

## French II

### Unit 1: Chapitre 4: Au cafe

#### Stage 1: Desired Results

##### Standards & Indicators:

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

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<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Students are to gain an introduction to vocabulary related to food, grocery shopping in France, the different meals of the day and what comprises each meal, how to offer, accept and refuse food, and how to ask for and give opinions about food.</li> <li>• They will learn what types of dishes are customary at French cafes, how to inquire about food, place an order, how to ask how much things cost and request the check.</li> <li>• They will learn how to correctly set the table in France and proper etiquette at the dinner table.</li> <li>• They will learn how to identify the different specialty shops and what products one buys in each unique specialty shop.</li> <li>• Students will also be introduced to the following grammar concepts: the partitive (some) and when to use the partitive versus using a definite or indefinite article, the conjugation of regular -ir verbs in the present tense, the verb 'vouloir' (to want) in the present tense, the verb 'prendre' (to take; to have) in the present tense, how to compose and employ the command form, and how to conjugate the verb 'boire' (to drink) in the present tense.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How do culture, history, and geography affect the architecture, food, sports, and other leisure activities of a place?</li> <li>• How do geography and culture affect what, when and how one eats?</li> <li>• How do we identify different food and drink and express our preferences?</li> <li>• What are the meals of the day in France and what does one eat at these meals?</li> <li>• What are some of the different regional specialties of France and francophone places in the world?</li> <li>• What is a typical French breakfast and how is it similar or different from a typical American breakfast?</li> <li>• How does one set the table in France and how is it similar or different from how we set the table in the United States?</li> <li>• Where and how do the French do their grocery shopping?</li> <li>• How do we offer food, accept, and decline food?</li> <li>• How can we ask for opinions about food and give opinions?</li> <li>• How do we inquire about food and place an order at a cafe or restaurant?</li> <li>• How do we say what there is or isn't in a recipe or dish?</li> <li>• How do we ask about prices and pay the bill?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Identifying places in the city</li> <li>• Identifying past times</li> <li>• Discussing typical pastimes for French teens</li> <li>• Identifying and expressing quantities of food and drink</li> <li>• Offering, accepting and refusing food</li> <li>• Asking for and giving opinions about food and drink</li> <li>• Eating a cafe and restaurant</li> <li>• Role of cafe in French life</li> <li>• Learning about common snacks in francophone countries</li> <li>• Reading about the cafes in North Africa</li> <li>• Idiomatic expressions and proverbs related to food and drink</li> <li>• The partitive and when to employ the partitive vs. using indefinite or definite articles (expressing wants vs. preferences)</li> <li>• Conjugating regular -ir verbs in the present tense</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Be able to identify various food items and beverages</li> <li>• Be able to identify items served at a typical French and American breakfast</li> <li>• Be able to express what there is and isn't</li> <li>• Be able to correctly set a table in France and respect proper etiquette</li> <li>• Be able to express what we need</li> <li>• Be able to express preferences and opinions about food and drink</li> <li>• Be able to give opinions about food and drink</li> <li>• Be able to identify specialty shops and what is purchased in each shop</li> <li>• Be able to identify and correctly use quantities</li> <li>• Be able to offer, accept, and refuse food and drink</li> <li>• Be able to understand and employ idiomatic expressions that incorporate food and drink</li> <li>• Be able to correctly use the partitive</li> <li>• Be able to correctly conjugate -ir verbs in the present tense</li> <li>• Be able to correctly conjugate the irregular verb "vouloir" in the present tense</li> </ul>

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<ul style="list-style-type: none"> <li>• Review of the verb “vouloir” (to want) in the present tense</li> <li>• Cultural reading about food and grocery shopping in FranceEdpuzzle French eating etiquette video and questions</li> <li>• Comparaisons reading and comprehension questions about the different courses that comprise a dinner in France/Comparing and contrasting a formal French and American dinner</li> <li>• Common French pastries and a cultural reading and questions about the history of the croissant</li> <li>• Different French brands from grocery store products</li> <li>• French Connection cultural videos about the history of the baguette, cheese, etc.</li> <li>• The Euro currency</li> <li>• What is a menu prix fixe versus ordering items a la carte</li> <li>• Tipping in France versus tipping in the United States</li> <li>• Bon Appetit videos and comprehension questions about the different meals of the day and how to navigate grocery shopping</li> <li>• Cezanne and his still lifes and the creation of a still life</li> <li>• Identifying typical food and drink served at a French cafe</li> <li>• Expressing hunger and thirst</li> <li>• Expressing what we would like: Je voudrais</li> <li>• Asking for the menu</li> <li>• Inquiring about food and drink</li> <li>• Placing an order</li> <li>• Reviewing numbers 0-1000</li> <li>• Asking about prices</li> <li>• Asking for and paying the check</li> <li>• The irregular verb “prendre” (to take;to have) in the present tense</li> <li>• The command form</li> <li>• The irregular verb “boire” (to drink) in the present tense</li> <li>• The west of France (Bretagne)</li> <li>• TPR Story: “L’enfant sale” or “Oscar a faim”</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to discuss how and where French people do their food shopping</li> <li>• Be able to compare and contrast a formal dinner in France and in the United States</li> <li>• Be able to identify and describe some typical and famous French pastries</li> <li>• Be able to discuss the history of the croissant</li> <li>• Be able to explain what the Euro is and its different denominations</li> <li>• Be able to express hunger and thirst</li> <li>• Be able to express what we would like: Je voudrais..</li> <li>• Be able to ask for a menu and order food and drink</li> <li>• Be able to inquire about food and drink</li> <li>• Be able to ask about prices</li> <li>• Be able to ask for the check and pay the check</li> <li>• Be able to conjugate the irregular verb “prendre” in the present tense</li> <li>• Be able to accurately compose and employ the three different command forms of regular and some irregular verbs</li> <li>• Be able to correctly conjugate the irregular verb “boire” in the present tense</li> <li>• Be able to properly tip at a cafe or restaurant in France</li> <li>• Be able to explain the difference between a menu prix fixe and ordering items a la carte</li> <li>• Be able to discuss the techniques used by the French artist, Paul Cezanne, and identify some of his key works</li> <li>• Be able to retell the TPR story we are studying</li> <li>• Be able to identify different cities in the west of France and discuss their geography, history, architecture, sports, and gastronomy</li> </ul>
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### Interdisciplinary Connections:

History of the west of France including Brittany, Normandy, the Loire Valley, and the center of France

Geography of the west of France including Brittany, Normandy, the Loire Valley, and the center of France

Study of the gastronomy, architecture, and sports of the west of France including Brittany, Normandy, the Loire Valley, and the center of France

Numbers 0-1000 and calculating the bill at a restaurant

Study of the artist, Paul Cezanne, and his still lifes; creation of a still life

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Discuss the techniques used by the French artist, Paul Cezanne, and identify some of his key works  
 Study of the history of the Euro currency and its conversion to American dollars  
 History of the baguette  
 History of the croissant  
 Study of the food pyramid  
 Study of the regional specialties of France and their history  
 Proper etiquette at the table for a dinner party  
 Creation of a recipe in French and explanation of how to prepare dish

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Decide whether statements made in French using the new vocabulary are true/false or logical/illogical
- Read a TPR story and answer true/false questions, completion, and open-ended questions
- Retell the TPR story in French incorporating the vocabulary we have learned.
- Draw pictures on a personal whiteboard based on teacher descriptions such as a pizza vs. some pizza.
- Using plastic ware/paper goods correctly set the table the French way
- Point to pictures on transparency and ask students to identify the items and express their preferences
- Students create flashcards with pictures on one side and written or typed words on the reverse side. Students pair off and play a matching game.
- Listening activity describing breakfast and match with corresponding image
- Going on a picnic and make a list of what we are going to bring
- Communication exchange with partner asking him/her what he/she likes to have for breakfast and whether he/she prefers a typical French or American breakfast
- Point to items and ask students opinions and prompt them to offer positive and negative
- Read aloud customers commenting on food. If it is a positive comment, thumbs up. If it is a negative comment thumbs down.
- Coordinate a French breakfast and students sample items, identify items and provide feedback in French
- Teacher calls out noun regarding food and drink vocabulary and students say the appropriate partitive article

#### Other Evidence:

- Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.
- Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French.
- Daily checking, correction and grading of student homework
- Weekly quiz (listening, written or spoken) for concepts presented that week
- Unit 6 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)
- Project

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- Partner interview to practice conjugation of regular -ir verbs in the present tense
- Cultural reading about food, shopping, and dining customs in France and the United States and create a Venn Diagram to compare and contrast them
- Show photo flashcards of food and drink and have students respond J'ai faim or J'ai soif depending on the item
- Show pictures of items and have students practice different ways of ordering items
- Listening activity and students decide if it is the customer speaking or the server
- Read a menu and answer reading comprehension questions about it
- Create command forms based on different scenarios and tell your classmates to carry out the action
- Create an idiomatic expression poster and present to the class
- Write a review for a new French restaurant
- Create a new product and its packaging entirely in French
- Listen to On rappe "Qu'est-ce que vous voulez?" and fill in the blanks of the sentence based on the song
- Listen to On rappe song "Les Aubergines les pommes de terre" and write down the items and the quantities you hear
- Partner activity saying what there is and isn't in the French
- Create a still life painting, describe it in French, give it a title, and present to the class
- Write and present a dialogue that takes place at a cafe and incorporates the expressions we are learning
- Read restaurant ads and answer comprehension questions about them
- Create an ideal breakfast using a Google Jamboard with its description and present
- Detail how to prepare a recipe step by step in presentation and we guess what the recipe is for.

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Quizlet Online Flashcards & Activities and competitions
- Quia matching activities
- TPR story retells
- Students volunteer to act out brief stories that are narrated by the teacher or other students in French

#### Resources:

- Chemins Level I online and hardback textbook
- Chemins Level 1 workbook: Cahier de vocabulaire et grammaire
- Chemins Level 1 workbook: Cahier d'activités
- Chemins Level 1 Grammar Tutor for Students of French
- Chemins Level 1 Beginning Reader

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<ul style="list-style-type: none"> <li>Students physically perform actions and manipulate items as prompted in French by the teacher.</li> <li>Mystery Student communication activity</li> <li>Projectable transparencies C'est x ou y? Qu'est-ce que c'est?</li> <li>Whiteboard verb conjugations</li> <li>Finger Swat verb conjugations</li> <li>Flyswatter vocabulary practice</li> <li>Partner Info Gap</li> <li>Turn and talk activity</li> <li>Food BINGO</li> <li>Creation of poster for specialty shop and idiomatic expressions</li> <li>Creation of still life</li> <li>Edpuzzle</li> <li>French connections video and questions</li> <li>Lance les dés game</li> <li>Partner Interview</li> <li>Partner Draw</li> <li>Patate Chade (Hot potato) with vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>Chemins Level 1 Assessment program</li> <li>Chemins Level 1 Projectable transparencies</li> <li>On rappe videos</li> <li>Teacher Created Powerpoints</li> <li>Youtube videos</li> <li>Cultural videos</li> <li>Quia</li> <li>Kahoot!</li> <li>Quizizz</li> <li>Edpuzzle</li> <li>Cultural readings</li> <li>Flashcards</li> <li>TPR Storybook</li> <li>Duolingo</li> <li>Painting by Paul Cezanne</li> <li>Plastic ware/paper goods for table setting</li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>Adjusted questioning techniques and higher order questions</li> <li>E-learning               <ul style="list-style-type: none"> <li>Duolingo</li> <li>Kahoot</li> <li>Quizlet</li> </ul> </li> <li>Independent Study</li> <li>Open ended questions</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Telling stories or describing situations in target using only visuals and not text</li> <li>Increased target language immersion</li> <li>Reflection and response at the end of the lesson ( can either be written or drawn)</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted questioning techniques and higher order questions</li> <li>E-learning               <ul style="list-style-type: none"> <li>Kahoot</li> <li>Quizlet</li> </ul> </li> <li>Open ended questions</li> <li>Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Reading text out loud in the target language to practice pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Use of online flashcards (For example Quizlet)</li> <li>Provided access to Loom Lesson Videos. For students to view and listen to as often as they like.</li> <li>Mini lessons</li> <li>Individualized remediation and enrichment materials</li> <li>E-learning               <ul style="list-style-type: none"> <li>Kahoot</li> <li>Quizlet</li> </ul> </li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several</li> </ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>

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<ul style="list-style-type: none"> <li>• Creating "Expert groups in Cooperative learning situations.</li> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a whiteboard to assess individual comprehension, and provide immediate feedback.</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn)</li> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<p>channels: auditory, visual, kinesthetic, model</p> <ul style="list-style-type: none"> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> </ul>	
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### **Unit 2: Chapitre 5: Les loisirs**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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<p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>Students are to gain an introduction to vocabulary related to free time activities and hobbies and the equipment we need to participate in those interests.</li> <li>They will learn how to discuss how often someone does something and in what season and in what weather conditions.</li> <li>They will learn how to talk about where people participate in different leisure time activities.</li> <li>They will learn how to invite people to participate in activities and how to accept or decline an invitation.</li> <li>They will learn how to talk about things they and others just did and things they plan to do in the immediate future.</li> <li>They will study the west of France in great depth focusing on its geography, history,</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>How do culture, history, and geography affect the architecture, food, sports, and other leisure time activities of a place?</li> <li>How do culture and geography affect one's choice of sports or other free-time activities?</li> <li>How do cultural products, practices, and perspectives influence interaction, free-time activities, home life and the student experience?</li> <li>How do we talk about our interests?</li> <li>How do we express that we "just" did something or what we will do in the immediate future?</li> <li>How do we use the irregular verb "aller" in the present tense?</li> <li>What are some of the idiomatic expressions we use with the verb 'avoir' and what is the equivalent in English?</li> <li>What are the different question words?</li> </ul>

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gastronomy, arts and culture.	
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Sports and leisure time activities</li> <li>• Adverbs of frequency</li> <li>• Functional phrases for talking about leisure activities</li> <li>• Learning about popular sports</li> <li>• Learning names of champions from French-speaking regions</li> <li>• Reading about French athletes</li> <li>• The verb “faire” to do</li> <li>• Expressions with “faire”</li> <li>• The verbs “sortir” and “partir” in the present tense</li> <li>• Other irregular -ir verbs</li> <li>• Describing weather</li> <li>• Describing seasons and dates</li> <li>• Learning about le Tour de France</li> <li>• Learning about public parks and gardens in French-speaking regions</li> <li>• Numbers 101 and higher</li> <li>• Describing seasons</li> <li>• -er verbs with spelling changes</li> <li>• Le Pays de la Loire/Centre-Val de Loire</li> <li>• La Normandie</li> <li>• La Bretagne</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identify different sports and free-time activities</li> <li>• Identify equipment needs to participate in sports and free-time activities</li> <li>• Identify the months of the year and the seasons</li> <li>• Be able to ask about interests and tell about interests including what we do and what we don't do and when</li> <li>• Be able to ask when someone participates in an activity and respond</li> <li>• Be able to discuss sports and activities at a typical American highschool versus how sports are organized in France and Quebec</li> <li>• Be able to recognize and understand French proverbs that relate to free-time activities and identify their English equivalents</li> <li>• Be able to correctly conjugate and employ the irregular verb ‘faire’ to make; to do in the present tense</li> <li>• Be able to correctly identify and employ expressions and sports/free-time activities that include ‘faire’</li> <li>• Be able to discuss popular sports in France, Quebec, and other francophone places in the world and compare and contrast them to popular sports in the United States</li> <li>• Be able to correctly use different question words</li> <li>• Be able to differentiate between what an adjective is and an adverb is</li> <li>• Be able to create an adverb from an adjective using the ending -ment</li> <li>• Be able to identify different places in the town</li> <li>• Be able to correctly conjugate the irregular verb “aller” to go in the present tense</li> <li>• Be able to talk about going different places in the town</li> <li>• Be able to describe weather and what we do in different weather conditions</li> <li>• Be able to extend an invitation to participate in an activity or go to a specific place</li> <li>• Be able to accept or decline an invitation</li> <li>• Be able to explain the differences between the Celsius and Fahrenheit scale</li> <li>• Be able to make plans and respond</li> <li>• Be able to explain what R.S.V.P. means on an invitation</li> <li>• Be able to talk about what we plan to do in the immediate future using the futur proche</li> <li>• Be able to talk about things we ‘just’ did using the passe recent</li> <li>• Be able to identify and correctly employ idiomatic expressions that include ‘avoir’</li> </ul>

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	<ul style="list-style-type: none"> <li>• Be able to retell the TPR story we are studying</li> <li>• Be able to identify different cities in the west of France and discuss their geography, history, architecture, sports, and gastronomy</li> </ul>
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### Interdisciplinary Connections:

History of the west of France including Brittany, Normandy, the Loire Valley, and the center of France

Geography of the west of France including Brittany, Normandy, the Loire Valley, and the center of France

Study of the gastronomy, architecture, and sports of the west of France including Brittany, Normandy, the Loire Valley, and the center of France

Study of the difference between Celsius and Fahrenheit and how to convert from one system to the other

Climate change and its effects

Idiomatic expressions in French and their equivalent in English

French proverbs and their equivalent in English

Study of sports and activities at a typical American highschool versus how sports are organized in France and Quebec and how to play/rules of these sports including what the Coupe du Monde is and the French soccer team "Les Bleus"

Differences in vocabulary between French spoken in France and French spoken in French-speaking Canada

Fine Art Connection: "Sur la plage de Trouville" de Claude Monet

Differentiating between adjectives and adverbs

Jump roping songs and rhymes in French

## Stage 2: Assessment Evidence

### Performance Task(s):

- Decide whether statements made in French using the new vocabulary are true/false or logical/illogical
- Read a TPR story and answer true/false questions, completion, and open-ended questions
- Retell the TPR story in French incorporating the vocabulary we have learned.
- Draw pictures on a personal whiteboard based on teacher descriptions.
- Create a poster or collage presenting their favorite sport, team or activity
- Classmate survey to find out which sports they play, how regularly they play the sports and what equipment they need to buy
- Listening activity to match up which items people will need for their leisure time activity
- Classmate interviews asking about favorite sports and free-time activities and present findings to class
- Write sentences about what activities people are doing based on pictures
- TPR acting out activities using the present tense of verbs
- Phrase vivante living sentence give sentence in English and students comprise sentence in French using the appropriate index cards
- Play finger swat game to identify sports and free-time activities and equipment
- Scenario writing a skit between a parent and

### Other Evidence:

Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.

- Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French.
- Daily checking, correction and grading of student homework
- Weekly quiz (listening, written or spoken) for concepts presented that week
- Unit 5 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)
- Project

## French II

<p>teenager who wants to go out on a Friday night. Ask as many questions as possible and role play the conversation</p> <ul style="list-style-type: none"> <li>• Provide response and students compose the corresponding question to elicit the response</li> <li>• Lance les des roll the dice game with pictures and describe the weather in the photo</li> <li>• Read a brochure for a summer camp and in groups of three ask your classmates if they like the activities and how often and how well they do them</li> <li>• Watch an Edpuzzle video about Petanque and answer the corresponding questions</li> <li>• Play a game of Petanque</li> <li>• Watch an Edpuzzle video about Paris Roller and answer the corresponding questions</li> <li>• Write an email from summer camp describing the weather, what activities you do each day of the week and with whom you are doing the activities</li> <li>• Scenario with a classmate taking turns inviting each other to do five activities imagining different weather situations. Practice accepting and declining</li> <li>• Pair/Share discussing plans for the weekend</li> <li>• Create an idiomatic expression poster depicting an expression with 'avoir'</li> <li>• Listen to the rap song "Qu'est-ce que tu fais? And tell what activities the people do in certain weather conditions and share one thing they do in each weather condition</li> <li>• Leave a phone message for your friend telling her two things you need to do or feel like doing during your visit to Paris. Then invite her to do two or more other activities with you and to find out about a new exchange student</li> <li>• Describing a painting</li> </ul>	
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### Stage 3: Learning Plan

<p><u><b>Learning Opportunities/Strategies:</b></u></p> <ul style="list-style-type: none"> <li>• Quizlet Online Flashcards &amp; Activities</li> <li>• TPR story retells</li> <li>• Students volunteer to act out brief stories that are narrated by the teacher or other students in French</li> <li>• Students physically perform actions and manipulate items as prompted in French by the teacher.</li> <li>• Mystery Student communication activity</li> <li>• Projectable transparencies C'est x ou y? Qu'est-ce que c'est?</li> <li>• Whiteboard verb conjugations</li> <li>• Finger Swat verb conjugations</li> <li>• Partner Info Gap</li> </ul>	<p><u><b>Resources:</b></u></p> <ul style="list-style-type: none"> <li>• Chemins Level I online and hardback textbook</li> <li>• Chemins Level 1 workbook: Cahier de vocabulaire et grammaire</li> <li>• Chemins Level 1 workbook: Cahier d'activités</li> <li>• Chemins Level 1 Grammar Tutor for Students of French</li> <li>• Chemins! Level 1 Beginning Reader</li> <li>• Chemins Level 1 Assessment program</li> <li>• Chemins Level 1 Projectable transparencies</li> <li>• On rappe videos</li> <li>• Teacher Created Powerpoints</li> <li>• Youtube videos</li> <li>• Cultural videos</li> <li>• Quia</li> </ul>
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## French II

<ul style="list-style-type: none"> <li>• Sports and hobbies Bingo</li> <li>• Weather and Seasons Bingo</li> <li>• Petanque game</li> <li>• Edpuzzle</li> <li>• Lance les des game</li> <li>• Partner Interview</li> <li>• Partner Draw</li> <li>• Patate Chade (Hot potato) with vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Kahoot!</li> <li>• Quizizz</li> <li>• Edpuzzle</li> <li>• Cultural readings</li> <li>• Flashcards</li> <li>• TPR Storybook</li> <li>• Duolingo</li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions</li> <li>• E-learning               <ul style="list-style-type: none"> <li>◦ Duolingo</li> <li>◦ Kahoot</li> <li>◦ Quizlet</li> </ul> </li> <li>• Independent Study</li> <li>• Open ended questions</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Telling stories or describing situations in target using only visuals and not text</li> <li>• Increased target language immersion</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn)</li> <li>• Creating "Expert groups in Cooperative learning situations.</li> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions</li> <li>• E-learning               <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizlet</li> </ul> </li> <li>• Open ended questions</li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Reading text out loud in the target language to practice pronunciation</li> <li>• Using a whiteboard to assess individual comprehension, and provide immediate feedback.</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn)</li> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of online flashcards (For example Quizlet)</li> <li>• Provided access to Loom Lesson Videos. For students to view and listen to as often as they like.</li> <li>• Mini lessons</li> <li>• Individualized remediation and enrichment materials</li> <li>• E-learning               <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizlet</li> </ul> </li> <li>• Continually assess and adjust content to meet student's needs</li> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large,</li> </ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

## French II

		individual <ul style="list-style-type: none"> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> </ul>	
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### Unit 3: Chapitre 1 Les fêtes

#### Stage 1: Desired Results

##### Standards & Indicators:

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

## French II

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

#### Central Idea/Enduring Understanding:

- Students are to gain an introduction to vocabulary related to fashion, clothing, and how to navigate shopping in Francophone countries.
- They will learn how to identify clothing and accessories, when and where they would wear particular articles, and describe them including colors.
- They will learn how to identify different places where people shop and what is sold in these different places.
- The students will learn about parties, celebrations, and gifts as well as how to discuss different stages of life and interpersonal relationships.
- The students will also learn how to ask for help, ask for and express opinions about where they like to shop, clothing, and ask about pricing.
- In addition to expressing thoughts in the present tense, the students will also learn how to describe events in the past tense using the helping verb "avoir" with both -er verbs and verbs that have irregular past participles.
- Students will learn more about the customs and

#### Essential/Guiding Question:

- How do culture, history, and geography affect the handicrafts, food, sports, and other leisure activities of a place?
- How do culture and geography influence clothing, fashion, and shopping?
- What are some of the traditional clothing from different regions of France and Senegal?
- What are some examples of Senegalese music and what is the history of this music?
- How can we identify clothing and accessories and describe them using correct adjective placement?
- Where can we shop for clothing/accessories in France and Senegal?
- How do we talk about where we like to shop?
- What contributions have the French made to fashion?
- Who are some of the most famous French fashion designers and what are they known for?
- How do sales people offer help and how do we ask for help?
- How do we ask for and give opinions about

## French II

<p>culture of the French-speaking country Senegal, the role of Senegal in fashion, what Senegalese young people wear, as well as their traditional dress.</p> <ul style="list-style-type: none"> <li>• They will learn more about the prominence of France in fashion since Paris is one of the fashion capitals of the world.</li> <li>• Students will also study the geography, history, music, gastronomy, and culture of Paris.</li> </ul>	<p>fashion?</p> <ul style="list-style-type: none"> <li>• How is sizing different in the United States, France, and Senegal? How do we figure out our own size using a sizing chart?</li> <li>• How do we express what we should wear in certain weather or places?</li> <li>• How do we identify specific items?</li> <li>• How do we ask about and give prices using the euro and Senegalese franc?</li> <li>• How do we make and express decisions?</li> <li>• How do we describe events in the past employing both regular and irregular past participles?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Identifying clothing, accessories, and fabrics</li> <li>• Describing what people wear using correct adjective agreement and placement (BAGS)</li> <li>• Discussing where we like to shop for clothes and how we feel about shopping</li> <li>• Offering help to someone at a store</li> <li>• Asking for help in a store including expressing sizing for clothing and shoes</li> <li>• Describing gifts that one offers</li> <li>• Identifying colors and patterns of clothing and accessories</li> <li>• Asking for opinions about clothing and accessories</li> <li>• Expressing preferences about clothing and accessories</li> <li>• Providing clothing, shoe, and glove sizes</li> <li>• Describing clothing worn in certain weather, seasons, and events</li> <li>• Demonstrative adjectives expressing this that; these and those (ce, cet, cette, ces)</li> <li>• Interrogative adjectives Quel (which; what)</li> <li>• When to use Quel vs. Qu'est-ce que</li> <li>• Present tense of the verb "mettre" to place or to put on clothing or accessories</li> <li>• Learning about Carnaval</li> <li>• Learning about festivals and holidays</li> <li>• Learning about the significance of Bastille Day</li> <li>• Demonstrative adjectives: -ci, -la</li> <li>• Indirect object pronouns</li> <li>• Regular and irregular -re verbs in the present tense</li> <li>• The past tense using "avoir" as a helping verb</li> <li>• The traditional dress of Senegal: Le boubou</li> <li>• The history of "batik"</li> <li>• Contributions of the French to the world of fashion</li> <li>• Negotiating purchases in Senegal</li> <li>• Cultural reading about shopping, sales, and fashion in France and Francophone countries</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Be able to identify clothing and accessories</li> <li>• Be able to identify different types of fabric</li> <li>• Be able to describe clothing and accessories using an array of adjectives</li> <li>• Be able to employ correct adjective agreement and placement</li> <li>• Be able to offer help to someone in a store or clothing store specifically</li> <li>• Be able to ask for help including sizing</li> <li>• Be able to describe what people are wearing and express preferences</li> <li>• Be able to express sizing in target language</li> <li>• Be able to ask for opinions about clothing and accessories</li> <li>• Be able to express opinions about clothing and accessories</li> <li>• Be able to describe what people wear in certain weather and circumstances</li> <li>• Be able to differentiate between "this" "that" and "these" "those"</li> <li>• Be able to express "what" or "which" to inquire about items or describe them</li> <li>• Be able to describe what clothing articles or accessories people "put" on using the irregular verb "mettre"</li> <li>• Be able to describe traditional Senegalese dress</li> <li>• Be able to describe the history and process of making "batik"</li> <li>• Be able to bargain at small shop in Senegal</li> <li>• Be able to discuss shopping habits in France, French-speaking Canada, and Senegal</li> <li>• Be able to identify and discuss famous French fashion designers and what they are known for</li> <li>• Be able to identify and discuss France's contribution to the world of fashion</li> <li>• Be able to discuss what French and Senegalese teenagers wear and the importance of fashion in their lives</li> </ul>

