

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

Unit 1: Introductions and In the Classroom

Overview: French II is a continuation of Introduction to the French language and culture. It places an emphasis on oral proficiency, skill development, and current vocabulary. Communication is the goal, beginning with structured practice and leading up to open-ended communication. Emphasis is put on providing authentic cultural media and listening for interpretive communication. The French II program will be supported by the *D'Accord! Langue Et Culture Du Monde Francophone* Level I by Vista Higher Learning textbook. During unit one students will review greetings and school related information, they will explore the French traditions of food and eating meals.

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can improve their proficiency in the basic language skills of listening, speaking, reading comprehension, and writing.*
- *They can gain knowledge of and cultural insights into other people through the study of French.*
- *They can better understand the grammatical structures in their first language as a result of their French studies.*
- *They can make interdisciplinary connections while studying French.*
- *They can gain knowledge about and empathize with other peoples and cultures which can lead to a more tolerant society.*
- *They can compare English with another language to better understand the nature of language.*
- *They can express themselves and their preferences in another language.*
- *They can use proper grammatical structures, expressions, and vocabulary to communicate with French speakers.*
- *They can discuss relevant topics such as, school, eating out, and locations around town.*

Essential Questions:

- *What do I remember from French I?*
- *How do I ask questions?*
- *How do I express being hungry and thirsty?*
- *How do I identify and order food at a café?*
- *What do eating and drinking habits say about a culture?*
- *How do we interact with the towns and cities around us?*
- *Why is it important to be aware of other cultures' cuisine?*
- *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?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p>Topics</p> <p>Review introducing yourself, question verbs, ER verbs, numbers 0-1000, preferences, clothing, city places, French Café Culture, eating out, IR verbs and irregular verbs</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross-cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 <p>Objectives</p> <p>Students will</p> <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 • Use appropriate gestures when greeting others, 	<p>As an introduction to the unit, students will watch a video about numbers 100 to 1000 in French. During the lesson, teacher will intermittently pause to allow students to practice counting.</p> <p>Following a teacher based lesson on counting from 0-1000, Students will work in pairs and practice orally counting in French (CRP12)</p> <p>Students will play bingo with a mix of numbers from 0-1000.</p> <p>Students will review greetings and introductions, students will read and recite common greetings and introductions in French</p> <p>Students will work in pairs and practice greeting one another using learned vocabulary (CRP4)</p> <p>Following a teacher led review lesson on classroom objects and commands, students will work in small groups to</p>	<p><i>YouTube: French Lesson 63 - Learn French numbers 100 to 1000 - counting to 1000 - Los numeros en francés</i> https://youtu.be/G5U3WSPOAAM</p> <p><i>D'accord! I-Unit 1: Review Unit</i></p> <p>Bingo Card Generator https://myfreebingocards.com/bingo-card-generator</p> <p><i>D'accord! I- Unit 1:Review Unit</i></p> <p><i>D'accord! I- Unit 1:Review Unit</i></p> <p><i>D'accord! I- Unit 1:Review Unit</i></p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • "Do now" <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or interim assessments • End-of-unit or tests • Presentations • Projects

<p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p>	<p>leaving others, and in daily interactions</p> <ul style="list-style-type: none"> Identify, say, and describe classroom objects and features Ask questions in target language. Understand and use common French expressions 	<p>label classroom objects with post-it notes (CRP12, CRP1)</p> <p>As a review of classroom vocabulary, students will conduct a school supply search using French vocabulary</p>	<p>See Attached worksheet: <i>Les Objets dans la Salle de Classe</i></p>	<ul style="list-style-type: none"> Scores that are used for accountability for schools (AYP) and students (report card grades) Rubrics: http://flenj.org/caps/147/
<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	<ul style="list-style-type: none"> Play games in French Learn basic rules of pronunciation and accents 	<p>Following a teacher-led lesson on the formal versus the informal “you” (vous and tu), students will write sentences using classroom vocabulary and the formal and informal “you”.</p>	<p><i>D’accord! I- Unit 1:Review Unit</i></p>	<p>Alternative Assessment:</p>
<p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>	<ul style="list-style-type: none"> Identify, name, and read numbers 0-1000 Identify the gender of nouns 	<p>Students will work with partners to orally recite and practice phrases using vous and tu (CRP12)</p>	<p><i>D’accord! I- Unit 1:Review Unit</i></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.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<ul style="list-style-type: none"> Appropriately use definite and indefinite articles Use print, recorded, and digital media to learn French 	<p>Following a teacher-led review lesson about likes and dislikes, students will talk about what they did over summer vacation and express what they liked and did not like.</p>	<p><i>D’accord! I- Unit 1:Review Unit</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.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p>	<ul style="list-style-type: none"> Identify places around town Identify, name and label café vocabulary Learn and apply adjectives related to eating and drinking Talk about preferences Compare and contrast eating out in France vs. the United States 	<p>Following a teacher-led review lesson on distinguishing between masculine and feminine vocabulary words, students will use unit vocabulary and label</p>	<p><i>D’accord! I- Unit 1:Review Unit</i></p>	<ul style="list-style-type: none"> Students will provide the teacher with audio recordings demonstrating
<p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<ul style="list-style-type: none"> Read, name, and write regular IR verbs and the 			

<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and</p>	<p>irregular verbs to drink and take</p> <ul style="list-style-type: none"> • Read and order from a menu • Read, name, and use articles and pronouns 	<p>whether it is feminine or masculine</p> <p>Following a teacher review lesson on Question words, students will create dialogues and interview one another about their family, their favorite past times, and what they like about school.(CRP4)</p> <p>Students will review clothing vocabulary and have a “pop-up” fashion show. Half the class will serve as announcers and the other half will be models. The announcers will name what clothing items and colors are being worn and the models will point to what is being announced. For example, announcer says-“Michael is wearing a blue tee-shirt and blue jeans, and white sneakers”-Model will touch or point to the clothing item being announced. Students will then switch roles. (CRP4, CRP6, CRP11) (6.1.12.D.14.f)</p> <p>Following a teacher review lesson on ER verbs, students will write sentences using ER verbs</p>	<p><i>D'accord! I- Unit 1:Review Unit</i></p> <p><i>D'accord! I- Unit 1:Review Unit</i></p> <p><i>D'accord! I- Unit 1:Review Unit</i></p>	<p>their proficiency in Spanish speaking skills and vocabulary.</p>
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cultural practices from the target culture (s) and one's own culture.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

and show subject verb agreement.

Project Based Learning

Following a teacher review lesson on irregular verbs to be, to have, and to go, students will work in three teams and write as many sentences as they can in five minutes. Each team will begin at a chart paper entitled: "To be" or "to have" or "to go" and they will write sentences using a specific color marker that will traveling with them from chart to chart. When the five minute timer is up, students will rotate to the next piece of chart paper and come up with new sentences using the irregular verb. Student teams will rotate to all three charts, then they will go to the first chart they started at and read all the sentences. Students will then cross out duplicate sentences and correct any errors they see. Once the errors are corrected, students will elect one speaker per team to read aloud the sentences. The team with the most

D'accord! I- Unit 1:Review Unit

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

correctly written original sentences wins.
(6.1.12.D.14.f)(CRP1, CRP2, CRP4, CRP12)
(9.2.12.C.3)

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

Students will work in small groups and draw a map of downtown Englewood and label all the stores and government, civil buildings, and businesses using French words.
(CRP1, CRP2, CRP4, CRP6, CRP12) (

D'accord! I- Unit 1:Review Unit

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

D'accord! I- Unit 1:Review Unit
Quizlet
<https://quizlet.com>

As an introduction to Unit 2 students will watch a short video about the French Café culture. Following the video, class will have a discussion about what they saw and what they understood. After the class discussion, students will watch the

D'accord! Unit 2: Au Café

YouTube: Français - Au café
<https://youtu.be/JOIUEtaZM4U>

video one more time and write three main things they learned about the French café culture. (6.1.12.D.14.f) (CRP2, CRP4)

Following a teacher led lesson on vocabulary associated with food, drink, marketing, and eating out, students will use Quizlet to practice reading and identifying new vocabulary words.

D'accord! Unit 2: Au Café

Quizlet: *French Café Vocab*
<https://quizlet.com/2338183/french-cafe-vocab-flash-cards/>

Students will work with partners to talk about their favorite things to order at a restaurant.

D'accord! Unit 2: Au Café

Students will watch a video about regular IR verbs.

YouTube: Group 2 Regular French Verbs ending in "IR" (Present Tense)
<https://youtu.be/NLOKH39KpBU>

Following teacher led grammar lessons on regular IR verbs, students will complete a text book related practice exercise.

D'accord! Unit 2: Au Café

Students will be introduced to specific vocabulary related to French cafes and restaurants.

D'accord! Unit 2: Au Café

Students will work in small groups to create a café menu using unit vocabulary. Students will use word processing software to write, edit, and revise the menu and create a unique name for their café.

Students will present their menu to the class. (CRP2, CRP6) (6.1.12.D.14.f) (8.1.12.A.2)

Following a teacher led lesson on the verbs to be hungry and to be thirsty, students will watch a video about the verbs to be hungry and thirsty, as well as other useful “to have” verbs. Students will then write sentences about being hungry and thirsty.

Following a teacher led grammar lesson on the verbs of need/desire (e.g., vouloir, pouvoir, devoir). Students will work in pairs and talk about what they need and what they want.

Students will complete an interactive Venn Diagram comparing wants and needs related to food. (e.g.

Readwritethink: Menu Magic!

<http://www.readwritethink.org/professional-development/professional-library/menu-magic-30466.html>

YouTube: List of Top10 French AVOIR (to have) Expressions
https://youtu.be/7ZTomj9zV_k

D'accord! Unit 2: Au Café

Read Write Think-
Interactive Venn Diagram

I want chocolate but I need water)
(CRP11)

http://www.readwritethink.org/files/resources/interactives/venn_diagrams/

Following a teacher-led lesson on expressions for eating out. Students will work with a partner to write dialogues about going out to eat and ordering off a menu, and asking the waiter for things to eat and drink. Students will then practice the dialogues with their partners then rotate and work with another partner using a new dialogue written by a peer.(CRP12)

YouTube: French Conversation and Vocab: At the restaurant (au restaurant)
https://youtu.be/LZKjitX_cB0

D'accord! Unit 2: Au Café

Students will learn how to use, read, say, and conjugate the verbs take and drink. Students will write sentences using both verbs.

D'accord! Unit 2: Au Café

Following a teacher-led review lesson on French partitive or indefinite articles, students will use unit vocabulary and write sentences applying the correct use of de, du, de, la, l', and des.

D'accord! Unit 2: Au Café

Project Based Learning

As a final unit project, students will research the history of French cuisine, chefs, regional dishes, meal structure, and course selections and create a multi-media presentation consisting of 10 slides. Students will present to the class. (9.2.12.C.3) (8.1.12.A.1, 8.1.12.A.2) (CRP1, CRP2, CRP4, CRP6,CRP11) (6.1.12.D.14.f, 6.1.12.D.6.a)

D'accord! Unit 2: Au Café

The Spruce Eats: A Brief Introduction to French Cooking

<https://www.thespruceeats.com/introduction-to-french-food-and-cooking-1375348>

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*

YouTube
PowerPoints
Podcasts
Music
Art
Newspapers
Internet
Language Lab

CAPS Rubrics
*Consortium for Assessing
Performance Standards*
*A New Jersey FLAP Grant
Project:*
<http://flenj.org/caps/147/>

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)

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 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	<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	<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	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Ask open-ended questions● Use centers and group students according to ability and interest● Create an enhanced set of introductory activities● Organize and offer flexible

<ul style="list-style-type: none"> ● 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>to previously learned concepts or to typical life skills at home.</p> <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>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>small group learning activities</p> <ul style="list-style-type: none"> ● Use centers, contracts, or stations ● Debrief students
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: 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, boire, manger, prendre, commander, Installez-vous, Vous avez choisi ?, Que voudriez-vous ?, Vous désirez ?, Je vous écoute, Que prenez-vous ?, Qu'est-ce que je vous sers ?, Et ensuite de ça ?, J'arrive, Je voudrais, J'aimerais, Je vais prendre, je prends, combien coûte... ?, Je suis, Quelle cuisson ?, À la vôtre ! Bon appétit ! l'addition, le serveur, la serveuse, le chef, la carte, le menu. **Other vocabulary depending on students language levels**

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

Unit 2: At Leisure and Focusing on Past Traditions

Overview: French II is a continuation of Introduction to the French language and culture. It places an emphasis on oral proficiency, skill development, and current vocabulary. Communication is the goal, beginning with structured practice and leading up to open-ended communication. Emphasis is put on providing authentic cultural media and listening for interpretive communication. The French II program will be supported by the *D'Accord! Langue Et Culture Du Monde Francophone* Level I by Vista Higher Learning textbook. During unit two students will explore different leisure activities and take a walk down memory lane to remember past traditions.

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can use of different tenses to communicate the concept of the here and now versus what has already passed and what has yet to occur.*
- *They can discuss and identify similarities and differences between French and English concerning how the concept of tense is expressed.*
- *They can learn how culture and environment will influence a person's life experiences.*
- *They can understand that the past is not simply one thing. It is rich in nuance.*
- *They can use written language effectively as a means to good communication.*
- *They can compare English with other languages as a way to understand the nature of language.*
- *They can improve their proficiency in the basic language skills of listening, speaking, reading comprehension, and writing.*
- *They can gain knowledge of and cultural insights into other people through the study of French.*
- *They can discuss relevant topics such as, leisure activities, my childhood, and traditions.*

Essential Questions:

- *In what ways do leisure activities differ between France and the United States?*
- *How does language structure convey the concept of time?*
- *How do the French and English languages compare in tense structure?*
- *What factors influence our childhood and adult experiences?*
- *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?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p>Topics Leisure activities, childhood, family traditions, the past, seasons, weather, gift giving</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Ask and answer simple questions in target language • Students will categorize and classify objects • Understand and use common French commands and expressions • Use print, recorded, and digital media to learn French 	<p>As an introduction to this unit, students will watch a video about French Leisure. Following the video, students will talk about what they saw in the video. (6.1.12.D.14.f)</p> <p>Students will watch a video about sports vocabulary and have a discussion about which sports they prefer.</p> <p>Following a teacher led vocabulary lesson on Unit 2 vocabulary, students will work in pairs to write sentences about their Leisure activities and sports.(CRP4)</p> <p>Following a teacher-led grammar lesson on the irregular verb “faire”(to do or make), students will create dialogues and rotate asking 3 different students what they like to do on the weekend.(CRP12)</p> <p>Students will watch a video about verbs ending in IR.</p> <p>Following a teacher led lesson on irregular IR verbs, students will</p>	<p>YouTube: The French Experience S01E10 Leisure https://youtu.be/tWRvBQoJ95s</p> <p><i>YouTube: Talk About Sport in French</i> https://youtu.be/1oMfu-NFVTE</p> <p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p> <p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p> <p><i>Group 3 irregular French Verbs (Present Tense)</i> YouTube: https://youtu.be/1NvgKU0t2U</p>	<p>Benchmark Assessment: Midterm</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • “Do now” <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or interim assessments • End-of-unit or tests • Presentations • Projects • Scores that are used for accountability

<p>7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	<ul style="list-style-type: none"> • Use digital media to learn about French speaking countries and people • Read, listen to, and explain information about hobbies and past times • Identify vocabulary of sport and leisure • Use adverbs of time • Use verbs that end in -ir • Create French Dialogues • Demonstrate an understanding of cultural traditions and sports and leisure activities • Use common pronouns and adjectives to describe people, places and things • Use technology to complete projects • Interview a peer • Learn and describe the seasons and the weather • Give advice • Use adverbs of frequency • Learn the past tense of verbs • Ask and answer questions about the past • Learn regular ER, IR, and RE verbs • Learn indirect object pronouns • Describe gift giving • Learn irregular RE verbs 	<p>complete a text book related practice activity.</p> <p>Following a teacher led lesson on adverbs of frequency, students will right sentences using adverbs to describe what they did last weekend and what they plan on doing this weekend.</p> <p>Students will learn about converting Fahrenheit to Celsius. Students will practice converting Fahrenheit to Celsius.</p> <p>Following a teacher led lesson on asking questions using inversions, students will write dialogues and ask one another questions about the weather and what activities they like to do during different seasons.</p> <p>Project Based Learning: Project 1</p> <p>Students will learn the four seasons and weather. Then they will work in pairs to create a weather forecast for all four seasons, describing what the weather will be like and labeling the month as</p>	<p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p> <p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p> <p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p> <p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p> <p><i>D'Accord! 1 Unit 3: Qu'est-ce que tu fais dans ton temps libre?</i></p>	<p>for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics; http://flenj.org/caps/147/ <p>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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7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and

well. Students will record themselves reading the weather forecast and share the recording with the class. (9.2.12.C.3) (CRP2, CRP4, CRP11, CRP12, CRP6)(8.1.12.A.1, 8.1.12.A.2)

During the second part of this unit, students will learn about traditions and past experiences. Students will begin this unit by watching a video about exploring how French Christmas is different than Christmas in the U.S.

Students will complete a Venn Diagram comparing and contrasting Christmas traditions in France and the United States.

Following a teacher lesson about describing gifts, students will describe gift giving from the *Christmas en famille* video. Students will work in small groups to describe the gifts the children received.

Following a teacher led lesson on past tense verbs, students will complete a text book related practice lesson.

speaking skills and vocabulary.

D'Accord! 1 Unit 4: Qu'est-ce que tu as fait hier?

YouTube: Christmas en Famille
<https://youtu.be/IWmNlnJqPNU>

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

D'Accord! 1 Unit 4: Qu'est-ce que tu as fait hier?

cultural practices from the target culture (s) and one's own culture.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Students will create dialogs and talk about what they did during the holidays as young children.

Students will learn indirect object pronouns and write sentences about what they did during the holidays as children using indirect object pronouns.

D'Accord! 1 Unit 4: Qu'est-ce que tu as fait hier?

Following a teacher led lesson on the following time indicator vocabulary: Yesterday, the day before yesterday, last weekend, last week and two weeks ago, last month, last year. Students will write sentences about what they did in the past using unit vocabulary.

D'Accord! 1 Unit 4: Qu'est-ce que tu as fait hier?

Following a teacher led lesson on questions in the past, students will create dialogues asking and answering questions about what they used to play with or do as children.

Students will learn how to conjugate Irregular RE verbs. Following a teacher led grammar lesson, students will complete a

D'Accord! 1 Unit 4: Qu'est-ce que tu as fait hier?

text book based practice
assignment with RE verbs.

Project Based Learning:
Project 2

Students will learn
phrases about giving
people advice. Students
will create video blogs
giving others advice about
different sports or leisure
activities. (9.2.12.C.3)
(CRP2, CRP4, CRP11,
CRP12, CRP6)
(8.1.12.A.1, 8.1.12.A.2)
(6.1.12.D.14.f,
6.1.12.D.6.a)

*D'Accord! 1 Unit 4: Qu'est-
ce que tu as fait hier?*

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

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

Quizlet
[https://quizlet.com/subject/Fr
ench-classroom-words/](https://quizlet.com/subject/French-classroom-words/)

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. (9.2.4.A.1,
9.2.12.C.5)

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: 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 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	<ul style="list-style-type: none">● 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.● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Use multi-sensory teaching	<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.● Using visual demonstrations, illustrations, and models● Allow extra time to	<ul style="list-style-type: none">● Use centers, contracts, or stations● Debrief students● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Ask open-ended questions

<ul style="list-style-type: none"> ● 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>approaches. Pictures, 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 ● 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>complete assignments or tests</p> <ul style="list-style-type: none"> ● 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 ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● 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
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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 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: faire du ski, faire de la natation, faire de l’escalade , faire des randonnées , jouer au foot , pratiquer le karaté, en famille, un week-end sur deux, sports et jeux, football, jouer à des jeux vidéo, faire du shopping, danser, saisons, été, printemps, hiver, automne, ensoleillé, chaud, humide, froid, humide, pluvieux, venteux, glacé, neigeux, chaud, cool, nuageux, orageux, Que fais-tu pendant ton temps libre?, J'aime passer du temps avec, je vais à, je fais, j'apprécie, cadeaux, cadeaux, surprises, traditions, vacances, anniversaires, amis, famille, pendant, après, dans le passé, jadis, yester I, qu'avez-vous fait? Avec qui étais-tu? Où êtes-vous allé? Other vocabulary depending on students language levels			

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

Unit 3: Traveling and The I'Imparfait

Overview: French II is a continuation of Introduction to the French language and culture. It places an emphasis on oral proficiency, skill development, and current vocabulary. Communication is the goal, beginning with structured practice and leading up to open-ended communication. Emphasis is put on providing authentic cultural media and listening for interpretive communication. The French II program will be supported by the *D'Accord! Langue Et Culture Du Monde Francophone* Level I by Vista Higher Learning textbook. In this unit, students use the four linguistic domains (listening, reading, speaking, and writing) to explore the concepts of modes of transportation, travel arrangements, hotels, and accommodations. Students will learn to identify and use the passé-composé with être, adverbs, and the formation of the imparfait.

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can describe people, places, and things in a foreign language.*
- *They can identify and label items into specific categories based upon attributes and number.*
- *They can use correct French grammar in their oral and written language.*
- *They can use terms for travel and vacation.*
- *They can use and identify names of countries and nationalities.*
- *They can use expressions for sequencing events.*
- *They can use the imparfait.*
- *They can read about and discuss vacation options in the francophone world.*
- *They can read about, research, and discuss the French regions.*
- *They can identify the rich and interesting geography of our world.*

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?*
- *What are the benefits of travel?*
- *What are the different kinds of travel?*
- *How can we honor our heritage and the heritage of others?*
- *How is travel made easier with technology?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p>Topics</p> <p>Travel, describing places, sequencing, hotel vocabulary, tourist expressions, using the imperfect tense, emotions, and telling stories in the past</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross-cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p>	<p>As an introduction to the lesson, students will watch a video about vacations in France.(6.1.12.D.14.f)</p> <p>Students will discuss what they saw in the short video and write down one of the places they would like to visit and explain why.(6.1.12.D.14.f,</p> <p>Following a teacher led lesson, students will be introduced to travel related vocabulary and descriptive adjectives related to travel.</p> <p>Students will create flashcards and use quizlet to practice vacation and travel related vocabulary</p>	<p><i>YouTube: Vacances en France: Top 30 des Paysages a couper le souffle</i> https://youtu.be/qd6yxTWq1FA</p> <p><i>D'Accord! 1 Unit 5: Où es-tu allé (e)?</i></p> <p><i>Quizlet</i> https://quizlet.com/features/flashcards</p> <p><i>YouTube: Les plus belles regions de France.</i> https://youtu.be/IbeAM34zgkY</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • “Do now” <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or interim assessments • End-of-unit or tests • Presentations • Projects
	<p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Compare and contrast people, places, and things relate to unit vocabulary • Discuss , label, and identify vacation and travel related words • Use the past tense 	<p>Students will watch a movie about the most beautiful regions of France. The teacher will pause at 10 minute intervals and students will write one sentence to describe the scenery. After the movie is complete. Students will use the single sentences to form a complete paragraph describing some of the</p>		

7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- Use and identify names of countries and nationalities
- Understand cultural perspectives on traveling and vacations
- Read about, listen to and describe places
- Use adjectives in oral and written language
- Use print, recorded, and digital media to learn French
- Use digital media to learn about French speaking countries and people
- Use terms related to hotels
- Use ordinal numbers
- Use expressions for sequencing events
- Use the imparfait
- Describe emotions
- Learn and apply time indicative vocabulary
- Describe feelings in the past tense
- Tell stories in the past tense
- Plan a vacation to a French speaking country.

most beautiful regions in France. Students will share their paragraphs orally.(6.1.12.D.14.f,

Following a teacher-led vocabulary lesson on hotel vocabulary, students will create picture vocabulary cards.

Following a teacher led grammar lesson on the past tense using “to be” and 17 verbs that use “to be”, students will use the previously created paragraphs about French regions and have students rewrite them in the past tense.

Students will work in pairs and create lists of vacations they have gone on. Once they create the list, they will each choose one memorable vacation and write about it in the past tense using unit vocabulary.(CRP2, CRP12)

Students will learn sequencing words such as; first, next, after, then, and last. They will use these words to create a digital storyboard using four pictures showing a

D’Accord! 1 Unit 5: Où es-tu allé (e)?

D’Accord! 1 Unit 5: Où es-tu allé (e)?

D’Accord! 1 Unit 5: Où es-tu allé (e)?

D’Accord! 1 Unit 5: Où es-tu allé (e)?
1

D’Accord! 1 Unit 5: Où es-tu allé (e)?

- Scores that are used for accountability for schools (AYP) and students (report card grades)
- Rubrics: <http://flenj.org/caps/147/>

Alternative Assessment:

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

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and

sequence of their memorable vacation. Students will use presentation software and clip art or original drawing/photographs to create the storyboards.
(8.1.12.A.1, 8.1.12.A.2)
(CRP1, CRP2, CRP6)

Following a teacher-led lesson on ordinal numbers, 0-50, students will play Bingo to review ordinal numbers.

Students will learn vocabulary on numbering hotel floors. Then they will look up a hotel in a French city and create a dialogue requesting a specific room on a specific floor. Students will work in pairs taking turns being the client and the hotel manager.
(9.2.12.C.5)(CRP4)

Following a teacher led lesson on tourist expressions, students will create dialogues about visiting a tourist location in Paris. Students will role play being tourists and tour guides.
(9.2.12.C.5)(CRP4)

demonstrating their proficiency in Spanish speaking skills and vocabulary.

My Free Bingo Card
<https://myfreebingocards.com/bingo-card-generator>

D'Accord! 1 Unit 5: Où es-tu allé (e)?

Trip Advisor France
<https://www.tripadvisor.fr>

D'Accord! 1 Unit 5: Où es-tu allé (e)?

cultural practices from the target culture (s) and one's own culture.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Students will work in pairs and practice labeling the different regions of France.

**Project Based Learning:
Project 1**

Students will create a digital travel brochure highlighting a French speaking nation. Students will describe the country and highlight ten tourist sites or historical/cultural locations that must be seen in that country. Students will add pictures with captions showing the ten unique sites. Students will share the presentation with the class taking on the role of travel writer or travel agent.

(6.1.12.D.14.f,
6.2.12.D.6.a) (8.1.12.A.1,
8.1.12.A.2) (CRP1, CRP2,
CRP4, CRP11, CRP6)
(9.2.12.C.5, 9.2.12.C.3)

Following teacher led vocabulary and grammar lessons on situations for using the imperfect tense and conjugating verbs , students will work in pairs and create dialogues about travel or vacation, using

Outline Maps of France
<http://www.hist-geo.co.uk/contact/download/1/bom-fr/>

D'Accord! 1 Unit 5: Où es-tu allé (e)?

Read Write Think-Design a Travel Brochure
<http://www.readwritethink.org/parent-afterschool-resources/activities-projects/design-travel-brochure-30297.html?main-tab=2#tabs>

the imperfect tense .
(CRP2, CRP4)

*D'Accord! 1 Unit 6:
L'Imparfait*

Students will learn time indicator vocabulary such as; right now, throughout the trip, during the weekend, etc. . Students will then complete a textbook based practice exercise.

*D'Accord! 1 Unit 6:
L'Imparfait*

Students will learn about the irregular verbs to know or see and to have knowledge of. (savoir and connaitre). Students will work in pairs to conjugate the verbs and complete a text book based practice exercise.

*D'Accord! 1 Unit 6:
L'Imparfait*

Following a teacher led lesson on emotions, students will work in small groups and select emoji pictures to match the learned French emotions. Students will create posters showing an emotion written in French with an emoji to match.
(CRP12, CRP6, CRP2)

*D'Accord! 1 Unit 6:
L'Imparfait*

Following a teacher led vocabulary and grammar lesson on describing feelings in past situations, students will work in pairs to describe how they

felt on the first day of high school and the first day of school from this year.

*D'Accord! 1 Unit 6:
L'Imparfait*

Teacher will explain the difference between the past tense and the imperfect tense.

Project Based Learning:

Students will work in teams of three to write a story about something that happened in the past. Students will create a digital story map to plan out the story and then will post their story on Farcebook (a fake Facebook). Students will present the stories to the class.(CRP2, CRP4, CRP6, CRP8, CRP11, CRP12) (8.1.12.A.1) (6.1.12.D.14.f)

*D'Accord! 1 Unit 6:
L'Imparfait*

Read Write Think: Student Interactive Story Map:
<http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html>

Read Write Think: Getting Acquainted with Farcebook
<http://www.readwritethink.org/classroom-resources/lesson-plans/book-report-alternative-getting-30874.html>

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>

French for teachers
<http://French4teachers.org/Frenchworksheets/>

Duolingo
YouTube video content
Google voice recordings
Screencastify
Google Earth
Google hangouts

Integration of 21st Century Standards NJSLS 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">● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Speak and display vocabulary● 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	<ul style="list-style-type: none">● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional● Work with a partner● One-on-one instruction● Small group instruction● Provide concrete examples and relate all new concepts to previously learned	<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	<ul style="list-style-type: none">● Offer choice boards● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Ask open-ended questions● Use centers and group students according to ability and interest● Create an enhanced set of introductory activities● Organize and offer flexible

<ul style="list-style-type: none"> ● 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>concepts or to typical life skills at home.</p> <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 	<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>small group learning activities</p> <ul style="list-style-type: none"> ● Use centers, contracts, or stations ● Debrief students
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.

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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.

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Career Ready Practices:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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

Key Vocabulary: Vacances et voyages-Croisière, vol en avion, aéroport, hôtel, auberge, voiture de location, attractions touristiques, musées, parcs d'attractions, sites historiques, circuits, randonnées à pied, tours en vélo, pique-niques, discothèques, restaurants, salons, spectacles, théâtre, guides touristiques, agent de voyage, billets d'avion, trains, automobiles, écrivain de voyage, lit king size, suite, complexe hôtelier tout compris, parc aquatique, plage, océan, campagne, camping, montagne, désert, piscine, chambres avec vue, privé salle de bains, service de chambre, service de ménage, bagage, taxi. Émotions - sentiments, heureux, triste, en colère, stressé, peur, inquiet, anxieux, excité, joyeux, plein d'espoir. **Other vocabulary depending on students language levels**

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

Unit 4: At Home and Health

Overview: French II is a continuation of Introduction to the French language and culture. It places an emphasis on oral proficiency, skill development, and current vocabulary. Communication is the goal, beginning with structured practice and leading up to open-ended communication. Emphasis is put on providing authentic cultural media and listening for interpretive communication. The French II program will be supported by the *D'Accord! Langue Et Culture Du Monde Francophone* Level I by Vista Higher Learning textbook. In this unit, students use the four linguistic domains (listening, reading, speaking, and writing) to explore the concepts of home and rooms in a house, household chores, the body, health and fitness.

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 questions in French.*
- *They can identify, name, and describe rooms in a house*
- *They can describe people, places, and things using French vocabulary.*
- *They can name and label where they live.*
- *They can use French prepositions to help them describe where things are located.*
- *They can use correct French grammar in their written and oral language.*
- *They can explore how the environment and culture influence housing in francophone countries.*
- *They can explore the similarities and differences when comparing housing in the U.S. with housing in a francophone countries.*
- *They can learn about the uses of technology and apply the skills to acquire a new language.*

Essential Questions:

- *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?*
- *What activities contribute to good health?*
- *How do English and French differ linguistically when relating daily routines?*
- *How do living arrangements in France compare to those in the United States?*
- *How does the concept of home and housing in various francophone countries compare to those of the United States?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p>Topics</p> <p>Home and rooms in a house, household chores, the body, health and fitness.</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Learn about and use technology to communicate in French • Investigate and apply vocabulary to include living arrangements and accoutrements in written and oral forms 	<p>As an introduction to this unit, students will watch a video about rooms of a house in French</p> <p>Following a teacher led vocabulary lesson on rooms of the house and furniture, Students will ask each other to describe their house/apartment and ask the question, "Qu'est-ce qu'il y a dans ta/ton...?" Students will work in pairs, switching partners every few minutes. As students become more familiar with the vocabulary, the teacher can consider adding in additional vocabulary to stretch the conversation. (CRP4)</p> <p>Following a teacher led vocabulary lesson on different kinds of homes vocabulary, students will work in pairs to find a home for sale in France or another francophone country and in an email to the realtor in France, describe the home and why he or she wants to buy it. Students are encouraged to share these</p>	<p>YouTube: Rooms of the House in French https://youtu.be/Q3AGIKdQUvg</p> <p><i>D'Accord! 1 Unit 7: À la maison</i></p> <p><i>D'Accord! 1 Unit 7: À la maison</i></p> <p><i>Realtor.com International</i> https://www.realtor.com/international/fr/</p>	<p>Benchmark Assessment: End of Year Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Visual Representations • Individual Whiteboards • "Do now" <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or interim assessments • End-of-unit or tests • Presentations • Projects • Scores that are used for

7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- Compare and contrast living arrangements in France and the United States
- Recall the uses of the *passé composé*
- Demonstrate the formation of the *passé composé*
- Examine and apply the appropriate use of the relative pronouns *qui* and *que*
- Research the vocabulary necessary to discuss the human body and good health habits
- Articulate personal health habits and activities in written and oral forms
- Illustrate the use of reflexive verbs in the present tense and *passé composé*
- Describe sports and health-related activities

emails with peers for editing purposes and to expand the conversation. Students may reply back about components of the house the initial student may have missed. (8.1.12.A.1, 8.1.12.A.2)

Following teacher led lessons on prepositions of location and describing the placement of objects in a room, students will complete a textbook based practice exercise.

Students will hear a description of a home and draw a floor plan of which rooms are where they were described. Students should add several items that can be found in those rooms and label them. The teacher can consider expanding this lesson by having students share with a partner to compare their drawings. (CRP1, CRP2, CRP6, CRP12) (

Students will role play the following: Your dream has come true! You are moving to Paris for a summer study abroad and you must email your

D'Accord! 1 Unit 7: À la maison

D'Accord! 1 Unit 7: À la maison

D'Accord! 1 Unit 7: À la maison

accountability for schools (AYP) and students (report card grades)

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

Alternative Assessment:

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

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Explain the cultural perspective associated with a few

school coordinator on what your needs are for an apartment. You are looking for a furnished apartment. Describe to your coordinator what you would like as in bedrooms, bathrooms, kitchen, etc.... You will also need to include what you would like furnished in the apartment. (Be as descriptive as you can on details! You have to live there for 4 month- you want to be happy!)

(6.1.12.D.6.a, 6.1.12.D.14.f) (8.1.12.A.1,) (CRP1, CRP2, CRP4, CRP6, CRP11) (9.2.12.C.3, 9.2.12.C.5)

Following a teacher led lesson on household chores. Students will work in pairs to create a list of the different chores they do around the house.(CRP4)

Following a teacher led vocabulary lesson on daily routines, students will create flash cards and quiz one another on daily routine vocabulary.

Students will create a daily schedule explaining

D'Accord! 1 Unit 7: À la maison

D'Accord! 1 Unit 7: À la maison

in Spanish speaking skills and vocabulary.

cultural products and cultural practices from the target culture (s) and one's own culture.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

their morning routine. Students will share their morning routine with a partner and compare and contrast what they do each morning.
(CRP1, CRP12)

D'Accord! 1 Unit 7: À la maison

Following a teacher led vocabulary lesson, students will learn how to describe illnesses and symptoms. Students will create flash cards and quiz one another with a malady.

