



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

French

Grade 4

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Course Summary

French 4 is an introductory course that starts to develop the students' skills of listening, speaking, reading and writing through basic thematic vocabulary and grammatical structures. The course also highlights some of the cultural aspects of the language with regard to geography of the French-speaking world, friends and family, and classroom routines. This will be accomplished through the use of text selections, ancillary materials, appropriate Internet sites, class reports and other media. This course is designed for students with no prior instruction in the French language.

Suggested Course Sequence

“Mes amis francophones” – “Meet my French-speaking friends” – 13 weeks

“Moi et ma famille” – “My family and I” – 14 weeks

“Ma salle de classe” – “In my classroom” – 9 weeks

Unit Overview	
Content Area:	French
Unit Title:	Unit 1: Mes amis francophones
Target Course/Grade Level:	Grade 4, Novice-Mid K-5

Unit Description:

Students use the target language in the three modes of communication to explore the geographical and cultural characteristics of French-speaking countries.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational:

Students use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

Interdisciplinary Connections

History

Mathematics

Music

Social Studies

Arts / Fine Arts

21st Century Themes and Skills:

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

Learning Targets

Standard:	World Languages: Novice-Mid K-5	
Strand:	Interpretive Mode:	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using sources related to targeted themes.	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
Strand:	Interpersonal Mode:	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
Strand:	Presentational Mode:	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
Standard:	Technology:	
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand: A	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	
Strand: B	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.	
Strand: C	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	
Strand D:	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
8.1.5.D.1	Understand the need for and use of copyrights.	
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.	
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
Unit Essential Questions: (in target language): How do you: Use culturally appropriate expressions and gestures to greet and take leave from different French-speaking regions. Tell the country of origin by one's name		Unit Enduring Understandings: I will understand that... Personal identity is developed through experiences that occur within one's family,

<p>Tell your age numbers 1-10 Express in what country one lives in</p>	<p>one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>
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Unit Learning Targets

Students will be able to demonstrate knowledge of the following skills and concepts:

- Recognize names of French-speaking countries found in culturally authentic oral and written texts.
- Ask memorized questions related to one's name, age and country of origin using digital tools.
- Answer simple questions related to one's name, age and country of origin using digital tools.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Retell highlights from a culturally authentic text (oral or written) that includes geographic and cultural characteristics of a region, department or a country

Evidence of Learning

Formative Assessment:

1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status..
2. Do-Nows – Collected after every 2 weeks
3. Quizzes
4. Informal speaking assessment of quick chats using a rubric

Summative Assessment:

1. Individual research
2. Individual presentation
3. Travel brochure. Project will be done in cooperation with the French and a social studies teacher
4. Group brainstorming
5. Personal evaluation of value of French speaking areas to the world community.

Equipment and Materials:

1. Wipe-off boards / markers
2. Overhead transparencies of maps
3. YouTube
4. Smart Board for internet clips from united streaming
5. Teacher-created supplemental communication cards

Lesson Plans

Weekly Objective	Weekly Activities Ongoing: quick chat (small and big group)
<p><i>Students will be able to:</i> Week 1-2: Greet, introduce and take leave in colloquial, polite and formal speech by modeling teacher provided, video and audio CD models. Week 3: Recognize and use appropriate gestures involving greetings and salutations by modeling teacher and video provided models. Week 4-5: Provide and obtain information on familiar topics, such as name, age, nationality, birthday, phone number, residence by conversing with a variety of partners in a carousel activity.</p>	<p>Round robin activity, silent ball to practice numbers 1-10. Mini role play using pictures of people from various French-speaking regions. Identifying people's country of origin by using cognate recognition strategy</p>

<p>Week 6: Associate French names with correct gender by choosing a French name to be used in class.</p> <p>Week 7-8: Differentiate sounds of alphabet, vowels and vowel combinations from their native language by repeating after native speakers, recording pronunciation drills and spelling new French names.</p> <p>Week 9-10: Label a map of France with French names for bordering countries, bodies of water, important cities, etc. using color to shade and enhance spatial concept.</p> <p>Week 11-12: Prepare an individual multi-media presentation on one francophone country, territory or department.</p> <p>Week 13: Offer suggestions on how to promote interest in the language.</p>	<p>Choose a French nickname to be used in class. Introduce yourself using the nickname.</p> <p>Dictation, cognate wordserach, pronunciation activities using cognates</p> <p>Research historical, political or economic reasons why French is spoken in these regions.</p> <p>Collect and read articles from newspapers, magazines and the Internet about current events in francophone regions.</p> <p>Discuss cultural similarities and differences by corresponding via email from a teacher provided Internet site with a high school student in a francophone region.</p> <p>Classify each francophone region according to their economic, cultural or aesthetic value to the world community by using supportive data from presentations and articles.</p> <p>Promote travel to a francophone region by creating a brochure which illustrates the highlights of the area.</p> <p>Give and justify opinions on the importance of learning French by writing a letter to an imaginary school district, which has decided to drop French from the curriculum due to low enrollment.</p>
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Teacher Notes:

Curriculum Development Resources
 Click links below to access additional resources used to design this unit:
www.emcp.com
www.lespetitscitoyens.com (various issues with the games series)
www.youtube.com
<http://apprendre.tv5monde.com>
<http://epals.com>
<http://maryglasgow.com>

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Grammar Tutor, Online Enrichment activities, peer tutoring
- **Gifted and Talented Students:** anchor activities, appoint as teacher's helpers, assign additional Internet activities.

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit Overview

Content Area:	French
Unit Title:	Unit 2: Moi et ma famille
Target Course/Grade Level:	Grade 4, Novice-Mid K-5

Unit Description:

Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

Interpersonal:

Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational:

Students use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

Interdisciplinary Connections

- History
- Mathematics
- Music
- Science
- Health
- Arts / Fine Arts

21st Century Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standard:	World Languages: Novice-Mid K-5	
Strand:	Interpretive Mode:	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using sources related to targeted themes.	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
Strand:	Interpersonal Mode:	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
Strand:	Presentational Mode:	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
Standard:	Technology:	
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand: A	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	
Strand: B	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.	
Strand: C	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	
Strand D:	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
8.1.5.D.1	Understand the need for and use of copyrights.	
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.	
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
Unit Essential Questions: (in target language): How do you: Describe physical qualities and personality qualities Express emotions		Unit Enduring Understandings: I will understand that... Personal identity is developed through

<p>Tell age (as a memorized chunk) Express where one lives and goes to school Use culturally appropriate expressions and gestures to greet and take leave How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</p>	<p>experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>
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Unit Learning Targets
Students will be able to demonstrate knowledge of the following skills and concepts:
 Recognize descriptions of people as found in culturally authentic oral and written texts.
 Ask memorized questions related to physical characteristics and personality qualities using digital tools.
 Answer simple questions related to physical characteristics and personality qualities using digital tools.
 Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
 Describe self and others using oral or written text.
 Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.

Evidence of Learning

Formative Assessment:

1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status..
2. Do-Nows – Collected after every 5
3. Quiz on all forms of verb être with questions
4. Informal speaking assessment of show-and-tell picture presentation

Summative Assessment:

1. Mon Album de Famille Project – students create family album describing each family member’s physical and personal description
2. Test on être, physical/personal descriptions, and family

Equipment and Materials:

1. Magazine cut-outs of celebrities
2. Wipe-off boards / markers
3. Overhead transparencies from Bien Dit series
4. Sentence Strips with être
5. YouTube song on être
6. Smart Board for internet clips from united streaming
7. Teacher-created supplemental vocabulary and grammar practice sheets

Bi-Weekly Objective

Bi-Weekly Objective	Bi-Weekly Activities Ongoing: e-text activities, quick chat, formative quizzes
<p>Week 1-2. Identify face and body parts by labeling illustrations and identifying people based on dictated descriptions.</p>	<p>Act out or create original games, exercises or songs to practice and remember body parts.</p>
<p>Week 3-4. Recognize body parts by following directions for physical movement songs and games.</p>	<p>Students will design a personal family tree of 3 generations and share the diagram and information with a partner.</p>
<p>Week 5-6. Identify family members by creating a family tree and explaining it to a partner.</p>	<p>Students guess mystery person described by teacher.</p>
<p>Week 7-8. Describe physical features, personality traits and those of</p>	<p>In groups of 5 or 6, depending on class size,</p>

<p>friends and family members by creating a multi media presentation of an imaginary family of famous people.</p> <p>Week 9-10. State and share likes and dislikes by conversing with people in a corners activity.</p> <p>Week 11-12. Exchange personal information with others by writing a letter to a classmate.</p> <p>Week 13-14. Recognize and differentiate gender of nouns and adjectives used to describe them and refer to objects with correct gender pronoun by writing a letter.</p> <p>Week 15-16. Differentiate verb forms according to subject by responding to a letter.</p> <p>Week 17-18: Swbat create and present their digital Family Albums</p>	<p>students will create and present a multi-media presentation/photo album with captions of an ideal imaginary family of famous personalities. Families should include a variety of historical, political, literary, entertainment and sport icons.</p> <p>Students will physically move to corners according to personal situations designated by teacher and converse with someone in that corner about the topic within parameters defined by the teacher; for example, likes, dislikes, family and housing situation, pet preferences, possessions, <i>etc.</i></p> <p>Classmates will write one-page letter to each other, asking and answering questions about themselves. Letters should demonstrate pronoun, verb, noun and adjective agreement, and ability to use interrogative structures. Students will exchange these descriptions in a Rendez-vous and “Speed Dating” activities (timed activities with assigned partners) Relay, scavenger hunt. Create a magnetic face according to teacher and peer description</p> <p>Students will respond to each other’s letter complimenting their peers</p> <p>Students will create and present their digital Family Albums in small groups and answer their classmate’s questions</p>
<p>Teacher Notes:</p>	
<p>Curriculum Development Resources Click links below to access additional resources used to design this unit:</p> <p>www.emcp.com www.lespetitscitoyens.com (various issues with the games series) teteabricoler.com – do it yourself project fro ma target culture www.youtube.com (la ferme des celebrities, la ferme pedagogique) http://apprendre.tv5monde.com http://epals.com http://maryglasgow.com</p>	

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Grammar Tutor, Online Enrichment activities, peer tutoring

- **Gifted and Talented Students:** anchor activities, appoint as teacher's helpers, assign additional Internet activities.

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time;

repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit Overview

Content Area:	French
Unit Title:	Unit 2: Ma Salle de Classe
Target Course/Grade Level:	Grade 4, Novice-Mid K-5

Unit Description:

Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for 'back-to-school', school maps, and descriptions of classrooms in the target culture(s).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to classroom objects and classroom setup.

Presentational:

They use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

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

Learning Targets

Standard:	World Languages: Novice-Mid K-5
Strand:	Interpretive Mode:
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
Strand:	Interpersonal Mode:
7.1.NM.B.4	Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Strand:	Presentational Mode:
7.1.NM.C.3	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.4	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand: A	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
Strand: B	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews
Strand: C	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
Strand D:	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.5.D.1	Understand the need for and use of copyrights.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
Unit Essential Questions: (in target	Unit Enduring Understandings: I will understand that...

<p>language): How do you:</p> <ul style="list-style-type: none"> • Identify and name the classroom objects and furniture • Identify and name school supplies • Ask about cultural products related to school • Compare cultural practices related to school in home and target cultures <p>The following items have already been assessed in Unit 1 and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ Express likes or dislikes ○ Give and respond to commands (as memorized chunks) <p>Expressions used to indicate location</p>	<p>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>
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Unit Learning Targets

Students will be able to demonstrate knowledge of the following skills and concepts:

- Identify school supplies found in written and oral text.
- Demonstrate understanding of commands associated with classroom items.
- Tell where things and people in the classroom are located.
- Compare an American classroom with one in the target culture.

Evidence of Learning

Formative Assessment:

1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status..
2. Do-Nows – Collected after every 2 weeks
3. Informal speaking assessment of Quick Chats

Summative Assessment:

1. Ma Salle de Classe Ideale Project – students create a poster of a fantasy classroom
2. Graphic dictation (students will draw school objects as the teacher pronounces them)

Equipment and Materials:

1. School supply flyers cut-outs of
2. Wipe-off boards / markers
3. Overhead transparencies
4. Sentence Strips
5. Smart Board for internet clips from united streaming
6. Teacher-created supplemental vocabulary and grammar practice sheets

Lesson Plans

<p>Weekly Objective</p>	<p>Weekly Activities Ongoing: e-text activities, quick chat, formative quizzes</p>
<p>Week 1-2. Swbat: understand when someone describes</p>	<p>Students will skim and scan target language authentic materials to identify</p>

<p>things found in a school such as classroom items and furniture, and their location orally and in writing</p> <p>Week 3. Swbat: draw a picture of a classroom based on an oral description given by the teacher.</p> <p>Week 4. Swbat: place pictures of classroom items on a drawing of a school based on an oral description given by the teacher.</p> <p>Week 5. Swbat: place pictures of classroom items on a drawing of a school based on a written description.</p> <p>Week 6-7. Swbat: use digital tools and face-to-face communication to: a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom. b. Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.</p> <p>Week 8-9. Swbat: use words, phrases, and memorized sentences to compare their classroom with a classroom in the target culture by comparing pictures from both cultures.</p>	<p>classroom items and furniture and their location. Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.</p> <p>Scavenger hunt, reading back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.</p> <p>Paired drawing activities, find the difference between the two pictures, say how many</p> <p>Individual, small and large-group relay</p> <p>Blind fold drawing based on the description of the teacher/student</p> <p>Concept splash. Graphic dictation. Ask and respond to memorized questions about classroom items and furniture and their location within the classroom using Skype, or text messaging, playing “Chinese telephone”, true/false</p> <p>Analyzing the pictures or digital images of schools from French-speaking regions from around the world. Voting on the best classroom. Project “My dream classroom”</p>
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Teacher Notes:

Curriculum Development Resources
Click links below to access additional resources used to design this unit:
www.emcp.com
www.lespetitscitoyens.com (various issues with the games series)

teteabricoler.com – do it yourself project from target culture

www.youtube.com (la ferme des célébrités, la ferme pédagogique)

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

Assess comprehension through demonstration or other alternative means (gestures, drawings)

Allow open book tests

For each question, indicate page number in textbook where answer is found

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

Allow extended time to answer questions, and permit drawing, as an explanation

Accept participation at any level, even one word

- **At-Risk Students:** Grammar Tutor, Online Enrichment activities, peer tutoring
- **Gifted and Talented Students:** anchor activities, appoint as teacher's helpers, assign additional Internet activities.
- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share

Have students set personal growth goals

Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention

Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks

Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers

Allow: Highlighting of key words/concepts; silent pre-reading; partner reading

Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking