

# READINGTON PUBLIC SCHOOL DISTRICT

## French Curriculum 2024 Grade 8

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## **I. PURPOSE AND OVERVIEW**

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The French curriculum identifies the essential knowledge and skills that prepare students to communicate in French, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the French language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the French World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in the native language.

## **II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM**

The components of a successful world language curriculum identify with the 5 “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

## **III. GOALS:**

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

## **IV. ASSESSMENT**

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## V. PACING GUIDE

<i>Unit 1 September</i>	<p><b>Révisions et la protection de notre planète (Review and protection of our planet)</b></p> <ul style="list-style-type: none"> <li>• Review numbers to billion and expand: ordinal numbers</li> <li>• Regular verbs review (-ER,-IR, --RE)</li> <li>• Introduction of Irregular -re verbs (6B)</li> <li>• Review of forming questions with interrogative adverbs, and pronouns qui and que</li> <li>• Review of irregular verbs learned (Avoir, Etre, Faire) and expand idiomatic expressions using these verbs</li> <li>• Introduction of irregular verbs (Vouloir, Pouvoir, Devoir)</li> <li>• Culture: Preserving the planet from climate change</li> </ul>
<i>Unit 2 October- November</i>	<p><b>Les Beaux-Arts et les loisirs (The Fine Arts and Hobbies)</b></p> <ul style="list-style-type: none"> <li>• Review of the verb Aller and Le Futur Proche</li> <li>• Expansion of public places</li> <li>• Contractions of A + Definite Articles</li> <li>• The verb Venir + the prepositions De + Contraction with Definite Articles and review Jouer De + musical instruments, Jouer A + sports/games</li> <li>• Compound nouns with De</li> <li>• Stress Pronouns</li> <li>• Francophone leisure activities</li> <li>• French Impressionism and research project</li> </ul>
<i>Unit 3 December-January</i>	<p><b>Faire les magasins (Shopping)</b></p> <ul style="list-style-type: none"> <li>• Clothing</li> <li>• Shopping terminology and pricing</li> <li>• Spelling Change -ER Verbs (Acheter; Préférer; Payer)</li> <li>• The Verb METTRE</li> <li>• Asking and giving opinions using the verbs penser and trouver</li> <li>• Demonstrative Adjectives (ce= this/that)and Interrogative Adjectives</li> <li>• Le Comparatif</li> <li>• Object pronouns (me, te, nous, vous, lui, leur, le, la, les)</li> <li>• Connaître and Savoir</li> <li>• Types of important large stores and their influence in the global market</li> <li>• Fashion</li> </ul>
<i>Unit 4 February-March</i>	<p><b>Partir en vacances (Vacation and travel)</b></p> <ul style="list-style-type: none"> <li>• Vacation and travel</li> <li>• Passé Composé with AVOIR</li> <li>• Passé composé with ETRE</li> <li>• Expressions of time for the past, present and future</li> <li>• Asking questions with passé composé</li> </ul>
<i>Unit 5 March-April</i>	<p><b>La francophonie (Francophone world)</b></p> <ul style="list-style-type: none"> <li>• Francophone Cities, Francophone Countries</li> </ul>

	<ul style="list-style-type: none"> <li>• Countries in French</li> <li>• The verbs dire, lire, et écrire</li> <li>• The imperative</li> <li>• Expansion of the Passé Composé</li> <li>• French/Francophone poetry</li> </ul>
<b>Unit 6</b> <b>May-June</b>	<p style="text-align: center;"><b>Retour à la maison (Back at home)</b></p> <ul style="list-style-type: none"> <li>• Housing, rooms, furniture</li> <li>• Household chores</li> <li>• Expansion of prepositions of place</li> <li>• Introduction of the Imparfait</li> <li>• Imparfait vs Passé Composé</li> <li>• Review</li> </ul>

## VI. UNITS OF STUDY

Unit 1: Révisions et la protection de notre planète (Review and protection of our planet)	
Desired Results	
<p><b>Established Goals:</b></p> <p>7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>Interpretive Mode:</b></p> <p>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.</p> <p><b>Interpersonal Mode:</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting</p>	

others, during leave-takings, and in daily interactions.

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

**Presentation Mode:**

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

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

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

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

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

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Understandings:**

*Students will understand that...*

- Bilingualism can empower us in many ways.
- Language learning is a spiral process which is a continuing journey towards a horizon of fluency.
- France uses nuclear and other alternative sources of "clean" energy, which are also considered in the U.S.

**Essential Questions:**

- What French skills do I already have that I can expand?
- What are my goals this year learning French?
- How do the French compare to my community in their efforts to protect the environment?

**Can-Do Statements:**

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a functional level in some familiar contexts.

*Students will know/learn...*

**Language Content:**

- Conversational French Review
- French numbers; expansion to ordinal numbers
- Formulating questions
- Review of regular and irregular verbs
- Vocabulary of climate change

**Intercultural Statements:**

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

**Cultural Connections:**

- Review of formal and informal speaking
- What the target and home communities can do to protect the planet

**Grammatical & Phonetic Content:**

<ul style="list-style-type: none"> <li>• Regular verbs review (-ER,-IR,-RE)</li> <li>• Review of all Irregular Verbs Learned (Etre, Aller, Faire, Vouloir, Pouvoir, Devoir + Prendre Family)</li> <li>• Adjectives (regular/irregular and agreement)</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Speak, write, and read about daily activities</li> <li>• Understand brief podcasts and videos about daily life around the world</li> <li>• Talk about environmental issues and alternative forms of energy in the target language</li> </ul>
<b>Learning Plan</b>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Short oral and written presentations</li> <li>• Pictionary, crossword puzzles, word searches</li> <li>• Review games: Quizlet, Kahoot, etc.</li> <li>• Small group interview conversations</li> <li>• Paired activities</li> </ul>
<b>Interdisciplinary Connections</b>
<p><b>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</b> Activity: Read an article about nuclear energy in France and complete critical thinking exercises about the article.</p> <p><b>SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b> Activity: Read an article and watch a video about nuclear energy in France and compare the content given in these media.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>
<p><b>Act as a responsible and contributing community member and employee. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</b> Activity: Students discuss what they can do to help preserve the environment and identify green efforts made by French children and young adults.</p> <p><b>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</b> Activity: Discuss how the need for clean energy has eliminated some jobs but is helping to form others regionally in the U.S. and France.</p> <p><b>9.4.8.CI.2: Repurpose an existing resource in an innovative way.</b> Activity: Discuss how the French recycle used nuclear fuel to make new fuel and byproducts.</p>
<b>Computer Science and Design Thinking</b>
<p><b>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</b> Activity: Debate the sustainability of nuclear energy after conducting online research on this topic.</p>
<b>Assessment Evidence</b>

<p><b>Formative:</b></p> <p><b><i>Interpersonal:</i></b></p> <ul style="list-style-type: none"> <li>Engage in dialogues using regular and irregular verbs (expressing leisure activities, desires, ability, necessity)</li> <li>Playing sentence bingo to find out more about other people in class</li> <li>Debate the pros and cons of nuclear energy</li> </ul> <p><b><i>Interpretive:</i></b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of questions, short conversations, and short texts.</li> <li>Complete crossword puzzles and word searches</li> <li>Report on the content of short texts about climate change and alternative energies in France</li> <li>Identify objects and activities by playing Pictionary or through mime</li> </ul> <p><b><i>Presentational:</i></b></p> <ul style="list-style-type: none"> <li>Report on conversations with others</li> <li>State basic goals, ability, and necessity</li> <li>Can list activities that help or harm the environment</li> </ul> <p><b>Summative:</b></p> <p><b><i>Interpersonal:</i></b></p> <ul style="list-style-type: none"> <li>Participate in short dialogues about family, school life, or climate change</li> <li>Write an email response to a French advertisement advocating for nuclear energy</li> </ul> <p><b><i>Interpretive:</i></b></p> <ul style="list-style-type: none"> <li>Fill-in-the blank with the appropriate verbs or other vocabulary</li> <li>Respond appropriately to short-answer questions</li> </ul> <p><b><i>Presentational:</i></b></p> <ul style="list-style-type: none"> <li>Write a personal diary entry describing school routines and weekend activities</li> <li>Exchange information about self, family and friends, and familiar objects with others, in and outside the class</li> <li>Prepare a poster on what one can do to protect the planet from climate change OR deliver report or short infomercial on how to protect the environment</li> </ul>	<p><b>Benchmark:</b></p> <p><a href="#"><u>Speaking Assessment Rubric</u></a></p> <p><b>Alternative:</b></p> <p>Create a pamphlet on protecting the environment in school.</p>
<p><b>Resources</b></p>	
<p><b>Core Materials:</b></p> <p><i>D'accord Level I</i></p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> </ul>	

- Teacher created materials
- *Discovering French* Level I bleu

#### Technology:

- [Le CHANGEMENT CLIMATIQUE - METEO FRANCE](#)
- Various online French periodicals
- [YouTube](#)
- Quizlet
- Kahoot
- Google Docs
- Google Slides

## Unit 2: Les Beaux-Arts et les loisirs (The Fine Arts and Hobbies)

### Desired Results

#### Established Goals:

##### 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

#### Interpretive Mode:

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.

#### Interpersonal Mode:

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

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

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

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

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

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

#### Presentational Mode:

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  
 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  
 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  
 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  
 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  
 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Understandings:**

***Students will understand that...***

- Impressionist art was an original movement that was a reaction to traditional painting.
- French impressionists influenced art around the world, including American artists like Mary Cassatt.

**Essential Questions:**

- How do I express my interests and talk about my hobbies in French?
- How do I talk about my future plans? How do I talk about the recent past and where I come from?
- Why was Impressionist art revolutionary, and why is it still important today?

**Can-Do Statements:**

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a functional level in some familiar contexts.

***Students will know/learn...***

**Language Content:**

- Expansion of sports, music, and game vocabulary
- The near future with aller
- The recent past with venir De
- Prepositions contracted with articles

**Intercultural Statements:**

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

**Cultural Connections:**

- What leisure activities (e.g. playing sports or instruments) are important in France and in the U.S.
- What is Impressionist art? how did it begin in France? Why it is still important today?
- Claude Monet and Vincent Van Gogh (LGBT & Disabilities)

**Grammatical & Phonetic Content:**

- The prepositions a and de and their contractions with definite articles.
- The near future

<ul style="list-style-type: none"> <li>• The verbs venir and aller</li> <li>• Stress pronouns and their uses</li> <li>• Possession with de</li> <li>• Formation of compound nouns</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Speak, write, and read about daily activities</li> <li>• Understand podcasts and videos about daily life around the world</li> </ul>	
<b>Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Sequence activities</li> <li>• Review games: Quizlet, Kahoot, etc.</li> <li>• Small group interview conversations</li> <li>• Paired activities</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>Visual Arts: 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</b> Activity: Read an article describing how French Impressionism began as a reaction to the times and to traditionalist art. Analyze the content, painting techniques, and media used in samples of iconic impressionist works.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: Discover how and why Impressionist art began within the social and historical context of 19th-century France and how Impressionism impacted French society for generations.</p> <p><b>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</b> Activity: Discuss the importance of visual and performing arts, the hobbies or service they may connect to, and the potential careers to which they can lead.</p> <p><b>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.</b> Activity: Discuss the challenges that Impressionists encountered with their new form of art but the major success impressionism received fundamentally.</p>	
<b>Computer Science and Design Thinking</b>	
<b>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</b> Activity: Research impressionist art online and discuss the advantages and disadvantages of virtual tours of art and visiting museums that house the original works.	
<b>Assessment Evidence</b>	
<b>Formative:</b> <b>Interpersonal:</b>	<b>Alternative:</b>

<ul style="list-style-type: none"> <li>• Ask and answer questions about public places</li> <li>• Converse about near future plans</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• React with gestures or drawings to verbal or written descriptions</li> <li>• Report on an article about the history of Impressionism</li> <li>• Distinguish oral conversation in the present and future</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Convey meaning through pictures and short captions (e.g. playing musical instruments or playing at a sport/game)</li> <li>• Speak or write about oneself in the future</li> </ul> <p><b>Summative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Converse about music and sports, and express whether they play instruments, sports or games</li> <li>• Ask/answer questions using the near future tense</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Identify people or objects described in verbal directions</li> <li>• Quizzes on the near future, and the verb venir and fill-in with the appropriate verb conjugation. Fill-in-the-blank with the appropriate preposition and/or contraction with a definite article</li> <li>• Quiz on Impressionism: T/F statements and matching descriptions to important paintings</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Present a poster or drawing introducing oneself as a musician or athlete</li> <li>• Prepare a writing assignment discussing plans in the near future</li> <li>• Research project and presentation about one important French Impressionist and three of his/her works of art</li> </ul>	<p>Create a timeline of the evolution of a self-selected Francophone game.</p>
<p style="text-align: center;"><b>Resources</b></p>	
<p><b>Core Materials:</b> <i>D'accord, Level I</i></p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li>• Teacher created materials</li> <li>• <i>Discovering French III rouge</i> (reading on French impressionism)</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Google Docs</li> <li>• Google Slides</li> </ul>	

- FlipGrid
- Quizlet

### Unit 3: Faire les Magasins (Shopping)

#### Desired Results

##### Established Goals:

##### 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

##### Interpretive Mode:

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.

##### Interpersonal Mode:

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

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

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

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

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

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

##### Presentation Mode:

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

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

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

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

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

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

##### Understandings:

##### Can-Do Statements:

<p><b><i>Students will understand that...</i></b></p> <ul style="list-style-type: none"> <li>• There are various types of places where one can buy clothing in France.</li> <li>• Online shopping had an impact on the global marketplace, including in France and Francophone countries.</li> <li>• Culture impacts the way individuals dress.</li> <li>• Fashion plays a larger role in some cultures than others.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Where and how do the French shop for clothing, groceries, and other items?</li> <li>• How does French shopping compare with American?</li> <li>• How has France influenced fashion, including in the U.S.?</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</li> <li>• I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</li> <li>• I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</li> <li>• In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</li> <li>• I can interact at a functional level in some familiar contexts.</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <p><b>Language Content:</b></p> <ul style="list-style-type: none"> <li>• Clothing and shopping related vocabulary</li> <li>• Expressing one's opinion with penser and trouver</li> <li>• Demonstrative Adjectives and Interrogative Adjectives</li> <li>• Comparisons</li> </ul> <p><b>Intercultural Statements:</b></p> <ul style="list-style-type: none"> <li>• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</li> <li>• Learners recognize and identify a few typical practices of the target culture.</li> </ul> <p><b>Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>• Clothing, haute couture, and French fashion</li> <li>• French designers such as Coco Chanel, Christian Dior, Jean Paul Gaultier, Hubert de Givenchy, Pierre Cardin, Louis Vuitton, or Yves Saint-Laurent (LGBT)</li> <li>• Types of stores and the modern hypermarché online</li> </ul> <p><b>Grammatical &amp; Phonetic Content:</b></p> <ul style="list-style-type: none"> <li>• Spelling change verbs in -er</li> <li>• The verbs mettre, connaître, and savoir</li> <li>• Object pronouns</li> <li>• Demonstrative adjectives and interrogative adjectives</li> <li>• Le Comparatif</li> </ul> <p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Speak, write, and read about shopping experiences</li> <li>• Describe an outfit, communicate with salespeople in a French store</li> <li>• Understand brief podcasts and videos about daily life around the world</li> </ul>	
<p style="text-align: center;"><b>Learning Plan</b></p>	

<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Reading on a student selected fashion designer and the history of French fashions</li> <li>• Videos on the modern hypermarché</li> <li>• Sequence activities</li> <li>• Review games: Quizlet, Kahoot, etc.</li> <li>• Small group interview conversations</li> <li>• Paired activities (e.g., shopping dialogue)</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>ELA: SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</b> Activity: Report on readings about fashion and designers through critical thinking activities requiring citation of supporting examples in the texts.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Attend to financial well-being. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</b> Activity: Students “shop” online in French stores to determine the best values of certain products. Students will compare the prices of clothing to other countries. They will discuss the issues around the varying prices of clothing.	
<b>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</b> Activity: Research France’s national labor market statistics to discover which career opportunities in business are the most competitive.	
<b>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.</b> Activity: Identify world hunger as a global problem and discuss how online food shopping may or may not help.	
<b>Computer Science and Design Thinking</b>	
<b>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</b> Activity: Report on a video about the technology used by the multi-chain Carrefour, which may benefit consumers in Europe but perhaps far less those in third-world countries.	
<b>Assessment Evidence</b>	
<b>Formative:</b> <b>Interpersonal:</b> <ul style="list-style-type: none"> <li>• Various shopping-related dialogues.</li> <li>• Follow simple instructions through actions and gestures.</li> </ul> <b>Interpretive:</b> <ul style="list-style-type: none"> <li>• Report on readings about fashion.</li> <li>• Report on videos about modern French food shopping.</li> <li>• Analyze written or spoken dialogues taking place in stores.</li> </ul> <b>Presentation:</b>	<b>Benchmark:</b> <a href="#">Speaking Assessment Rubric</a>  <b>Alternative:</b> Take a virtual shopping trip

<ul style="list-style-type: none"> <li>• Prepare and share research about various types of stores in France.</li> <li>• Giving opinions about stores or products.</li> <li>• Sentence scrabble with object pronouns.</li> </ul> <p><b>Summative:</b>  <b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Role-play dialogues, e.g., between the customer and salesperson</li> <li>• Interview using object pronouns</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Quiz fill-in-the-blanks with the correct verb, or object pronoun.</li> <li>• Quiz on identifying clothing through pictures or short descriptions.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Short presentation of a French product, such as a clothing item.</li> <li>• Prepare a reaction to a French shopping center or store.</li> <li>• Write answers to oral questions with the appropriate object pronoun.</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b>  <i>D'accord, Level I</i></p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li>• Teacher created materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Youtube</li> <li>• Quizlet</li> <li>• Edpuzzle</li> <li>• Kahoot</li> <li>• Google Docs</li> <li>• Google Slides</li> </ul>	

<b>Unit 4: Partir en vacances (Vacation and travel)</b>
<b>Desired Results</b>
<p><b>Established Goals:</b>  7.1 World Languages  All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p>

**Interpretive Mode:**

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.

**Interpersonal Mode:**

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

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

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

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

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

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

**Presentational Mode:**

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

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

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

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

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

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Understandings:**

*Students will understand that...*

- Culture and geography influence travel choices and vacation interests.
- Communication skills are necessary for travel to France and Francophone countries.

**Essential Questions:**

- When and where do the French travel?
- What must I do to prepare for travel in the Francophone world?
- How can travel broaden my knowledge of the Francophone world and provide opportunities for my personal interests?

**Can-Do Statements:**

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

	<ul style="list-style-type: none"> <li>• In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</li> <li>• I can interact at a functional level in some familiar contexts.</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <p><b>Language Content:</b></p> <ul style="list-style-type: none"> <li>• Travel and vacation vocabulary (e.g., transportation, lodging, reservations)</li> <li>• The passé composé</li> </ul> <p><b>Intercultural Statements:</b></p> <ul style="list-style-type: none"> <li>• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture</li> <li>• Learners recognize and identify a few typical practices of the target culture</li> </ul> <p><b>Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>• French traveling preferences, vacation times, summer camp in France</li> <li>• Traveling economically and the modern youth hostel</li> <li>• Modes of transportation in France</li> </ul> <p><b>Grammatical &amp; Phonetic Content:</b></p> <ul style="list-style-type: none"> <li>• The passé composé with Avoir and Etre</li> <li>• Expressions of time used for the past, present, and future</li> </ul> <p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Participate in a spontaneous conversation</li> <li>• Convey their travel preferences at an airport or at a hotel</li> <li>• Tell a basic story in the past using the passé composé</li> </ul>	
<b>Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Narrate stories</li> <li>• Sequence activities</li> <li>• Review games: Quizlet, Kahoot, etc.</li> <li>• Role-play</li> <li>• Paired activities</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> Activity: Write a short story about a real or an imaginary vacation.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</b> Activity: Discover how the French take “green” vacations and reflect on how such vacations help to preserve the environment and also save money. Students will research the cost of vacations taken by others and the impact it has on environment and climate.</p>	

**9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.** Activity: Discuss how travel abroad can enhance one's global competence, communication skills, and lead to competitive careers.

**9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** Activity: Research and discuss how French transportation systems made innovations in world travel (e.g., Airbus and TGV)

### Computer Science and Design Thinking

**8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.** Activity: Discuss how forms of transportation (train, plane) have impacted the environment in France.

### Assessment Evidence

#### Formative:

##### *Interpersonal:*

- Role-plays at the airport, train station, or hotel front desk
- Peer interviews about past events (e.g., What one did last weekend)
- Follow simple instructions through actions

##### *Interpretive:*

- Distinguish oral statements made in the past, present, or future
- Reflect on readings and podcasts about travel and lodging
- Report on travel ads

##### *Presentation:*

- Report research findings about lodging and vacation destinations
- Retell stories orally
- Prepare and share stories with a partner

#### Summative:

##### *Interpersonal:*

- Role-play customer/agent in a travel context.

##### *Interpretive:*

- Fill-in quizzes on travel vocabulary
- Identify people or objects based on illustrations or short descriptions
- Respond appropriately to short-answer questions about a verbal story or conversation

##### *Presentation:*

- Quiz on writing in the passé composé
- Prepare an illustrated story and share with the class
- Write and dramatize a skit at a travel agency (partner/small group project)

#### Alternative:

Write a mock review of a French vacation destination based on research

### Resources

#### Core Materials:

*D'accord, Level 1*

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials

**Technology:**

- [YouTube](#)
- Quizlet
- Edpuzzle
- Google Docs
- Google Slides

**Unit 5: La Francophonie (The Francophone world)**

**Desired Results**

**Established Goals:**

7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

**Interpretive Mode:**

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.

**Interpersonal Mode:**

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

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

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

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

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

**Presentation Mode:**

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

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

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Understandings:*****Students will understand that...***

- There are approximately 32 French-speaking countries, each with its own history and connection to France/French culture.
- Unique geography, history, government, and resources shape each Francophone culture.
- A nation's capital provides a rich opportunity for knowledge about the way people live.

**Essential Questions:**

- To which Francophone countries do I have a personal connection or in which do I have an interest?
- Which Francophone cities would I like to visit, and how would this travel enrich my global competence and communication skills?

**Can-Do Statements:**

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a functional level in some familiar contexts.

***Students will know/learn...*****Language Content:**

- Countries in French
- Francophone countries and their capitals
- The verbs dire, lire, and écrire and literary vocabulary

**Intercultural Statements:**

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

**Cultural Connections:**

- The difference between French-speaking countries and French regions overseas.
- How many factors, such as climate, geography, and history, contribute to the development of a Francophone people and culture.
- An introduction to French poetry, including the Negritude movement, founded and advanced by post-colonial African French leaders. (Amistad)
- How the character in the poem "Le Cancre" encountered discrimination and how African French poets found liberation in self-expression. (Holocaust)

<b>Grammatical &amp; Phonetic Content:</b> <ul style="list-style-type: none"> <li>• The verbs lire, dire, and écrire</li> <li>• Expansion of the passé composé</li> <li>• Object pronouns in the passé composé</li> </ul> <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Identify countries and cities on a world map in French</li> <li>• Discuss the climate, geography, and history of some Francophone countries</li> <li>• Analyze French poetry and choose one poem to dramatize</li> <li>• Plan a trip to a Francophone city</li> <li>• Present a variety of information in oral and written form</li> </ul>	
<b>Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• French Poetry Project</li> <li>• Write about a Francophone country or mock email writing</li> <li>• Role-play scenarios</li> <li>• TPR with classroom instructions</li> <li>• Review games: Around the World, Kahoot, Quizlet, etc.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>ELA: L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.</b> Activity: Analyze and report on a series of French poems, explaining figurative and suggestive meanings with literary vocabulary.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Work productively in teams while using cultural/global competence. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</b> Activity: In small groups, students select a French city/country to visit. They plan a realistic vacation while justifying their itinerary and reasons for traveling.	
<b>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</b> Activity: Reflect on the trip to a Francophone city students outlined in a previous project in order to assess how such an experience could improve global competencies and increase opportunities in a job interview.	
<b>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</b> Activity: Reflect on a central social theme from the poetry unit and brainstorm multiple possible solutions that may or may not be effective in combating the problem.	
<b>Computer Science and Design Thinking</b>	
<b>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</b> Activity: Discuss how the use of a smartphone could benefit travelers or put them in potential danger while abroad.	
<b>Assessment Evidence</b>	
<b>Formative:</b> <b>Interpersonal:</b> <ul style="list-style-type: none"> <li>• Dialogues on travel preferences</li> </ul>	<b>Alternative:</b> Create a pamphlet about a Francophone city

<ul style="list-style-type: none"> <li>• Peer interviews about past or proposed vacations to the Francophone world</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Report on poems and give reactions to character flaws or other problems</li> <li>• Match countries to descriptions</li> <li>• Reflect on artifacts specific to certain cultures</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• List and categorize Francophone countries based on location on the world map</li> <li>• Prepare review worksheets</li> <li>• Answer questions applying new verbs and vocabulary</li> </ul> <p><b>Summative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Peer interview about a past vacation</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Quiz on identifying poetry quotes and poets</li> <li>• Quiz fill-ins with the preposition or article and the city, country, or continent; fill-ins with the appropriate verb or verb tense</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Recite and dramatize a poem studied</li> <li>• Present a virtual trip to a Francophone city</li> <li>• Write a reflection about a poem and later about the Francophone city chosen for research</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b>  <i>D'accord, Level 1</i></p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li>• Teacher created materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube</a></li> <li>• Classroom artifacts: world map in French and map of metropolitan France</li> <li>• Edpuzzle</li> <li>• Kahoot</li> <li>• Google Docs</li> <li>• Google Slides</li> </ul>	

<b>Unit 6: Retour à la maison (Back at home)</b>
<b>Desired Results</b>

**Established Goals:****7.1 World Languages**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

**Interpretive Mode:**

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.

**Interpersonal Mode:**

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

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

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

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

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

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

**Presentational Mode:**

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

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

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

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

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

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Understandings:*****Students will understand that...***

- Cultural differences are found in where and how people live.
- There are differences and similarities in the way each culture divides responsibility for household chores.

**Essential Questions:****Can-Do Statements:**

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of

<ul style="list-style-type: none"> <li>• How does your home compare to one in a Francophone country?</li> <li>• What rooms and furniture are specific to each country?</li> <li>• What purposes do they serve, and how is that impacted by culture?</li> </ul>	<p>sentences to ask and answer a variety of questions.</p> <ul style="list-style-type: none"> <li>• I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</li> <li>• In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</li> <li>• I can interact at a functional level in some familiar contexts.</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <p><b>Language Content:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary of housing, rooms, furniture, and household appliances</li> <li>• Useful expressions with faire and other verbs for identifying household chores</li> <li>• The imparfait (formation and usage)</li> <li>• The imparfait vs. the passé composé</li> </ul> <p><b>Intercultural Statements:</b></p> <ul style="list-style-type: none"> <li>• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</li> <li>• Learners recognize and identify a few typical practices of the target culture.</li> </ul> <p><b>Cultural Connections:</b></p> <ul style="list-style-type: none"> <li>• The layout of a French house and an apartment building and differences with American residences</li> <li>• Similarities and differences in rooms and furniture</li> <li>• Similarities and differences in delegating household tasks</li> <li>• Identify different types of housing in France based on socio-economic circumstances</li> </ul> <p><b>Grammatical &amp; Phonetic Content:</b></p> <ul style="list-style-type: none"> <li>• The imparfait</li> <li>• Applying the imparfait and passé composé to narrate a more complex story in the past</li> <li>• Compound prepositions of place</li> </ul> <p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Discuss past, present, and future events</li> <li>• Narrate a more complex story in the past with greater details</li> <li>• Converse in the target language about their home and living preferences</li> <li>• Ask and answer questions specific to household chores</li> <li>• Describe their ideal home</li> </ul>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Culminating Project: Role-play at a real estate agency</li> <li>• TPR with classroom instructions</li> <li>• Games: Around the World, Pictionary, etc.</li> <li>• Slideshows</li> </ul>	
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	

<p><b>ELA: W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> Activity: Plan, draft and edit a story in the past using the passé composé and imparfait.</p>	
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: In pairs, students role-play the buyer and real estate agent in a dialogue they develop. They use online sources, such as floor plans, or create their own home using google drawing or other similar apps to present a virtual tour of homes to the class.</p> <p><b>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</b> Activity: In their dialogue scenario at a real-estate agency, the buyer assumes the role of a professional who must decide whether s/he can afford a property, while the agent must use a realtor's skills to convince the client to buy the property. Through the role-play of professionals, students will see if they can increase or decrease their opportunity for income (the realtor) and investment (the buyer).</p> <p><b>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</b> Activity: In small groups, brainstorm solutions to conserve energy and maintain an environmentally-friendly home and evaluate which solutions will be most plausible or (economically reasonable).</p>	
<p><b>Computer Science and Design Thinking</b></p>	
<p><b>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</b> Activity: Students react to a home with “smart” technology in France and discuss how this technology, similar to the development of Alexa, may result in ethical or unethical practices.</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Formative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Peer interviews regarding one's home, living preferences, and household chores</li> <li>• Follow simple instructions (e.g., commands to do things at home) with actions (miming household chores)</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Identify household items, parts of the house, and types of housing through pictures and written descriptions</li> <li>• Report on videos, podcasts or short readings about households in France</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Complete review worksheets</li> <li>• Draw and diagram parts of a house, then present work orally to the class</li> <li>• Answer questions about the central themes of the unit</li> </ul> <p><b>Summative:</b></p>	<p><b>Benchmark:</b></p> <p><a href="#">Speaking Assessment Rubric</a></p> <p><b>Alternative:</b></p> <p>Produce multimedia, interactive poster</p>

<p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Develop a dialogue role-playing realtor or buyer</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Quizzes: fill-ins and matchings related to the vocabulary and identify household items or tasks based on written or oral descriptions</li> <li>• Respond appropriately in short sentences to oral questions asked about one's home.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Dramatize the skit developed for a real estate agency for the class</li> <li>• Write a complex story in the past about a real or fictitious event using the passé composé and imparfait</li> </ul>	
Resources	
<p><b>Core Materials:</b>  <i>D'accord, Level 1</i></p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li>• Teacher created materials</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">YouTube</a></li> <li>• Quizlet</li> <li>• Edpuzzle</li> <li>• Google Drawings</li> <li>• Kahoot</li> <li>• Google Docs</li> <li>• Google Slides</li> </ul>	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.