## French II

<ul style="list-style-type: none"> <li>• Venn Diagram comparing and contrasting to American shopping habits</li> <li>• Creation of outfit and description of outfit</li> <li>• Watch a high fashion fashion show such as Chanel and call on students to describe clothing and accessories</li> <li>• French fashion show during which students describe their own outfit and the occasion for the outfit they selected</li> <li>• View the French movie “Coco Avant Chanel” and complete the corresponding activities</li> <li>• Fine Art Connection: Observe a painting by the Senegalese artist Anne-Marie Diam and answer the corresponding questions about the painting</li> <li>• Proverbs</li> <li>• What is a “grande surface” (large department store) and what is sold there?</li> <li>• Identifying items sold in a big department store</li> <li>• Where we find certain items in the department store</li> <li>• Asking about prices and whether or not items are on sale</li> <li>• Reviewing numbers 0-1000</li> <li>• Expressing prices and whether or not items are on sale</li> <li>• The Senegalese unit of currency (franc) and its conversion to US Dollars</li> <li>• The EURO and its conversion to US Dollars</li> <li>• Making a decision and asking if an item is inexpensive</li> <li>• Expressing a decision or indecisiveness</li> <li>• Expressing that an item is a good deal</li> <li>• Adverbs with the passe compose times of day etc</li> <li>• TPR Story: “Le magasin de vêtements”</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify items sold at large departments stores and in which department they are sold</li> <li>• Be able to describe materials objects are made of</li> <li>• Be able to ask for and give prices</li> <li>• Be able to discuss the Senegalese franc and Euro</li> <li>• Be able to express that we have made a decision or that we are indecisive</li> <li>• Be able to describe events in the past using regular -er past participles and irregular past participles</li> <li>• Be able to incorporate adverbs when describing events in the past</li> <li>• Be able to retell the TPR story we are studying</li> <li>• Be able to identify and discuss the geography, history, architecture, sports, and gastronomy of Senegal</li> </ul>
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### Interdisciplinary Connections:

Number 0-1000 Fine Art Connection: Observe a painting by the Senegalese artist Anne-Marie Diam and answer the corresponding questions about the painting

Proverbs in French and their equivalent in English

Study of and discussion of painting by Senegalese artist Anne-Marie Diam

Discuss shopping habits in France, French-speaking Canada, and Senegal

Conversion of clothing sizes in different French-speaking places

Fashion design in different francophone places

The traditional dress of Senegal: Le boubou

The history of “batik”

The history of Coco Chanel

The history of Yves Saint Laurent

## Stage 2: Assessment Evidence

### Performance Task(s):

- Decide whether statements made in French using the new vocabulary are true/false or logical/illogical
- Read a TPR story and answer true/false

### Other Evidence:

Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.

1. Throughout the TPR lessons the teacher can

## French II

<ul style="list-style-type: none"> <li>• questions, completion, and open-ended questions</li> <li>• Retell the TPR story in French incorporating the vocabulary we have learned.</li> <li>• Draw pictures on a personal whiteboard based on teacher descriptions.</li> <li>• Create an outfit and describe it using a poster , Google Jamboard or collage and present</li> <li>• Classmate survey to find out what clothing and accessories people are wearing</li> <li>• Memory game to remember what people are wearing and the color of items</li> <li>• Listening activity to match up clothing and accessories with the description provided</li> <li>• Classmate interviews asking about what people are wearing and where they like to shop</li> <li>• Listening activity determining whether the customer likes or doesn't like the item being described</li> <li>• Write out and present a brief dialogue between a salesperson and customer offering help and asking help</li> <li>• Write sentences about what items people are looking for based on pictures</li> <li>• Size conversion activity</li> <li>• TPR acting out activities using the past tense of regular -er verbs and verbs with irregular past participles</li> <li>• Writing sentences in French describing outfits from a Chanel fashion show</li> <li>• Watch Edpuzzle video about "batik" and answer the corresponding questions</li> <li>• Research a famous French fashion designer and create a presentation</li> <li>• Play finger swat game to identify clothing, accessories, and adjectives</li> <li>• Using clothing brought to class or magazine pictures point to an item and ask a volunteer to say that he or she is buying it</li> <li>• Complete cultural reading about shopping and fashion in France and answer the corresponding questions</li> <li>• Complete a Venn Diagram comparing and contrasting shopping in France/French-speaking Canada, and Senegal and the United States</li> <li>• Play Guess Who? Describing people and students ask questions to determine who is being described</li> <li>• Listening activity someone describing an outfit and we determine where the person is going based on their outfit</li> <li>• Watch Edpuzzle video about "boubous" and the traditional dress of Senegal and answer the corresponding questions</li> </ul>	<p>assess student understanding by having the students physically respond to teacher prompts given in French.</p> <ol style="list-style-type: none"> <li>2. Daily checking, correction and grading of student homework</li> <li>3. Weekly quiz (listening, written or spoken) for concepts presented that week</li> <li>4. Unit 1 Exam (assesses listening, speaking, reading &amp; writing proficiency for concepts introduced in this unit)</li> <li>5. Project</li> </ol>
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## French II

- Create a conversation between a salesperson and a customer inquiring about pricing of products
- Listening activity determining what department of the store we would find particular items
- Creation and presentation of a cumulative dialogue taking place at a shop
- Listening activity determining whether someone is describing an event in the present tense or past tense
- Listening to rap song and writing a list of things you would like to buy at the Boutique magique
- Writing a list of items needed for particular places we may go
- Playing a game where we tell something we did yesterday and the next team repeats the first activity and adds a new one
- Conduct interview about the weekend and what one did and where one went
- Watch the French film "Coco avant Chanel" and complete the corresponding activities
- Observe and study a painting by the Senegalese artist Anne-Marie Diam and answer the corresponding questions in French
- Watch music video featuring Youssou N'Dour and provide reactions and opinions in French
- Complete GEO culture activities about Senegal
- Watch EdPuzzle video about the history of Louis Vuitton and answer the corresponding questions
- Watch Youtube video about the 100 years of French fashion and answer corresponding questions
- French fashion show in class where students create outfit and describe in French
- Watch Youtube video about Yves Saint Laurent and his creations/sketches and answer corresponding comprehension questions

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Quizlet Online Flashcards & Activities & competitions
- TPR story retells
- Students volunteer to act out brief stories that are narrated by the teacher or other students in French
- Students physically perform actions and manipulate items as prompted in French by the teacher.
- Guess Who? communication activity
- Projectable transparencies C'est x ou y? Qu'est-ce que c'est?
- Fashion show
- Listening comprehension activities
- Written and spoken dialogues

#### Resources:

- Chemins Level 2 online and hardback textbook
- Chemins Level 2 workbook: Cahier de vocabulaire et grammaire
- Chemins Level 2 workbook: Cahier d'activités
- Chemins Level 2 Grammar Tutor for Students of French
- Chemins Level 2 Beginning Reader
- Chemins Level 2 Assessment program
- Chemins Level 2 Projectable transparencies
- On rappe videos
- Teacher Created Powerpoints and Google Jamboards
- Youtube videos

## French II

<ul style="list-style-type: none"> <li>• Google Jamboard interactive activities</li> <li>• Whiteboard verb conjugations</li> <li>• Finger Swat verb conjugations</li> <li>• Partner Info Gap</li> <li>• Clothing and accessories Bingo</li> <li>• I spy...with colors</li> <li>• Finger swat verb practice</li> <li>• Finger swat adjective practice</li> <li>• Kahoot! Competitions</li> <li>• Charades acting out verbs</li> <li>• Edpuzzle videos and questions</li> <li>• Pair/Share activities</li> <li>• Partner Interview</li> <li>• Partner memory game</li> <li>• Partner Draw</li> <li>• Patate Chade (Hot potato) with vocabulary terms</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural videos</li> <li>• Quia</li> <li>• Kahoot!</li> <li>• Quizizz</li> <li>• Edpuzzle</li> <li>• Cultural readings</li> <li>• Flashcards</li> <li>• TPR Storybook</li> <li>• Duolingo</li> <li>• French film "Coco Avant Chanel"</li> <li>• Painting by Senegalese artist Anne-Marie Diam</li> <li>• Study of Jean-Paul Gautier French fashion designer LGBTQ + community member</li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions</li> <li>• E-learning               <ul style="list-style-type: none"> <li>◦ Duolingo</li> <li>◦ Kahoot</li> <li>◦ Quizlet</li> </ul> </li> <li>• Independent Study</li> <li>• Open ended questions</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Telling stories or describing situations in target using only visuals and not text</li> <li>• Increased target language immersion</li> <li>• Reflection and response at the end of the lesson ( can either be written or drawn)</li> <li>• Creating "Expert groups in Cooperative learning situations.</li> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions</li> <li>• E-learning               <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizlet</li> </ul> </li> <li>• Open ended questions</li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Reading text out loud in the target language to practice pronunciation</li> <li>• Using a whiteboard to assess individual comprehension, and provide</li> </ul>	<ul style="list-style-type: none"> <li>• Use of online flashcards (For example Quizlet)</li> <li>• Provided access to Loom Lesson Videos. For students to view and listen to as often as they like.</li> <li>• Mini lessons</li> <li>• Individualized remediation and enrichment materials</li> <li>• E-learning               <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizlet</li> </ul> </li> <li>• Continually assess and adjust content to meet student's needs</li> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> </ul>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

## French II

	<p>immediate feedback.</p> <ul style="list-style-type: none"> <li>• Reflection and response at the end of the lesson ( can either be written or drawn)</li> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> </ul>	
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## Pacing Guide

French II Content	Resource	Standards
<b>Unit 1: Chapitre 4: Au cafe</b>		
<p>Unité 1: /Chapitre 4: Lecon 4A (15 days):</p> <ul style="list-style-type: none"> <li>• Discussing places in the town, food, and beverages</li> <li>• Talking about errands and places around town</li> <li>• Discuss hobbies and pastimes</li> <li>• Identifying and accurately pronouncing oral vowel sounds</li> <li>• Understanding short conversations about places around town</li> <li>• Identifying and reflecting on cultural products and practices related to leisure</li> <li>• Talking about the near future and going places</li> </ul>	<ul style="list-style-type: none"> <li>• Chemins Level 1 online and hardback textbook</li> <li>• Chemins Level 1 workbook: Cahier de vocabulaire et grammaire</li> <li>• Chemins Level 1 workbook: Cahier d'activités</li> <li>• Chemins Level 1 Grammar Tutor for Students of French</li> <li>• Chemins Level 1 Beginning Reader</li> <li>• Chemins Level 1 Assessment program</li> <li>• Chemins Level 1 Projectable transparencies</li> <li>• On rappe videos</li> <li>• Teacher Created Powerpoints</li> <li>• Youtube videos</li> <li>• Cultural videos</li> </ul>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>

## French II

<ul style="list-style-type: none"> <li>• The verb “aller”</li> <li>• Asking and answering information questions</li> <li>• Watching a report about drink prices at a Parisian cafe</li> </ul> <p>Lecon 4B (15 days)</p> <ul style="list-style-type: none"> <li>• Identifying and using words related to cafe foods and service</li> <li>• Identifying nasal vowel sounds</li> <li>• Understanding short conversations about cafe orders</li> <li>• Ordering cafe food and drinks</li> <li>• Understanding cultural products and practices related to eateries in my own and other cultures</li> <li>• Discussing eating and drinking and expressing parts of a whole “le partitif”</li> <li>• The verbs “prendre”, “apprendre”, and “comprendre”</li> <li>• The verb “boire”</li> <li>• Expressing choosing, finishing, and succeeding with specific -ir verbs</li> <li>• Understanding the gist of a conversation about food and activities</li> <li>• Identifying and reflecting on cultural products and practices of overseas France</li> <li>• Understanding unfamiliar words in a menu by making inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Quia</li> <li>• Kahoot!</li> <li>• Quizizz</li> <li>• Edpuzzle</li> <li>• Cultural readings</li> <li>• Flashcards</li> <li>• TPR Storybook</li> <li>• Duolingo</li> <li>• Painting by Paul Cezanne</li> <li>• Plastic ware/paper goods for table setting</li> </ul>	
<b>Unit 2: Chapitre 5: Les loisirs</b>		
<p>Unite 2/Chapitre 5: Lecon 5A (15 days):</p> <ul style="list-style-type: none"> <li>• Using cognates to describe sports preferences</li> <li>• Talking about leisure activities and how often people do them</li> <li>• Using adverbs of frequency</li> <li>• Using intonation to modulate meaning</li> <li>• Understanding short conversations about sports and leisure</li> <li>• Identifying and reflecting on cultural products and practices related to sports</li> <li>• Discussing common activities in daily life</li> <li>• The verb “faire”</li> <li>• Expressions with the verb “faire”</li> <li>• Discussing everyday activities like leaving, running, and sleeping</li> </ul>	<ul style="list-style-type: none"> <li>• Chemins Level 1 online and hardback textbook</li> <li>• Chemins Level 1 workbook: Cahier de vocabulaire et grammaire</li> <li>• Chemins Level 1 workbook: Cahier d'activités</li> <li>• Chemins Level 1 Grammar Tutor for Students of French</li> <li>• Chemins! Level 1 Beginning Reader</li> <li>• CheminsLevel 1 Assessment program</li> <li>• Chemins Level 1 Projectable transparencies</li> <li>• On rappe videos</li> <li>• Teacher Created Powerpoints</li> <li>• Youtube videos</li> <li>• Cultural videos</li> <li>• Quia</li> <li>• Kahoot!</li> <li>• Quizizz</li> </ul>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>

## French II

<ul style="list-style-type: none"> <li>• Conjugation of regular -ir verbs</li> <li>• Irregular verbs “sortir” and “partir”</li> <li>• Watching a report about surf classes at a French high school in Brittany</li> </ul> <p>Lecon 5B (15 days):</p> <ul style="list-style-type: none"> <li>• Talking about the seasons, dates, and the weather</li> <li>• Distinguishing between open and closed vowel sounds</li> <li>• Understanding short conversations about dates and the weather</li> <li>• Identifying and reflecting on cultural products and practices related to leisure time activities</li> <li>• Learning about Le Tour de France</li> <li>• Reading about cycling in France</li> <li>• Expressing years and large quantities</li> <li>• Numbers 101 and higher</li> <li>• Mathematical terms</li> <li>• Talking about bringing, buying, sending, and other actions</li> <li>• Spelling changes -er verbs</li> <li>• Understanding key information in a weather forecast</li> <li>• Identifying and reflecting on cultural products and practices of the Loire Valley</li> <li>• Identifying and reflecting on cultural products and practices of Normandy and Brittany</li> <li>• Understanding the information provided by a brochure</li> </ul>	<ul style="list-style-type: none"> <li>• Edpuzzle</li> <li>• Cultural readings</li> <li>• Flashcards</li> <li>• TPR Storybook</li> <li>• Duolingo</li> </ul>	
<b>Unit 3: Les fetes</b>		
<p>Unite 3/Chapitre 1: Lecon 1A (15 days):</p> <ul style="list-style-type: none"> <li>• Talking about celebrations and stages of life</li> <li>• Differentiating between open and closed vowel sounds</li> <li>• Understanding short conversations about parties and gifts</li> <li>• Identifying and reflecting on cultural practices related to celebrations</li> <li>• Learning about Carnaval</li> <li>• Learning about festivals and holidays in various Francophone regions</li> <li>• Learning about Bastille Day</li> <li>• Referring to specific items nearby using -ci and -la demonstratives</li> </ul>	<ul style="list-style-type: none"> <li>• Chemins Level 2 online and hardback textbook</li> <li>• Chemins Level 2 workbook: Cahier de vocabulaire et grammaire</li> <li>• Chemins Level 2 workbook: Cahier d'activités</li> <li>• Chemins Level 2 Grammar Tutor for Students of French</li> <li>• Chemins Level 2 Beginning Reader</li> <li>• Chemins Level 2 Assessment program</li> <li>• Chemins Level 2 Projectable transparencies</li> <li>• On rappe videos</li> <li>• Teacher Created Powerpoints and Google Jamboards</li> <li>• Youtube videos</li> </ul>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>

## French II

<ul style="list-style-type: none"> <li>• Describing what happened in the past use “avoir” with both regular and irregular verbs</li> <li>• Identifying and reflecting on holiday traditions</li> </ul> <p>Unite 3/Chapitre 1: Lecon 1B (15 days):</p> <ul style="list-style-type: none"> <li>• Describing and discussing clothing and accessories</li> <li>• Describing colors</li> <li>• Understanding how the position of vowels within words influences how they sound</li> <li>• Understanding short conversations about gifts and clothing</li> <li>• Identifying and reflecting on cultural products and practices related to fashion</li> <li>• La mode in France and where to buy clothes</li> <li>• French attitudes towards fashion</li> <li>• Traditional clothing and fabrics in some Francophone countries and regions</li> <li>• Learning about Coco Chanel</li> <li>• Referring to previously mentioned people or animals using indirect object pronouns</li> <li>• Expressing actions that are common in daily life</li> <li>• Regular and irregular -re verbs</li> <li>• Understanding a conversation about clothing</li> <li>• Identifying and reflecting on cultural products and practices of Paris</li> <li>• Understanding and communicating about fashion influences</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural videos</li> <li>• Quia</li> <li>• Kahoot!</li> <li>• Quizizz</li> <li>• Edpuzzle</li> <li>• Cultural readings</li> <li>• Flashcards</li> <li>• TPR Storybook</li> <li>• Duolingo</li> <li>• French film “Coco Avant Chanel”</li> <li>• Painting by Senegalese artist Anne-Marie Diam</li> <li>• Study of Jean-Paul Gautier French fashion designer LGBTQ + community member</li> </ul>	
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