2.12.C.5, 9.2.12.C.3)

(CRP1, CRP2, CRP4, CRP11, CRP12)

(8.1.12.A.1, 8.1.12.A.2)

(6.1.12.D.14.f)

- *Malevil* by Robert Merle
- *L'autoroute Sauvage* by Gilles Thomas

Core Instructional/ supplemental materials:

Textbook: *D'Accord Level 3*

Workbook: *D'Accord Level 3*

Videos: *D'Accord Level 3*

CD-Rom: *D'Accord Level 3*

Les Contes de Jean de la Fontaine

Le Jeu de l'amour et par hasard, Marivaux

La Tartuffe, Molière

YouTube

Netflix

Quizlet

<https://quizlet.com>

National Geographic in French, Magazine

Newspapers, Magazines, Periodicals

speaking skills and vocabulary.

Synthesize information from oral and written discourse dealing with a variety of 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.

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.IH.B.1

Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

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.IH.B.2

Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

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

7.1.IH.B.4

Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature

7.1.IH.B.5

Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

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.IH.C.1

Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.IH.C.2

Create and perform stories, poems, short plays, or oral reports based on personal

experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3

Use language creatively in writing for a variety of purposes.

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.

7.1.IH.C.6

Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Integration of 21st Century Standards NJSL 9:

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

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.

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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"> • Use audio books • Allow extra time to complete assignments or tests • Speak and display vocabulary • Teacher modeling • Peer modeling 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, 	<ul style="list-style-type: none"> • Peer modeling • Teacher modeling • Give directions/instructions verbally and in simple written format. • Using visual demonstrations, 	<ul style="list-style-type: none"> • Use of think-tac-toe boards • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons

<ul style="list-style-type: none"> ● 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 ● 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 	<p>modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> ● 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 ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books 	<p>illustrations, and models</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● 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"> ● 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
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	<ul style="list-style-type: none"> ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 		
<p>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.</p> <p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>Key Vocabulary: Le théâtre français, pièces de théâtre, thèmes, personnages, scène, accessoires, costumes, décors, mise en lumière, mise en scène, coulisses, direction, chef d'orchestre, musique, acteurs, dramaturge, histoire du théâtre français, analyse de pièces littéraires françaises , pièces de théâtre classiques, théâtre, comédie, présentation, acte, émotion, sentiment, expresion. Other vocabulary depending on students language levels</p>			