



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **French**

## **Grade 5**

**Prepared by:**  
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*Approved by the Midland Park Board of Education on*  
*May 3, 2016*

## **Course Summary**

French 5 is an introductory course that continues to develop the student's 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 important aspects of a student life, such as fashion, school interests and hobbies. 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 prior instruction in the French language in grade 4.

## **Suggested Course Sequence**

“À la mode” – “Dressing in Style” – 12 weeks

“Un Jour à l'école” – “A Day at School” – 16 weeks

“Qu'est-ce qu'il te plaît” – “What makes you happy” – 8 weeks

Unit Overview	
<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 1: Qu'est-ce qu'il te plaît
<b>Target Course/Grade Level:</b>	Grade 5, Novice-Mid K-5

Students use the target language in the three modes of communication to explore pastime preferences 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:**

They 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 pastime preferences.

**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 memorized questions related to pastimes preferences.

**Presentational:**

They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally appropriate gestures and intonations.

**Interdisciplinary Connections**

History

Mathematics

Music

Science

Economics

Health

Arts / Fine Arts

**21<sup>st</sup> 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**

<b>Standard:</b>	<b>World Languages: Novice-Mid K-5</b>
<b>Strand:</b>	<b>Interpretive Mode:</b>
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using e related to targeted themes.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
<b>Strand:</b>	<b>Interpersonal Mode:</b>
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.
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.
<b>Strand:</b>	<b>Presentational Mode:</b>
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.
<b>Standard:</b>	<b>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.</b>
<b>Strand: A</b>	<b>A. Technology Operations and Concepts:</b> <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.
<b>Strand: B</b>	<b>B. Creativity and Innovation:</b> <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.
<b>Strand: C</b>	<b>C. Communication and Collaboration:</b> <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.
<b>Strand D:</b>	<b>D. Digital Citizenship:</b> <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.
<b>Strand E:</b>	<b>E: Research and Information Fluency:</b> <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.
<b>Strand F:</b>	<b>F: Critical thinking, problem solving, and decision making:</b> <i>Students use critical thinking skills to plan</i>

	<i>and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources</i>
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

<p><b>Unit Essential Questions: (in target language): How do you:</b>          Express like and dislike (as memorized chunks)          Give and respond to commands (as memorized chunks)          Inquire about likes and dislikes and pastime activities</p>	<p><b>Unit Enduring Understandings: <i>I will understand that...</i></b>          The amount of leisure time available and how it is spent varies among cultures.</p>
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**Unit Learning Targets**  
*Students will be able to demonstrate knowledge of the following skills and concepts:*  
 Recognize pastime preferences as found in culturally authentic oral and written texts.  
 Ask memorized questions related to pastime activities using digital tools and face-to-face communication.  
 Answer simple questions related to pastime activities using digital tools and face-to-face communication.  
 Describe self and others using oral or written text.  
 Identify culturally specific pastime activities.  
 Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

**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. Quiz on all forms of *aimer* with questions
4. Informal speaking assessment of show-and-tell picture presentation
5. Exit slips

**Summative Assessment:**

1. Paired conversations
2. Written goals for summer
3. One page composition
4. Surveys
5. Windsurfing/sport description
6. TV/movie list

**Equipment and Materials:**

1. Internet
2. French magazines, newspapers
3. Text/cultural essays, surveys
4. DVD

**Lesson Plans**

<b>Weekly Objective</b>	<b>Weekly Activities</b> Ongoing: e-text activities, quick chat, formative quizzes
<b>Week 1-2: <i>Students will be able to understand some basic information when someone talks about likes and</i></b>	Teacher writes one of her weekend plans on an index card. Students will take turns guessing what teacher is going to do on weekend

<p>dislikes related to pastime activities and sports; understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.</p> <p><b>Week 3-4: Students will be able to</b> use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> <li>Introduce myself and others using the verbs <i>être</i> and <i>aimer</i>.</li> <li>Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.</li> </ol> <p><b>Week 5-6: Students will be able to</b> categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.</p> <p><b>Week 7-8: Students will be able to</b> use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes preferences related to pastime activities</p>	<p>Read survey of percentages about French teenagers preferences for spending leisure time.</p> <p>Read French TV guides and movie advertisements and make a list of TV shows and movies that are American.</p> <p>View a DVD about the popularity of windsurfing in France</p> <p>Survey classmates and prepare a similar survey for how American teenagers spend their free time. Compare results and discuss similarities and differences. Speculate why some percentages are different, then write 5-8 imperative sentences describing how to do your favorite sport or activity and share with a partner. Have the partner act out the sport, then have the class to answer questions Il/Elle aime....? Vous aimez...? Vos parents aiment...?</p> <p>In pairs, students will talk about weekend plans. Students will browse through “Mon Espace” on Mary Glasgow’s website and categorize weekend activities in the Target Culture and compare them to the USA</p> <p>Students will create a digital presentation of 5 favorite activities to do in the summer and share it in class</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](http://www.emcp.com)  
[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)  
[teteabricoler.com](http://teteabricoler.com) – do it yourself project fro ma target culture  
[www.youtube.com](http://www.youtube.com) (la ferme des célébrités, la ferme pedagogique)

<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

<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 2: Un Jour à l'école
<b>Target Course/Grade Level:</b>	Grade 5, Novice-Mid K-5

#### **Unit Description:**

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (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 such as blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life 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 school life.

#### **Presentational:**

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

#### **Interdisciplinary Connections**

History  
Mathematics  
Architectural  
Music  
Science  
Economics  
Health  
Arts / Fine Arts

#### **21<sup>st</sup> 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**

<b>Standard:</b>	<b>World Languages: Novice-Mid K-5</b>
<b>Strand:</b>	<b>Interpretive Mode:</b>
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.
<b>Strand:</b>	<b>Interpersonal Mode:</b>
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.
<b>Strand:</b>	<b>Presentational Mode:</b>
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.
<b>Standard:</b>	<b>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.</b>
<b>Strand: A</b>	<b>A. Technology Operations and Concepts:</b> <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.
<b>Strand: B</b>	<b>B. Creativity and Innovation:</b> <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.
<b>Strand: C</b>	<b>C. Communication and Collaboration:</b> <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.
<b>Strand D:</b>	<b>D. Digital Citizenship:</b> <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.
<b>Strand E:</b>	<b>E: Research and Information Fluency:</b> <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.
<b>Strand F:</b>	<b>F: Critical thinking, problem solving, and decision making:</b> <i>Students use critical thinking skills to plan</i>

	<i>and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources</i>
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

<p><b>Unit Essential Questions: (in target language): How do you name:</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Activities associated with school</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Ordinal numbers</li> <li>• Question words</li> <li>• Numbers for telling time</li> <li>• Use expressions associated with telling time (i.e. morning, afternoon, evening)</li> <li>• Use the structures necessary to:             <ul style="list-style-type: none"> <li>○ Express time</li> <li>○ Ask memorized questions related to school activities in the present time frame</li> <li>○ Respond to simple questions related to school activities in the present time frame</li> </ul> </li> </ul>	<p><b>Unit Enduring Understandings: <i>I will understand that...</i></b></p> <p>Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p>
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<p><b>Unit Learning Targets</b></p> <p><i>Students will be able to demonstrate knowledge of the following skills and concepts:</i></p> <ul style="list-style-type: none"> <li>• Interpret a school schedule to identify classes and time.</li> <li>• Identify extra-curricular activities typical in the target culture.</li> <li>• Ask memorized questions related to school life.</li> <li>• Answer simple questions related to school life.</li> <li>• Express likes and dislikes related to academic and social aspects of school life.</li> <li>• Describe a typical school day.</li> </ul> <p>Compare school life in the target culture(s) with school life in the U.S.</p>
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**Evidence of Learning**

<p><b>Formative Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status.</li> <li>2. Do-Nows – Collected after every 2 weeks</li> <li>3. Informal speaking assessment of Quick Chats</li> <li>4. Exit Slips</li> </ol> <p><b>Summative Assessment:</b></p> <ol style="list-style-type: none"> <li>1. a cartoon strip to talk about a school day in the USA and a French-speaking country</li> <li>2. A Venn Diagram</li> <li>3. A completed questionnaire</li> </ol> <p><b>Equipment and Materials:</b></p> <ol style="list-style-type: none"> <li>1. You tube videos.</li> <li>2. Google Earth</li> <li>3. Wipe-off boards / markers</li> <li>4. Overhead transparencies</li> <li>5. Digital Comic Strips generators</li> </ol>
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6. Smart Board for internet clips from united streaming
7. Teacher-created supplemental vocabulary and grammar practice sheets

**Lesson Plans**

<b>Weekly Objective</b>	<b>Weekly Activities</b> <b>Ongoing: e-text activities, quick chat, formative quizzes</b>
<p>Week 1-2. Swbat: identify the time school starts and finishes from listening and reading activities</p>	<p>Students will skim and scan target language authentic materials to identify classroom items and furniture and their location. Use physical response to demonstrate understanding of classroom routines.</p>
<p>Week 3-4. Swbat: Identify the subjects that students study during the school day from listening and reading activities</p>	<p>Silent ball with numbers. Telling time bingo. Small and large group activities to identify school subjects and times (Fly swatter, Charades) Interpreting school schedules from French-speaking regions from around the world. Use physical response to demonstrate understanding of classroom routines.</p>
<p>Week 5-6. Swbat: identify the favorite and least favorite teacher and class from reading and listening activities</p>	<p>Recycle expressions describing physical and personal characteristics. Recycle expressions for likes and dislikes to talk about favorite subjects and teachers</p>
<p>Week 7-8. Swbat: determine how their school day and the school day of a student in the target culture are similar and different.</p>	<p>Watch interviews with French-speaking students from around the world. Recycles expressions for greetings/farewells, introducing yourself, telling your age and asking/answering how you are doing. Fill out a Venn diagram</p>
<p>Week 9-10. Swbat: Use physical and verbal response to demonstrate understanding of classroom routines.</p>	<p>Ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language. using Skype, or text messaging, playing “Chinese telephone”, true/false, Round Robbin, “Speed Dating” pair activity.</p>
<p>Week 11-12. Swbat: Fill out a schedule based on oral and written description</p>	<p>Filling out questionnaires using clock appointment pair activities. Role play where students will what country their partner is from based on their answers regarding the school schedule</p>
<p>Week 13-14. 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>Students will develop and present quick chat scenarios regarding school routine, such as “My Best Day in School”, “My Worst Day in School”, “A school day from the future”</p>
<p>Week 15-16. Swbat: use technology and words, phrases, and memorized sentences to: a. Tell how I spend my school Day</p>	<p>Students will create and present digital comic strips “A Day at School” describing a typical school day of two characters: an American student and a French student</p>

- b. Tell how my peers in the target culture spend their school day
- c. Compare how our school day is similar and different

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

[www.emcp.com](http://www.emcp.com)

websites to create cartoons or comic strip

[www.youtube.com](http://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	
<b>Content Area:</b>	French
<b>Unit Title:</b>	Unit 3: À la mode
<b>Target Course/Grade Level:</b>	Grade 5, Novice-Mid K-5
<b>Unit Description:</b> Students use the target language in the three modes of communication to explore teen fashion in the home and target cultures (i.e. clothing items, styles, and preferences). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	
<b>Interpretive:</b> They interpret authentic written and/or video/audio texts such as blogs, school websites, advertisements for ‘back to school’ sales, stories, and short video clips that focus on school life in the target culture(s).	
<b>Interpersonal:</b> 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 school life.	
<b>Presentational:</b> They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).	
<b>Interdisciplinary Connections</b> History Mathematics Music Science Economics Health Arts / Fine Arts	
<b>21<sup>st</sup> Century Themes and Skills:</b> 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**

<b>Standard:</b>	<b>World Languages: Novice-Mid K-5</b>
<b>Strand:</b>	<b>Interpretive Mode:</b>
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.
<b>Strand:</b>	<b>Interpersonal Mode:</b>
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.
<b>Strand:</b>	<b>Presentational Mode:</b>
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.
<b>Standard:</b>	<b>Technology:</b> <b>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.</b>
<b>Strand: A</b>	<b>A. Technology Operations and Concepts:</b> <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.
<b>Strand: B</b>	<b>B. Creativity and Innovation:</b> <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.
<b>Strand: C</b>	<b>C. Communication and Collaboration:</b> <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.
<b>Strand D:</b>	<b>D. Digital Citizenship:</b> <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.
<b>Strand:</b>	<b>E: Research and Information Fluency:</b> <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.



<b>Strand:</b>	<b>F: Critical thinking, problem solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources</i>
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

<p><b>Unit Essential Questions: (in target language): How do you:</b>          Describe a clothing ensemble          Tell your size          Say if you like/dislike a clothing item          Pay a compliment</p>	<p><b>Unit Enduring Understandings: <i>I will understand that...</i></b>          student dressing styles in some ways are similar to and different from that of students in the target culture.</p>
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**Unit Learning Targets**  
*Students will be able to demonstrate knowledge of the following skills and concepts:*

1. Students will be able to say, write, and identify articles of clothing
2. Students will be able to describe and answer questions regarding what they and other students are wearing using clothing and colors.
3. Students will be able to describe and ask/answer questions regarding what they and others have to do in different situations.
4. Students will be able to use all interrogative words to ask/answer questions in a variety of situations, i.e, going shopping in different types of stores.

**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
4. Exit Slips

**Summative Assessment:**

1. Quiz vocabulary - clothing and colors
2. Shopping skit project- students use realia to create a skit
3. Fashion show performance-based rubric

**Equipment and Materials:**

1. You tube videos.
2. Google Earth
3. Wipe-off boards / markers
4. Overhead transparencies
5. Digital Comic Strips generators
6. Smart Board for internet clips from united streaming
7. Teacher-created supplemental vocabulary and grammar practice sheets

**Lesson Plans**

<b>Objectives</b>	<b>Activities</b> <b>Ongoing: e-text activities, quick chat, formative quizzes</b>
<p>Week 1-2: Students will be able to identify, say, write, and identify articles of clothing</p>	<p>Self-study unit to practice pronunciation and identify clothing items using <a href="http://www.education.vic.gov.au/languagesonline/french/french.htm">http://www.education.vic.gov.au/languagesonline/french/french.htm</a></p>
<p>Week 3-4: Students will be able to describe and answer questions regarding what they and other students are wearing using clothing and colors.</p>	<p>Create original sentences regarding what you are wearing Describe celebrity’s clothing using images Teacher-created supplemental practice sheets and listening activities</p>
<p>Week 5-7: Students will be able to describe and ask/answer questions regarding what they and others have to do in different situations.</p>	<p>Kinesthetic “scavenger hunt” activities using clothing and colors. Teacher-created supplemental practice sheets and listening activities</p>
<p>Week 8-9: Students will be able to use all interrogative words to ask/answer questions in a variety of situations, ie, going shopping in different types of stores.</p>	<p>Create “shopping” dialogue between a customer and a salesperson using clothing with interrogative words. Students will perform a webquest on several actual French clothing websites</p>
<p>Week 10-12: Students will be able to create and present an original Fashion show representing current school fashion trends</p>	<p>Fashion show – create with other students and present to class.</p>

**Teacher Notes:**

**Curriculum Development Resources**  
Click links below to access additional resources used to design this unit:  
[www.emcp.com](http://www.emcp.com)  
<http://www.education.vic.gov.au/languagesonline/french/french.htm>  
[www.youtube.com](http://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