

## French IV

### Unit 1: Chapitre 5: La santé

### Stage 1: Desired Results

#### Standards & Indicators:

7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

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

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

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

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

#### 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).	

## French IV

<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 the parts of the body and health.</li> <li>• They will learn how to describe how they feel, their personal hygiene, and describe their symptoms.</li> <li>• They will learn how to give advice regarding one's health and express sympathy.</li> <li>• They will learn how to navigate a French pharmacy and doctor's appointment.</li> <li>• They will learn how to talk about the activities necessary to be in good health and which activities and habits they should avoid.</li> <li>• They will also investigate health in francophone communities.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How do cultural values affect our attitudes, actions, and overall mindset about a healthy lifestyle?</li> <li>• How do culture, history, and geography affect the handicrafts, celebrations, food, and arts of a place?</li> <li>• How do culture and geography affect health and fitness?</li> <li>• How does culture influence how we treat illness and injuries?</li> <li>• How do healthcare practices in my community compare to those in French-speaking countries?</li> </ul>
<p><b><u>Content:</u></b></p> <p><b>Unit 1: Chapitre 5: La santé</b></p> <ul style="list-style-type: none"> <li>• Identifying parts of the body</li> <li>• Discussing health and lifestyles</li> <li>• Identifying and practicing vocabulary related to illness and medicine</li> <li>• Learning and practicing vocabulary related to daily routines and personal hygiene</li> <li>• Pronouncing the letter combinations ch, qu, ph, th, and gn</li> <li>• Learning functional phrases for talking about daily routines and emotional states</li> <li>• Understanding short conversations about daily routines</li> <li>• Learning about medical services and pharmacies in France</li> <li>• Learning colloquial expressions/idiomatic expressions pertaining to health and parts of the body</li> <li>• Reading about the company Occitane</li> <li>• Describing and conjugating reflexive verbs including the command form</li> <li>• Learning and understanding idiomatic expressions using reflexive verbs</li> <li>• Identifying and reflecting on attitudes around physical appearance</li> <li>• Discussing health, illness, and treatment</li> <li>• Pronouncing the consonants p, t, and c correctly</li> <li>• Understanding short stories about injuries and recovery</li> <li>• Learning about the national healthcare system in France</li> <li>• Learning some terms for common health ailments</li> <li>• Learning about several francophone pioneers in medicine</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identifying parts of the body</li> <li>• Describing symptoms and injuries</li> <li>• Asking and telling how you feel</li> <li>• Giving advice about illness</li> <li>• Discussing key facts about medical insurance in France, Senegal, and the United States</li> <li>• Formulating the subjunctive using irregular verbs</li> <li>• Comparing and contrasting doctor's appointments in the United States, France, and Senegal</li> <li>• Additional expressions with the subjunctive</li> <li>• Comparing and contrasting French pharmacies and American pharmacies</li> <li>• What is Medecins sans frontieres and what do they do?</li> <li>• Identifying different fitness exercises</li> <li>• Complaining about health</li> <li>• Giving advice about health</li> <li>• Identifying activities that can improve our health and well-being</li> <li>• Where do people in France and Senegal go to exercise?</li> <li>• Sympathizing with someone</li> <li>• Comparing and contrasting American cuisine and Senegalese cuisine</li> <li>• Making polite requests</li> <li>• La pyramide alimentaire française</li> <li>• Discussing how to stay in shape and be healthy</li> <li>• Discussing how to attain and maintain a well-balanced life</li> <li>• How to do French yoga and mindfulness activities</li> </ul>

## French IV

<ul style="list-style-type: none"> <li>• Reading about Marie Curie</li> <li>• Talking about reflexive actions in the past</li> <li>• Referring to previously mentioned information</li> <li>• Learning about Nouvelle-Aquitaine and Occitanie</li> <li>• Learning about l'Auvergne-Rhône-Alpes</li> <li>• Reading an article about combatting fatigue</li> </ul>	
--	--

### Interdisciplinary Connections:

Idiomatic expressions in both French and English

Study of La Nouvelle-Aquitaine and Occitanie

Study of l'Auvergne-Rhône-Alpes

Identifying parts of the body

Learning about the history of francophone pioneers in medicine

Food pyramid and healthy lifestyle choices

## Stage 2: Assessment Evidence

### Performance Task(s):

- Quizlet test
- Quizizz
- Listening quizzes
- Speaking quizzes
- Presentation of skits/ dialogue
- Chapitre 5 test
- Written quizzes
- Retelling of a story with a storyboard
- Partner interview
- EdPuzzles
- Creation of well-balanced meal plate
- Powerpoint/Google Slide presentation

### 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. Chapitre 5 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)
5. 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.
- 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

### 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
- Youtube videos
- Cultural videos
- Quia
- Kahoot!
- Quizlet
- Quizizz

## French IV

<ul style="list-style-type: none"> <li>• Partner Draw</li> <li>• Patate Chade (Hot potato) with vocabulary terms</li> <li>• Kahoot</li> <li>• Pictionary</li> <li>• Turn and Talk</li> <li>• Escargot game</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> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
---	---

**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</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</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 IV

<p>learning situations.</p> <ul style="list-style-type: none"> <li>• Use of Flipgrid to allow students to demonstrate speaking skills on selected topics at different levels of complexity.</li> </ul>	<p>comprehension, and provide 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>	
--	--	--	--

### **Unit 2: Chapitre 1: La technologie**

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

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

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about

## French IV

areas of interest when creating oral and written presentations that are shared with a target language audience.  
 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.  
 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.  
 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and 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 technology with a focus on cars, traffic, and driving.
- They will learn how to talk about electronics and how one communicates using technology.
- The students will learn how to say what they would do and make polite requests.
- In regards to culture, students will learn about technology in the francophone world and more about the geography and culture of the Ile-de-France region.

#### Essential/Guiding Question:

- How does technology influence human interactions?
- What impact do technology, electronic devices, and social media have on a culture?
- How does technology and our culture influence our attitudes towards different forms of transportations?

#### Content:

##### **Chapitre 1: La technologie**

- Talking about technology and car problems
- Learning and practicing vocabulary related to electronic products and the internet
- Understanding differences between French and English pronunciation final consonants
- Understanding short conversations about communication and technology
- Learning about technology in France
- Learning about some online francophone radio stations
- Reading about the Ariane rocket
- Expressing complex actions that require a preposition before the infinitive

#### Skills(Objectives):

- Talking about technology and communication
- Conjugating and implementing reciprocal verbs
- Identifying vocabulary pertaining to electronic products and the internet
- Identifying different keys and features on a French keyboard/French computer and other key words to navigate the computer
- Asking for information to help navigate a computer
- Describe the difference between an QWERTY keyboard that is used in the United States and parts of Quebec and the AZERTY keyboard used in France and parts of Quebec
- Citing the advantages and inconveniences of having keyboard in different languages

## French IV

<ul style="list-style-type: none"> <li>• Describing reciprocal actions between two or more people or things using reciprocal verbs</li> <li>• Understanding and reflecting on attitudes around innovation, technology, and science</li> <li>• Learning and practicing vocabulary related to cars and driving and car maintenance and repair</li> <li>• Discussing driving, vehicle maintenance, traffic, and rules of the road</li> <li>• Understanding how the position of the letter “x” within words influences how it sounds</li> <li>• Understanding short conversations about car trouble</li> <li>• Learning about cars and driving habits in France</li> <li>• Learning about the rules of the road in various francophone regions</li> <li>• Reading about the car manufacturer Citroen</li> <li>• Learning how to conjugate and incorporate the verbs “ouvrir” and “offrir” as well as the verbs “couvrir” and “decouvrir”</li> <li>• Learning the conditional mood</li> <li>• Using the conditional for expressing polite requests and future actions in the past</li> <li>• Hypothesize about the future, make polite requests, and recount past events</li> <li>• Learning historical and cultural information about the Ile-de-France region of France</li> <li>• Talking about futuristic modes of transportation</li> <li>• How is a French keyboard different from an American keyboard and what are the advantages and inconveniences of having a different keyboard for different languages?</li> <li>• How are Canadian websites similar or different from American websites?</li> <li>• Identifying keys on the French keyboard</li> <li>• Identifying vocabulary related to computer technology</li> <li>• Asking for information about how to work the computer</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying vocabulary that pertains to cars, car maintenance, and repairs</li> <li>• Talking about driving habits in France and traffic rules</li> <li>• Conjugating the verbs “ouvrir”, “offrir”, “couvrir”, and “decouvrir”</li> <li>• Learning how formulate and use the conditional tense</li> <li>• Learning historical and cultural information about the Ile-de-France region of France</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>  History of the Ile-de France region and its geography, gastronomy, and arts  Difference between a French/Canadian/American keyboard  Navigating Canadian websites and francophone radio stations  Learning about the Ariane rocket  Learning about traffic rules  Learning about the history of Citroen and its inventor</p>	
<h3>Stage 2: Assessment Evidence</h3>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Quizlet test</li> <li>• Quizizz</li> </ul>	<p><b><u>Other Evidence:</u></b></p>



## French IV

<ul style="list-style-type: none"> <li>• Listening quizzes</li> <li>• Speaking quizzes</li> <li>• Presentation of skits/ dialogue</li> <li>• Chapitre 1 test</li> <li>• Written quizzes</li> <li>• Retelling of a story with a storyboard</li> <li>• Partner interview</li> <li>• EdPuzzles</li> <li>• Creation of blog entry in French</li> </ul>	<p>Throughout the unit, the teacher will assess student pronunciation and vocabulary comprehension at both the group and individual level.</p> <ol style="list-style-type: none"> <li>1. Throughout the TPR lessons the teacher can assess student understanding by having the students physically respond to teacher prompts given in French.</li> <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. Chapitre 1 Exam (assesses listening, speaking, reading &amp; writing proficiency for concepts introduced in this unit)</li> <li>5. Project</li> </ol>
--	---

### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></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>• 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> <li>• Bingo</li> <li>• Surveys</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> <li>• Kahoot</li> <li>• Pictionary</li> <li>• Turn and Talk</li> <li>• Escargot game</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Bien Dit! Level 3 online and hardback textbook</li> <li>• Bien Dit! Level 3 workbook: Cahier de vocabulaire et grammaire</li> <li>• Bien Dit! Level 3 workbook: Cahier d'activités</li> <li>• Bien Dit! Level 3 Grammar Tutor for Students of French</li> <li>• Bien Dit! Level 3 Beginning Reader</li> <li>• Bien Dit! Level 3 Assessment program</li> <li>• Bien Dit! Level 3 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>• Quizlet</li> <li>• Quizizz</li> <li>• Edpuzzle</li> <li>• Cultural readings</li> <li>• Flashcards</li> <li>• TPR Storybook</li> <li>• Duolingo</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> </ul>
---	--



## French IV

		<ul style="list-style-type: none"><li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li><li>• <a href="#">Diversity Calendar</a></li></ul>	
<b>Differentiation</b> *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, 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</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 IV

		level <ul style="list-style-type: none"> <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>	
--	--	---	--

### Unit 3: Chapitre 2 En ville

#### 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.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.
- 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.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

#### 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

## French IV

		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><u>Central Idea/Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>Students are to gain an introduction to vocabulary related to the city and town.</li> <li>They will learn how to identify places in the town and describe what people do in those particular places.</li> <li>They will also learn how to describe their own city or town.</li> <li>Students will learn how to give and ask for directions.</li> <li>They will learn how to plan out their day and navigate exchanges in businesses.</li> <li>They will be able to compare and contrast businesses in France and the United States.</li> <li>They will be able to discuss the future and what they will do.</li> </ul>		<b><u>Essential/Guiding Question:</u></b> <ul style="list-style-type: none"> <li>How do our surroundings influence the daily routines and interactions in a community or culture?</li> <li>How do our daily activities and routines in our community compare to those of people in French-speaking countries?</li> <li>How do local businesses and customs influence our daily routines and interactions in our community?</li> <li>How do culture, history, and geography affect the handicrafts, celebrations, food, and arts of a place?</li> <li>How do culture and geography influence the design of cities and towns?</li> <li>How do students navigate the town (i.e. asking directions, completing transactions either everyday or a tourist)?</li> <li>How do businesses differ in France and the United States?</li> </ul>
<b><u>Content:</u></b> <b>Chapitre 2: En ville</b> <ul style="list-style-type: none"> <li>Identifying places in the town</li> <li>Understanding and giving directions to navigate the town</li> <li>Talking about errands and places around town</li> <li>Learning and practicing vocabulary related to banking, the post office, and business establishments</li> <li>Understanding the h muet vers h aspire</li> <li>Learning functional phrases for talking about running errands and expressing negation</li> <li>Learning about small shops in France</li> <li>Learning about interesting places to shop in the francophone world</li> <li>Reading about important landmarks in Port-au-Prince, Haiti</li> <li>Learning the verbs voir, croire, recevoir, and apercevoir</li> <li>Affirming or negating specific information</li> <li>Asking for and giving directions</li> <li>Les majuscules and les minuscules</li> <li>Understanding directions and talking about weekend plans</li> <li>Learning about main squares in French cities and towns</li> </ul>		<b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"> <li>Identify places in the town</li> <li>Plan one's day using sequencing</li> <li>Identify modes of transportation for navigating the city/town and the impact of the environment and climate change</li> <li>Ask for directions and give directions</li> <li>Discussing differences between traffic rules in the United States and France</li> <li>How French stores are different from American stores</li> <li>How are French post offices different from American post offices?</li> <li>Describe how one's city or town is organized</li> <li>Asking for information and assistance and making requests in a French pharmacy, bank, and post office</li> <li>How French credits cards and similar and different than American credit cards</li> </ul>

## French IV

<ul style="list-style-type: none"> <li>• Reading about public transportation in Haiti</li> <li>• Talking about what will happen in the future with the le futur simple</li> <li>• Irregular forms of the futur simple</li> <li>• Learning about the music, geography, traditions and gastronomy of Haiti</li> <li>• Reading a poem in French</li> <li>• Sequencing</li> <li>• Identifying modes of transportation</li> <li>• How French traffic rules are similar and different than American traffic rules</li> <li>• How are means of transportation in French cities different from those in the United States? How does this impact the environment and climate change?</li> </ul>	
--	--

### Interdisciplinary Connections:

History of Haiti

Traffic rules

Bank card technology

Study of the history of the Euro currency and its conversion to American dollars

Study of the poem "L'embouteillage" by Jacques Charpentreau

Study of the poem "Suppositions" by Jacques Charpentreau

## Stage 2: Assessment Evidence

### Performance Task(s):

Quizlet test

Quizizz

Listening quizzes

Speaking quizzes

Presentation of skits/ dialogue

Chapitre 2 test

Written quizzes

Retelling of a story with a storyboard

Partner interview

EdPuzzles

Writing a brief description on one's town

Recitation of the poem "L'Embouteillage" and "Suppositions"

### 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. Chapitre 2 Exam (assesses listening, speaking, reading & writing proficiency for concepts introduced in this unit)
5. Project
6. Designing one's own ideal town

## 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.

Projectable transparencies C'est x ou y? Qu'est-ce que c'est?

### Resources:

1. Chemins Level 3 online and hardback textbook
2. Chemins Level 3 workbook: Cahier de vocabulaire et grammaire
3. Chemins Level 3 workbook: Cahier d'activités
4. Chemins Level 3 Grammar Tutor for Students of French
5. Chemins Level 3 Beginning Reader
6. Chemins Level 3 Assessment program
7. Chemins Level 3 Projectable transparencies

## French IV

<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> <p>Student drawn map and directions activity</p> <p>Listening activity for directions</p>	<p>8. On rappe videos</p> <p>9. Teacher Created Powerpoints</p> <p>10. Youtube videos</p> <p>11. Cultural videos</p> <p>12. Quia</p> <p>13. Kahoot!</p> <p>14. Quizlet</p> <p>15. Quizizz</p> <p>16. Edpuzzle</p> <p>17. Cultural readings</p> <p>18. Flashcards</p> <p>19. TPR Storybook</p> <p>20. Duolingo</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul>
---	--

**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</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> </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> </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> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

## French IV

<p>situations in target using only visuals and not text</p> <ul style="list-style-type: none"> <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>• 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>• 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, 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>	
--	--	---	--

# French IV

## Pacing Guide

French IV Content	Resource	Standards
<b>Unit 1: Chapitre 5: La santé</b>		
Unité 1: /Chapitre 5: Leçon 5A (15 days): <ul style="list-style-type: none"> <li>• Discussing health and lifestyles</li> <li>• Learning and practicing vocabulary related to daily routine, daily hygiene, and parts of the body</li> <li>• Pronouncing the letter combinations “ch”, “qu”, “th”, and “gn”</li> <li>• Understanding short conversations about daily routine</li> <li>• Learning about medical services and pharmacies in France</li> <li>• Learning some colloquial expressions and parts of the body</li> <li>• Learning idiomatic expressions associated with parts of the body</li> <li>• Reading about the company Occitane</li> <li>• Learning present tense reflexive verbs and how to correctly incorporate them</li> <li>• Learning the reflexive form of imperative (command)</li> <li>• Understanding idiomatic expressions using reflexive verbs</li> <li>• Identifying and reflecting on attitudes around physical appearance</li> </ul> Leçon 5B (15 days) <ul style="list-style-type: none"> <li>• Discussing health, illness, and treatment</li> <li>• Learning and practicing vocabulary related to illnesses and medical conditions, accidents, medical visits, and treatments</li> <li>• Pronouncing the consonants p, t, and correctly</li> <li>• Understanding short conversations about injuries and recovery</li> <li>• Describing ailments and injuries</li> <li>• Learning about the national healthcare system in France</li> <li>• Learning about several francophone pioneers in medicine</li> <li>• Reading about Marie Curie</li> <li>• Talking about reflexive actions in the past and reflecting correct agreement with reflexive verbs</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</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> </ul>	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



## French IV

<ul style="list-style-type: none"> <li>Referring to previously mentioned information using the pronouns “y” and “en”</li> <li>Learning about the history and culture of southwestern France including la Nouvelle-Aquitaine and L’Occitanie</li> <li>Learning about the history and culture of L’Auvergne-Rhone-Alpes</li> </ul>		
<b>Unit 2: Chapitre 1: La technologie</b>		
<p>Unite 2/Chapitre 1: Lecon 1A (15 days):</p> <ul style="list-style-type: none"> <li>Talking about technology and car problems using familiar words and cognates</li> <li>Learning and practicing vocabulary related to electronic products and the Internet</li> <li>Understanding differences between French and English pronunciation with a focus on consonants</li> <li>Understanding short conversations about technology</li> <li>Learning about technology in France</li> <li>Learning about some online radio stations in the francophone world</li> <li>Reading about the Ariane rocket</li> <li>Expressing complex actions required a preposition before the infinitive</li> <li>Describing reciprocal actions between two or more people or things using reciprocal verbs</li> <li>Understanding and reflecting on attitudes around innovation, technology, and science</li> </ul> <p>Lecon 1B (15 days):</p> <ul style="list-style-type: none"> <li>Discussing driving, vehicle maintenance, traffic, and rules of the road</li> <li>Learning and practicing vocabulary related to cars and driving and car maintenance and repair</li> <li>Understanding how the position of the letter “x” within words influences how it sounds</li> <li>Understanding short conversations about car trouble</li> <li>Learning about cars and driving habits in France</li> <li>Learning about the rules of the road in various francophone regions</li> <li>Reading about the car manufacturer Citroen</li> </ul>	<ul style="list-style-type: none"> <li>Chemins Level 3 online and hardback textbook</li> <li>Chemins Level 3 workbook: Cahier de vocabulaire et grammaire</li> <li>Chemins Level 3 workbook: Cahier d'activités</li> <li>Chemins Level 3 Grammar Tutor for Students of French</li> <li>Chemins! Level 3 Beginning Reader</li> <li>CheminsLevel 3 Assessment program</li> <li>Chemins Level 3 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> </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 IV

<ul style="list-style-type: none"> <li>Expressing actions based on certain circumstances and using the correct conjugations of the verbs “ouvrir”, “offrir”, “couvrir”, and “découvrir”</li> <li>Learning how to formulate the conditional mood</li> <li>Using the conditional mood to express polite requests and future actions in the past</li> <li>Applying a listening strategy to better understand key information from a recorder conversation</li> <li>Learning historical and cultural information about the Ile-de-France region</li> </ul>		
<b>Unit 3: Chapitre 2: En ville</b>		
<p>Unite 3/Chapitre 2: Lecon 2A (15 days):</p> <ul style="list-style-type: none"> <li>Understanding and giving directions and using cognates to navigate around town</li> <li>Learning and practicing vocabulary related to banking, the post office, and business establishments</li> <li>Talking about errands and places around the town</li> <li>Understanding the h muet versus the h aspirate</li> <li>Understanding short conversations about errands</li> <li>Learning about small shops in France</li> <li>Learning about some interesting places to go and shop in the francophone world</li> <li>Reading about Haitian landmarks in Port-au-Prince</li> <li>Describing what people see, believe, and experience using the correct forms of the verbs “voir”, “croire”, “recevoir”, “revoir”, and “apercevoir”</li> <li>Affirming or negating specific information using negative and affirmative expressions</li> <li>Watching a report about activities and places in a city</li> </ul> <p>Unite 3/Chapitre 2: Lecon 2B (15 days):</p> <ul style="list-style-type: none"> <li>Learning and practicing vocabulary related to asking for and giving directions and landmarks</li> </ul>	<ul style="list-style-type: none"> <li>Chemins Level 3 online and hardback textbook</li> <li>Chemins Level 3 workbook: Cahier de vocabulaire et grammaire</li> <li>Chemins Level 3 workbook: Cahier d'activités</li> <li>Chemins Level 3 Grammar Tutor for Students of French</li> <li>Chemins Level 3 Beginning Reader</li> <li>Chemins Level 3 Assessment program</li> <li>Chemins Level 3 Projectable transparencies</li> <li>On rappe videos</li> <li>Teacher Created Powerpoints and Google Jamboards</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> </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 IV

<ul style="list-style-type: none"><li>• Understanding the differences between capitalization rules in French and English</li><li>• Understanding directions</li><li>• Learning about main squares in French cities and towns</li><li>• Learning about two important main squares in Brussels and Marrakech</li><li>• Reading about public transportation in Haiti</li><li>• Constructing the futur simple and describing what will happen in the future</li><li>• Constructing and implementing irregular stems in the futur simple</li><li>• Learning historical, geographical, and cultural information about Haiti</li><li>• Reading a poem in French</li></ul>		
--	--	--