D'Accord! 1 Unit 8: Le Corps et La Santé

Students will use WebMD and look up a common illness such as the flu, a cold, a headache and translate the symptoms into French. Students will then share the illness and symptoms with a partner.
(8.1.12.A.1)

WebMD
<https://www.webmd.com>

D'Accord! 1 Unit 8: Le Corps et La Santé

Following a teacher led lesson on naming and labeling body parts, students will create flashcards and quiz one another on the words.

D'Accord! 1 Unit 8: Le Corps et La Santé

Students will learn about the human body and how to stay healthy, students will work in small groups and create a skit about staying healthy. (CRP12,)

D'Accord! 1 Unit 8: Le Corps et La Santé

Project Based Learning

Following a teacher grammar lesson using reflexive verbs, students will work in small groups to write and narrate a short play about a bad day and perform in class.

(Examples: I woke up late, I took a shower but had no hot water, and I cut myself shaving...).

Students are encouraged to provide feedback to the performer where appropriate and applaud them for their performance.

(6.1.12.D.14.f) (CRP1, CRP2, CRP4, CRP6, CRP12)

D'Accord! 1 Unit 8: Le Corps et La Santé

Have students work in groups and poll each other about their favorite type of exercise. Then have them report back to the class and tally the results.

Reveal the most popular activity to the class.

(9.2.12.C.3) (8.1.12.A.2)

D'Accord! 1 Unit 8: Le Corps et La Santé

Survey Monkey

<https://www.surveymonkey.com>

Use health, daily routines, and body part vocabulary to play charades with the students. Write the words

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 doing? (CRP4, CRP6)

D'Accord! 1 Unit 8: Le Corps et La Santé
-index cards

Project Based Learning

Students will role play being a doctor and patients. Tell students the following: You are a doctor and you have several patients with different problems. First, write where he or she is hurting/sick, then give a piece of advice to each patient or group of patient. (You should use at least 2 expressions in the negative form and do not use the expressions given in model. Fill out the attached doctor's chart. (9.2.12.C.3, 9.2.12.C.5)

D'Accord! 1 Unit 8: Le Corps et La Santé

Students will play Quizlet matching games to review unit vocabulary.

Quizlet
<https://quizlet.com>

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Integration of 21st Century Standards NJSL 9:

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<ul style="list-style-type: none"> ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills increase ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● 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 	<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. 	<ul style="list-style-type: none"> ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<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

<p>movement to vocabulary words</p> <ul style="list-style-type: none"> ● 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"> ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● 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 	
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CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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

Key Vocabulary: Verbes de tâches ménagères courantes, Mots descriptifs pour une maison, Il y a et avoir (examen), Noms de meubles et d'articles de maison, Noms des pièces d'une maison ou d'un appartement, Avoir mal a, expressions de conseil (Il faut, Tu devrais ...?), Expressions du temps, parties du corps, Verbes réflexifs, 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**

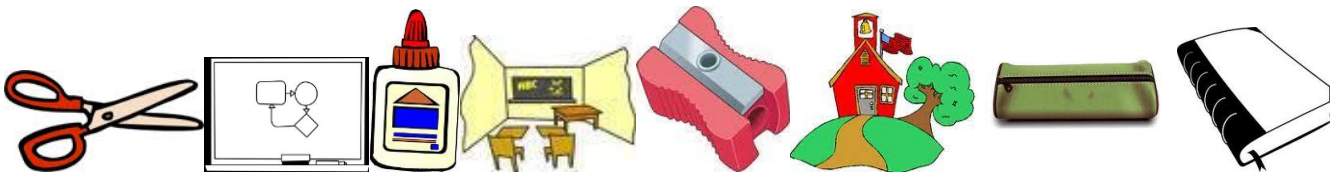
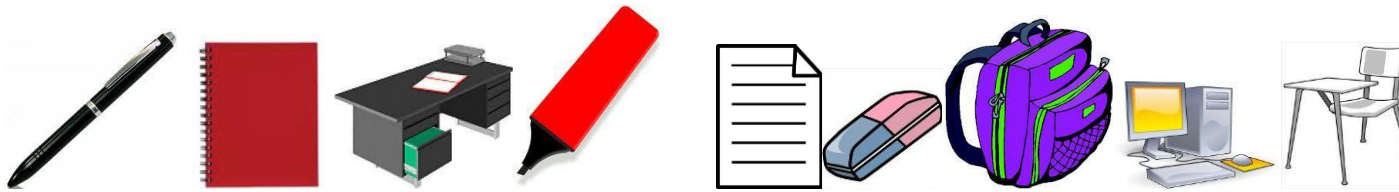
Articles Définis

	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.



Des conseils pour les malades. Vous êtes médecin et vous avez plusieurs patients avec des problèmes différents. D'abord, dites où il/elle a mal et ensuite donnez des conseils à chaque patient ou groupe de patients. (Vous devez utiliser au moins deux expressions à la forme négative, N'utilisez pas les expressions dans le modèle).

Patient:	Situation:	Problème: Elle a mal aux yeux.	Docteur : “Il est essentiel de mettre des lunettes.”
#1	Elle a marché toute la journée en talons.	Problème:	Docteur:
#2	Il a entendu ses amis crier toute la nuit.	Problème:	Docteur:
#3	Elles ont trop mangé de chocolat hier soir.	Problème:	Docteur: