

French III

Unit 1: Chapitre 2: En vacances

Stage 1: Desired Results

Standards & Indicators:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and Commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

French III

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).	
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Students are to gain an introduction to vocabulary related to travel. • They will learn how to identify travel items and vocabulary that will prove useful when navigating travel to French-speaking places in the world. • They will learn how to inquire about hotel amenities and give advice to individuals preparing to travel. • They will learn how to get information and how to understand when others respond to their questions. • They will learn how to effectively communicate with employees at the train station, hotel, and airport and ask for information. • They will learn what travel items they will need to buy in advance so that their appliances are compatible with the electric system in France. • They will learn how to buy tickets and conduct simple transactions. • They will learn how to talk about the sequence of events. • They will learn how to describe events in the past and describe trips they have taken and how things were in the past. 		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How does culture affect how and where we travel and how we talk about the past? • How do culture, history, and geography affect the handicrafts, celebrations, food, and arts of a place? • How do culture and geography influence vacation, leisure activities, and travel? • How do we communicate with agents on trains and in hotels?
<p><u>Content:</u> Chapitre 2: En vacances</p> <ul style="list-style-type: none"> • Identifying vocabulary pertaining to hotels and travel/travel items • Discussing vacation plans and leisure activities • Learn vocabulary related to travel and vacations • Learn names of countries and nationalities • Understanding how diacritical marks affect the meaning of words • Learning functional phrases for talking about vacations • Understanding short conversations about vacations and travel • Giving advice to someone who is preparing to travel • Getting information about a hotel stay and the amenities offered at the hotel • Understanding responses to requests for information 		<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Inquiring about hotel amenities • Making a reservation at a hotel • Giving advice to someone who is about to travel • Identifying vacation rental homes in France • Getting information about hotels in France • Understanding the rating system of hotels in France versus the United States • Identifying countries and cities in French and how to express that we are traveling to these places or returning from these places (correct use of prepositions) • Determining which appliances we need when traveling and what voltage is compatible with the French electrical system and the Quebecois electrical system • Identifying which souvenirs are typical of Southern France versus typical souvenirs from different regions in the United States • Identifying useful vocabulary at a train station and airport • Asking for information at a train station and airport

French III

<ul style="list-style-type: none"> • Learning about Belgium • Find out unusual and interesting facts about transportation in the francophone world • Read about Le Musee d'Orsay • Understand cultural practices related to travel and transportation • Learn how to formulate the passe compose with "etre" as the helping verb • Describing past actions and events • Learn direct object pronouns and refer to previously mentioned people and objects • Identifying and reflecting on attitudes towards youth travel • Formulating and incorporating correct prepositions with countries and cities • What is the hotel rating system in France and how is it different from the rating system in the United States? • How are French idiomatic expressions that pertain to travel similar to and different from idiomatic expressions in English? • What appliances will you need when traveling to France or French-speaking Canada? • What is the difference in voltage in France and the United States? • What are typical souvenirs one buys from the South of France compared to different regions in the United States? • What is France's railroad network and why is it relevant? • What is the protocol when one travels by train in France? • How can we describe what is taking place and what the people are expressing in Daniel Lordey's painting "La gare"? • Identifying vocabulary pertaining to the train station and airport • Asking for information at the train station and airport • Buying tickets and making a transaction at the train station and airport • The past tense with "etre" as a helping verb • Ordinal numbers • Describing the sequence of events • Correctly pronouncing the letter combinations ti, si, and ssi • Understanding short conversations about hotel reservations • Useful expressions for getting help 	<ul style="list-style-type: none"> • Buying tickets and making transactions at a train station or ticket window • Comparing and contrasting train travel in the United States and France • Composing the past tense of regular and irregular verb with the helping verb "avoir" • Composing the imparfait and knowing when to incorporate this tense • Composing the past tense with the helping verb "etre" • Composing and expressing ordinal numbers • Analyzing the poster painting "La gare" by Daniel Lordey and writing conversations between the people depicted'
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French III

<ul style="list-style-type: none"> Finding out about vacation sports in France Reading about Les Alpes, a popular destination for skiers Identifying and reflecting on cultural products and practices related to vacations Adverbs and the verbs “dire”, “ecrire”, and “lire” The imperfect tense “l’imparfait” and describing what people used to do and how things were in the past Learning historical information about Belgium and Switzerland 	
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Interdisciplinary Connections:

History of Belgium and Switzerland and their geography

Study of art and the French Impressionist museum, “Le Musee d’Orsay”

Ordinal numbers

Means of transportation, inventions, and science

Idiomatic expressions using the verb “faire”

Electricity/Electric system in France versus the United States

Discuss the painting “La gare” by Daniel Lordey

Stage 2: Assessment Evidence

Performance Task(s):

- Quizlet test
- Quizziz
- Listening quizzes
- Speaking quizzes
- Presentation of skits/ dialogue
- Chapitre 2 test
- Written quizzes
- Retelling of a story with a storyboard
- Partner interview
- EdPuzzles
- Designing a postcard and writing a brief message about one’s trip in the past tense
- Role playing
- Creation of an idiomatic expression poster
- Inception and creation of a “santon”
- Creation of a dialogue between people depicted in the poster “La gare” by Daniel Lordey

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
- Chapitre 2 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)
- Project

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Quizlet Online Flashcards & Activities

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.

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

French III

Projectable transparencies C'est x ou y? Qu'est-ce que c'est? Whiteboard verb conjugations Finger Swat verb conjugations Partner Info Gap Bingo Edpuzzle Lance les des game Partner Interview Partner Draw Patate Chade (Hot potato) with vocabulary terms Kahoot Pictionary Turn and Talk Escargot game Listening activities	7. On rappe videos 8. Teacher Created Powerpoints 9. Youtube videos 10. Cultural videos 11. Quia 12. Kahoot! 13. Quizlet 14. Quizizz 15. Edpuzzle 16. Cultural readings 17. Flashcards 18. TPR Storybook 19. Duolingo
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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"> Adjusted questioning techniques and higher order questions E-learning <ul style="list-style-type: none"> Duolingo Kahoot Quizlet Independent Study Open ended questions Varying sets of reading comprehension questions to answer Telling stories or describing situations in target using only visuals and not text Increased target language immersion Reflection and response at the end of the lesson 	<ul style="list-style-type: none"> Adjusted questioning techniques and higher order questions E-learning <ul style="list-style-type: none"> Kahoot Quizlet Open ended questions Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading comprehension questions to answer Reading text out loud in the target language to practice pronunciation Using a whiteboard to assess individual comprehension, and provide immediate feedback. Reflection and response at the end of the lesson (can either be written or drawn) Use of Flipgrid to 	<ul style="list-style-type: none"> Use of online flashcards (For example Quizlet) Provided access to Loom Lesson Videos. For students to view and listen to as often as they like. Mini lessons Individualized remediation and enrichment materials E-learning <ul style="list-style-type: none"> Kahoot Quizlet Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling Give directions through several channels: auditory, visual, 	<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 III

<p>(can either be written or drawn)</p> <ul style="list-style-type: none"> • Creating "Expert groups in Cooperative learning situations. • Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity. 	<p>allow students to demonstrate speaking skills on selected topics at different levels of complexity.</p>	<p>kinesthetic, model</p> <ul style="list-style-type: none"> • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition 	
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Unit 2: Chapitre 3: Chez nous

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.

French III

<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <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>		
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: <ul style="list-style-type: none"> Students are to gain a solid understanding of vocabulary related to household chores, the house, furniture, and decorations. They will learn how to discuss the chores they and others are required to do, frequency of chores, and preferences. The students will learn how to negotiate how to ask for, give and refuse permission. They will learn how to describe their home and dream home using an array of different adjectives. The students will also learn how to describe habitual events and situations in the past. They will learn how to describe the 		Essential/Guiding Question: <ul style="list-style-type: none"> How do culture, geography, and history affect housing and family roles? How do culture, geography, and history influence housing? What does a home reveal about its owner? How do household chores reflect values and family roles within a culture? How do cultural products, practices, and perspectives influence interaction, free-time activities, home life and the student experience? How do culture and geography influence the architecture of homes and buildings? How do we identify household chores one does inside and outside? How do we express preferences?

French III

<p>location of items, ask where things are located and respond appropriately.</p> <ul style="list-style-type: none"> • The students will continue to learn more about the customs and traditions of Senegal including hospitality, the tea ceremony, typical Senegalese housing, geography, history, gastronomy, arts and culture. • They will learn about how French homes are similar or different from American homes. 	<ul style="list-style-type: none"> • How do we express what chores or something one must do (Il faut)? • How do we ask for permission? • How do we grant or refuse permission? • How do we express how often we do things? • What is the traditional Senegalese tea ceremony called and what does it entail? • How do we express things we can do and must do? • How do we describe events in the past using regular -ir and -re verbs • How do we express that we “never” do something or “no longer” do something? • How are French bathrooms different from American bathrooms? • How are French and Senegalese homes different from American homes? • What is proper etiquette when dining at someone’s home in France? • How do we offer things to people and how can they accept or decline? • How do we identify and describe rooms in the house, furniture and decorations using correct adjective agreement and placement? • How do we say where we live and describe our town and neighborhood? • How do we describe what chores and activities we do in different rooms of the house? • How do we ask where something is and describe its location? • How do we describe events in the past with verbs that use “etre” as a helping verb? • How do we read and respond to a real estate listing? • What is the tradition of glass painting in Senegal called and what is its history and cultural importance?
<p><u>Content:</u> Chapitre 3:</p> <ul style="list-style-type: none"> • Using adjectives, familiar words, and cognates to describe the home and objects found in the home • Expanding our vocabulary to describe homes and their features • Identifying rooms in the house • Identifying and describing home furnishings • Differentiating between the pronunciation of words with “s” and “ss” • Understanding short conversations about apartments and rent • Describing your home using key expressions 	<p><u>Skills(Objectives):</u> Be able to identify chores we do around the house</p> <ul style="list-style-type: none"> • Identify appliances • Ask for, give, and refuse permission • Tell how often we and others do things • Describe a house and furniture using correct adjective agreement and placement • Tell where things are located • Describe events in the passe compose and the imparfait • Correctly use the verbs “savoir” and “connaître” • Describe the differences between homes and housing in the United States, France and Senegal • Describe a traditional Senegalese ceremony • Talk about what we do in the different rooms of the house • Discuss different aspects of the Senegalese culture and other countries in West Africa

French III

- Identifying and reflecting on cultural products and practices relating to housing and architecture in France
- Learning about different types of housing in France
- Reading about the “Bassari” people
- Learning about traditional housing in different francophone regions
- Discussing past actions, conditions, and events
- Using the verb “vivre” in the passe compose and imparfait
- Narrating a story and describing an incident
- Knowing when to use the “passe compose” vs. “l'imparfait”
- Understanding a report about traditional houses in the francophone African country of Mali
- Discussing typical household chores
- Identifying appliances
- Pronouncing words with semi-vowels correctly
- Understanding conversations about chores
- Identifying and reflecting on cultural products and practices related to interiors and architecture
- Learning colloquial terms for describing a home or room
- Learning about traditional and modern architecture in the francophone world
- Learning about Tiebel in Burkina Faso
- Discussing past conditions and events
- Expressing familiarity with and knowledge of various subjects using the verbs “savoir” and “connaitre”
- Understanding a conversation about housing in France
- Identifying and reflecting on cultural products and practices of West Africa
- Learning about Palais Royal des Bamouns in Cameroon
- Des châteaux vivants: What are some of the most important chateaux in France and describe them and their importance? (Video and short project)
- Traditional Senegalese ataya tea ceremony
- Cultural reading La maison comparing and contrasting French, American, and Senegalese homes

French III

<ul style="list-style-type: none"> • Real estate listings reading and answer the corresponding comprehensions questions • Fine Art Connection “La chambre de Van Gogh” by Vincent VanGogh studying painting and writing an email describing the room and three things we plan to buy to decorate it • Online cultural project searching for Senegalese furniture store or in another Francophone country and choose furniture for their room of choice and describe • Comparing and contrasting bathrooms in France and the United States • Les toilettes vs. la salle de bains • Comparing and contrasting housing in France, the United States, and Senegal • Examples of Senegalese foods and compare and contrast in spices, herbs and teas used in Senegalese and American cuisine • TPR Story: L'enfant sale 	
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Interdisciplinary Connections:

Brainstorming and use of cognates

History of customs and traditions of Senegal including hospitality, the tea ceremony, typical Senegalese housing, geography, history, gastronomy, arts and culture.

How French homes/Senegalese homes are similar and/or different from American homes.

Proper dining etiquette when dining at someone's home in Senegal and France

Tradition of glass painting in Senegal

Fine Art Connection “La chambre de Van Gogh” by Vincent VanGogh studying painting

Writing an email describing the room and three things we plan to buy to decorate it

Discussing examples of Senegalese foods and compare and contrast in spices, herbs and teas used in Senegalese and American cuisine

Architecture of different francophone regions and places in the world

Western Africa traditions, music, historical figures, and arts

Math and Finance: conversion from Euros to American dollars

Stage 2: Assessment Evidence

Performance Task(s):

1. Decide whether statements made in French using the new vocabulary are true/false or logical/illogical
2. Read a TPR story and answer true/false questions, completion, and open-ended questions
3. Retell the TPR story in French incorporating the vocabulary we have learned.
4. Draw pictures on a personal whiteboard based on teacher descriptions.
5. Draw and color a house and its surrounding based on a lengthy description in French

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 assess student understanding by having the students physically respond to teacher prompts given in French.
2. Daily checking, correction and grading of student homework
3. Weekly quiz (listening, written or spoken) for concepts presented that week
4. Chapter 3 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)

French III

<ol style="list-style-type: none"> 6. Describing and depicting their dream home 7. Listening activity to decide which property the realtor is describing 8. Creating a floor plan of their own house and describing what there is in their house 9. Classmate survey to find out which chores they have to do at home and how they feel about them 10. Classmate interviews asking students them to describe their homes, the different rooms in the house, and furniture 11. Describing what people are doing based on which room they are in at their house 12. TPR acting out activities using the present tense of verbs 13. Quizlet competitions and Learn Activity as a class 14. Play finger swat game to identify different rooms in the house, furniture, and chores 15. Scenario writing a skit between a parent and teenager who wants to go out on a Friday night. Ask as many questions as possible and role play the conversation 16. Describing the famous painting “La Chambre de VanGogh” and where things are located in the bedroom 17. Watch an Edpuzzle video about proper table etiquette in France and answer the corresponding questions 18. Watch a House Hunters International program about an apartment in Paris and describe the apartment using correct adjective agreement and placement 19. Pair/Share discussing plans for the weekend 20. Listen to the rap song “C’est Toujours la Même Histoire” and tell what chores the people have to do and share chores they need to do as well 	<ol style="list-style-type: none"> 5. Project
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Quizlet Online Flashcards & Activities & Competitions</p> <p>TPR story retells</p> <p>Students volunteer to act out brief stories that are narrated by the teacher or other students in French</p> <p>Students physically perform actions and manipulate items as prompted in French by the teacher.</p> <p>Google Jamboards</p> <p>Projectable transparencies C’est x ou y? Qu’est-ce que c’est?</p>	<p><u>Resources:</u></p> <ol style="list-style-type: none"> 1. Chemins Level 2 online and hardback textbook 2. Chemins Level 2 workbook: Cahier de vocabulaire et grammaire 3. Chemins Level 2 workbook: Cahier d'activités 4. Chemins Level 2 Grammar Tutor for Students of French 5. Chemins Level 2 Beginning Reader 6. Chemins Level 2 Assessment program 7. Chemins Level 2 Projectable transparencies 8. On rappe videos 9. Teacher Created Powerpoints and Google Jamboards
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French III

Whiteboard verb conjugations Finger Swat verb conjugations Partner Info Gap Chores Bingo Furniture/Rooms Bingo Edpuzzle Lance les des game Partner Interview Partner Draw Patate Chade (Hot potato) with vocabulary terms	10. Youtube videos 11. Cultural videos 12. Quia 13. Kahoot! 14. Quizizz 15. Edpuzzle 16. Cultural readings 17. Flashcards 18. TPR Storybook 19. Duolingo
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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"> Adjusted questioning techniques and higher order questions E-learning <ul style="list-style-type: none"> Duolingo Kahoot Quizlet Independent Study Open ended questions Varying sets of reading comprehension questions to answer Telling stories or describing situations in target using only visuals and not text Increased target language immersion Reflection and response at the end of the lesson (can either be written or drawn) Creating "Expert groups in Cooperative learning situations. Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity. 	<ul style="list-style-type: none"> Adjusted questioning techniques and higher order questions E-learning <ul style="list-style-type: none"> Kahoot Quizlet Open ended questions Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading comprehension questions to answer Reading text out loud in the target language to practice pronunciation Using a whiteboard to assess individual comprehension, and provide immediate feedback. Reflection and response at the end of the lesson (can either be written or drawn) 	<ul style="list-style-type: none"> Use of online flashcards (For example Quizlet) Provided access to Loom Lesson Videos. For students to view and listen to as often as they like. Mini lessons Individualized remediation and enrichment materials E-learning <ul style="list-style-type: none"> Kahoot Quizlet Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling Give directions through several channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: 	<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 III

	<ul style="list-style-type: none"> • Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity. 	<p>small, large, individual</p> <ul style="list-style-type: none"> • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition 	
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Unit 3: Chapitre 4: La nourriture

Stage 1: Desired Results

Standards & Indicators:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

French III

<p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>		
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: <ul style="list-style-type: none"> Students are to gain an introduction to vocabulary related to food shopping and food preparation. They will learn how to identify food vocabulary and ingredients necessary for cooking. They will also learn vocabulary that will prove useful when navigating shopping in grocery stores and specialty stores. They will learn how to ask about food preparation and direct others how to prepare food, request help in the kitchen and respond to requests. They will learn how to identify the different specialty shops and know what items are sold in each individual shop. 		Essential/Guiding Question: <ul style="list-style-type: none"> How do culture and geography affect foods and meals? How do culture, history, and geography affect the handicrafts, celebrations, food, and arts of a place? How do culture and geography affect grocery shopping, foods, and cooking? What foods do we consider traditional in our community and how do they compare with traditional foods in other parts of the country and in French-speaking cultures? What practices are related to foods and meals and how do they provide insights into a culture?

French III

<ul style="list-style-type: none"> • They will be able to shop for groceries and request specific quantities. • The students will be able to navigate stores by asking directions to locate specific items and understand the salesperson's responses. • The students will be able to describe what constitutes a healthy meal. • They will learn how to express needs, desires, and abilities. • They will be able to make comparisons and talk about events in the recent past. • They will investigate foods in francophone communities and the world and learn more about French Polynesia and Southeast Asia. 	
<p>Content: Chapitre 4:</p> <ul style="list-style-type: none"> • Discussing food and beverages • Identifying fruits and vegetables and other useful cooking vocabulary • Identifying the different meals • Discussing food and expressing needs, desires, and abilities • Describing what one eats • Asking about food preparation • Expressing what there is or isn't in a dish • Understanding short conversations about food and supermarkets including discussing meetings, time, and grocery shopping • Learning more about what Le Guide Michelin is • Learning colloquial phrases related to food and meals • Learning about some traditional foods of New Orleans • Reading about French cheeses • Describing events in the recent past • Describing past events using Il y a..., depuis, and pendant • Conjugating the verb "venir" • Conjugating the verbs "devoir", "vouloir", and "pouvoir" • Discussing dining out and shopping for food at specialty shops • Setting the table correctly in France • Using proper stress and rhythm to communicate • Understanding short dinner table conversations • Learning about meals, eating habits, and proper etiquette in France 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Identifying fruits, vegetables, and vocabulary pertinent to cooking • Asking about food preparation • Giving directions about how to prepare food • Making requests for assistance in the kitchen • Responding to requests for assistance • Correctly expressing the partitive "some" and its different forms • Identifying when to use the partitive versus definite articles • Identifying when to use the pronoun "y" • How to formulate questions eliciting "yes" "no" responses • Expressing what there is and isn't • Describing what couscous is and how it is eaten • Identifying what the traditional drink is in Morocco • Describing what is entailed in becoming a chef in France • Identifying different specialty stores in France and what items are sold in each store • Shopping for groceries and expressing what we are looking for and what we need • Expressing quantities • Identifying vocabulary related to products and grocery shopping • Asking where things are in stores • Providing direction as to where things are located • Placement of object pronouns • The pronoun "en": any, of it, or of them • Describing how to eat healthfully

French III

<ul style="list-style-type: none"> • Learning terms for methods of cooking • Learning tips about dining manners in France and North Africa • Comparing people, things, and actions • Referring to previously mentioned people and objects simultaneously using double object pronouns • Understanding a conversation about a recipe • Reflecting on cultural practices of Southeast Asia and French Polynesia • Identifying information on a menu and in restaurant reviews • The metric system: le systeme metrique • How does the metric system differ from the imperial system? • How can we describe the famous French painting “La rue des abbesses” de Maximilien Luce about a French open air market? 	
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Interdisciplinary Connections:

- Describing the recipes of traditional specialties from France, North Africa, French Polynesia, and Vietnam
- Describing quantities: the metric system vs. the Imperial system and understanding recipes
- History, arts, gastronomy, and economy of Southeast Asia and French Polynesia
- Describing the French painting “La rue des abbesses” by Maximilien Luce

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Quizlet test Quizziz Listening quizzes Speaking quizzes Presentation of skits/ dialogue Chapitre 4 test Written quizzes Retelling of a story with a storyboard Partner interview EdPuzzles Food demonstration Creation of store window for specialty shops Creation of still life painting and presentation Translation of a recipe	<u>Other Evidence:</u> Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level. <ol style="list-style-type: none"> 1. Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French. 2. Daily checking, correction and grading of student homework 3. Weekly quiz (listening, written or spoken) for concepts presented that week 4. Chapitre 4 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit) 5. Project
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Quizlet Online Flashcards & Activities 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. Projectable transparencies C'est x ou y? Qu'est-ce	<u>Resources:</u> <ul style="list-style-type: none"> • 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
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French III

<p>que c'est?</p> <p>Whiteboard verb conjugations</p> <p>Finger Swat verb conjugations</p> <p>Partner Info Gap</p> <p>Bingo</p> <p>Edpuzzle</p> <p>Lance les des game</p> <p>Partner Interview</p> <p>Partner Draw</p> <p>Patate Chade (Hot potato) with vocabulary terms</p> <p>Kahoot</p> <p>Pictionary</p> <p>Turn and Talk</p> <p>Escargot game</p>	<ul style="list-style-type: none"> • Chemins Level 2 Projectable transparencies • On rappe videos • Teacher Created Powerpoints • Youtube videos • Cultural videos • Quia • Kahoot! • Quizlet • Quizizz • Edpuzzle • Cultural readings • Flashcards • TPR Storybook • Duolingo • French cookbook <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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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"> • Adjusted questioning techniques and higher order questions • E-learning <ul style="list-style-type: none"> ◦ Duolingo ◦ Kahoot ◦ Quizlet • Independent Study • Open ended questions • Varying sets of reading comprehension questions to answer • Telling stories or describing situations in target using only 	<ul style="list-style-type: none"> • Adjusted questioning techniques and higher order questions • E-learning <ul style="list-style-type: none"> ◦ Kahoot ◦ Quizlet • Open ended questions • Adaptive assignments that get easier/harder depending on how a student is performing • Varying sets of reading 	<ul style="list-style-type: none"> • Use of online flashcards (For example Quizlet) • Provided access to Loom Lesson Videos. For students to view and listen to as often as they like. • Mini lessons • Individualized remediation and enrichment materials • E-learning <ul style="list-style-type: none"> ◦ Kahoot ◦ Quizlet • Continually assess and adjust content to meet 	<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</p>

French III

<p>visuals and not text</p> <ul style="list-style-type: none"> • Increased target language immersion • Reflection and response at the end of the lesson (can either be written or drawn) • Creating "Expert groups in Cooperative learning situations. • Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity. 	<p>comprehension questions to answer</p> <ul style="list-style-type: none"> • Reading text out loud in the target language to practice pronunciation • Using a whiteboard to assess individual comprehension, and provide immediate feedback. • Reflection and response at the end of the lesson (can either be written or drawn) • Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity. 	<p>student's needs</p> <ul style="list-style-type: none"> • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition 	<p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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French III

Pacing Guide

French III Content	Resource	Standards
Unit 1: Chapitre 2: En vacances		
<p>Unité 1: /Chapitre 2:</p> <p>Lecon 2A (15 days):</p> <ul style="list-style-type: none"> • Discussing vacation plans and leisure activities • Learning vocabulary related to travel and vacations • Learning names of countries and nationalities • Describing trips and destinations • Understanding how diacritical marks affect the meaning of words • Understanding short conversations about vacations and travel • Learning about Belgium • Learning terms related to train travel • Learning about transportation in the francophone world • Reading about “Le musee d’Orsay” • Describing past actions and events using “etre” as the helping verb • Referring to previously mentioned people and objects using direct object pronouns <p>Lecon 2B (15 days)</p> <ul style="list-style-type: none"> • Learning vocabulary related to hotels, ordinal numbers, and sequencing events • Making hotel reservations and telling the sequence of events • Correctly pronouncing the letter of combinations ti, si, and ssi • Understanding short conversations about hotel reservations • Learning about how and where the French vacation • Finding out about vacation spots in the francophone world • Reading about the Alps and skiing vacations • Expressing how, how often, how well, or to what extent • Using correct adjective placement • Conjugating the irregular verbs “dire”, “ecrire”, and “lire” • Formulating the imperfect tense 	<ul style="list-style-type: none"> • 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 • Youtube videos • Cultural videos • Quia • Kahoot! • Quizizz • Edpuzzle • Cultural readings • Flashcards • TPR Storybook • Duolingo 	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPRET.4</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.IPERS.2</p> <p>7.1.NM.IPERS.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.6</p> <p>7.1.NM.PRSNT.1</p> <p>7.1.NM.PRSNT.2</p> <p>7.1.NM.PRSNT.3</p> <p>7.1.NM.PRSNT.4</p> <p>7.1.NM.PRSNT.5</p>

French III

<ul style="list-style-type: none"> Knowing when to use the passe compose vs. l'imparfait Understanding a recording about a vacation destination Identifying cultural products and practices and reflect on perspectives related to them Learning about Belgium and Switzerland Reading a travel brochure in French 		
Unit 2: Chapitre 3: Chez nous		
<p>Unite 2/Chapitre 3: Lecon 3A (15 days):</p> <ul style="list-style-type: none"> Using familiar words and cognates to describe homes and objects in them Describing homes and their features Learning and practicing vocabulary related to housing, rooms, and home furnishings Differentiating between the pronunciation of words with "s" and "ss" Learning functional phrases to talk about the home Understanding conversations about apartments and rent Learning about different types of lodging in France Learning terms related to renting an apartment Reading about traditional houses in various francophone regions Reading about the Bassari people Discussing past actions, conditions, and events using the passe compose and the imparfait Narrating a story and describing incidents in the past using the passe compose and the imparfait with the verb "vivre" Understanding a report about traditional homes in Mali <p>Lecon 3B (15 days):</p> <ul style="list-style-type: none"> Discussing household chores and appliances Learning and practicing vocabulary related to household chores and home appliances Pronouncing words with semi-vowels correctly 	<ul style="list-style-type: none"> 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 CheminsLevel 2 Assessment program Chemins Level 2 Projectable transparencies On rappe videos Teacher Created Powerpoints Youtube videos Cultural videos Quia Kahoot! Quizizz Edpuzzle Cultural readings Flashcards TPR Storybook Duolingo 	<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 III

<ul style="list-style-type: none"> • Learning functional phrases for talking about who and what they know • Understanding conversations about chores • Learning about the interior of French homes • Learning some colloquial terms for describing a home or room • Learning about traditional and modern architecture in the francophone world • Reading about Tiebele in Burkina Faso • Discussing past conditions and events using the passe compose and the imparfait • Learning the uses of “savoir” and “connaître” • Expressing familiarity with and knowledge of a variety of subjects • Understanding a conversation about housing in France • Learning historical and cultural information about West Africa • Reading about the Palais Royal des Bamouns in Cameroon • Narrating a personal story that happened in the past 		
Unit 3: La nourriture		
<p>Unite 3/Chapitre 4: Lecon 4A (15 days):</p> <ul style="list-style-type: none"> • Discussing foods and beverages • Learning and practicing vocabulary related to foods and meals • Discussing foods and expressing needs, desires, and abilities • Describing what we typically eat at each meal • Understanding the difference between e caduc and e muet • Learning functional phrases for discussing meetings, time, and grocery shopping • Understanding short conversations about food and supermarkets • Learning about French gastronomy and the Guide Michelin • Learning some colloquial expressions related to food and meals • Learning about some traditional foods of New Orleans 	<ul style="list-style-type: none"> • 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 • Cultural videos • Quia • Kahoot! • Quizizz 	<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 III

- Reading about French cheeses
- Learning the verb “venir” and similar verbs
- Learning how to formulate and incorporate the recent past
- Learning time expressions with “depuis”, “pendant”, and “il y a”
- Learning the verbs “devoir”, “vouloir”, and “pouvoir”
- Expressing needs, desires, and abilities
- Watching and understanding a chef explain and demonstrate a recipe

Unite 3/Chapitre 4:

Lecon 4B (15 days):

- Learning and practicing vocabulary related to setting the table, eating in a restaurant, and shopping for food
- Discussing dining out and shopping for food
- Using proper stress and rhythm
- Learning functional phrases for making comparisons and discussing a meal
- Learning about meals and eating habits in France
- Learning some terms for methods of preparing food
- Learning some tips about dining manners in France and North Africa
- Learning about cuisine in Vietnam
- Learning comparatives and superlatives of adjectives and adverbs
- Learning double object pronouns
- Understanding a conversation about a recipe
- Learning historical and cultural information about French Polynesia and Southeast Asia
- Identifying information on a menu and in restaurant reviews
- Expressing and supporting an opinion

- Edpuzzle
- Cultural readings
- Flashcards
- TPR Storybook
- Duolingo