



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

French

Grade 6

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Course Summary

French 6 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 family and community, such as home, environment and nutrition. 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 grades 4 and 5.

Suggested Course Sequence

“Ma Maison est mon Château” - “My Home, My Castle” – 18 weeks
“Vivre la Vie Écolo” – “Living Ecologically” – 11 weeks
“Bon Appetit” – “Enjoy your Meal” – 7 weeks

Unit Overview

Content Area:	French
Unit Title:	Unit 1: Ma maison est mon château
Target Course/Grade Level:	Grade 6, Novice-Mid 6-12

Unit Description:

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different by examining the design and contents of homes. (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 news-clips, real estate advertisements, and short video clips that focus on home tours and descriptions of items in a home.

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 homes and items found in homes.

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in their homes.

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.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Strand:	Interpersonal Mode:
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.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>
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
Strand: B	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
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>
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Strand D:	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Strand:	F: Critical thinking, problem solving, and decision making: <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>
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an

informed decision.

Unit Essential Questions: (in target language): How do you:

- Name types of furniture found in the home
- Name rooms in the home
- Common household items used in each room
- Characterize a home
- Ask questions related to:
 - Rooms in the home
 - Location of items in the home

Unit Enduring Understandings: *I will understand that...*

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Unit Learning Targets

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

- Identify furniture and items in a home as found in authentic materials from an electronic information source.
- Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market.
- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.

Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture)

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. Quizzes on Possessive Adjectives and Avoir
2. Informal speaking assessment of show-and-tell picture presentation
3. “La Maison de Mes Rêves » Project- Students create the house of their dreams, labeled in French
4. Question sheets on “Le Chateau de Ma Mère »

Equipment and Materials:

1. Pictures of houses
2. PowerPoint presentation on the houses in France and Francophone countries
3. Sentence strips
4. Wipe-off boards / markers
5. Listening activities from CD's
6. SmartBoard for internet clips from united streaming
7. Teacher-created supplemental vocabulary and grammar practice sheets
8. Video – « Le Chateau de Ma Mère »

Lesson Plans

Bi- weekly Objective	Bi-weekly Activities Ongoing: e-text activities, quick chat, formative quizzes
<p>Week 1-2 Students will be able to reproduce the descriptions of rooms and houses listening to the teacher</p> <p>Week 3-4: Students will be able to describe and answer questions regarding their homes.</p> <p>Week 5-6: SWBAT ask and answer questions about where people are from and who someone is</p> <p>Week 7-8 SWBAT recognize and identify houses in various cities in France along with Francophone countries</p> <p>Week 9-10: SWBAT say and write the possessive adjectives</p> <p>Week 11-12: SWBAT say the rooms of the house along with the possessive adjectives</p> <p>Week 13-14: SWBAT conjugate the verb avoir (to have) in all forms and apply it in sentences about the house</p> <p>Week 15-18: SWBAT prepare and present in class a digital presentation of a dream castle</p>	<p>Students will listen to descriptions of rooms and houses to pick out the picture it represents. Students will use magnetized furniture to create a room according to the teacher’s description. Students will fill the outline of the house with the rooms listening to the teacher’s descriptions.</p> <p>Pictures of actual houses- describe the house for your partner to draw (partner does not see the image).</p> <p>Teacher-created supplemental practice sheets and listening activities containing native speakers talking about their houses. Quick Chat activities</p> <p>Mini-research on types of housing found in French-speaking regions, presentations in small groups</p> <p>Teacher-created supplemental practice sheets: i.e. questionnaire at the realtor’s office</p> <p>Quick Chat: A guided tour of the house – real estate agent and a client</p> <p>Sentence strip activities with avoir Avoir song on YouTube- Students sing along</p> <p>Show the movie « Le Chateau de Ma Mère », have students answer questions to check comprehension. Students will work on their laptops to create rooms and furniture using google apps</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.century21.fr</p> <p>www.youtube.com http://apprendre.tv5monde.com http://maryglasgow.com</p>	
<p>Modifications:</p> <ul style="list-style-type: none"> • 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: Vivre la vie écolo
Target Course/Grade Level:	Grade 6, Novice-Mid 6-12

Unit Description:

Students use the target language in the three modes of communication to explore products and practices of the target culture(s) as they relate to reuse, recycle, and reduce. (Assessment of the Interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on environmental practices and products in the target culture(s).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding environmental products and practices.

Presentational:

They use lists, chunks of language, and memorized phrases to compare environmental products and practices in the home and target cultures.

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.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
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.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.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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.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>
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
Strand: B	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
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>
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Strand D:	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Strand:	F: Critical thinking, problem solving, and decision making: <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>
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

<p>Unit Essential Questions: (in target language):What are:</p> <ul style="list-style-type: none"> • Symbols of recycling in target culture • Vocabulary associated with symbols of recycling • Recyclable categories • Shapes and materials • Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items • Vocabulary of renewable resources, such as water, electricity, and paper • The structures necessary to: <ul style="list-style-type: none"> ○ Give and respond to memorized commands associated with reduce, reuse, and recycle ○ Indicate frequency 	<p>Unit Enduring Understandings: <i>I will understand that...</i></p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>
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<p>Unit Learning Targets</p> <p><i>Students will be able to demonstrate knowledge of the following skills and concepts:</i></p> <ul style="list-style-type: none"> • Identify furniture and items in a home as found in authentic materials from an electronic information source. • Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market. • Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. <p>Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture)</p>
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<p>Evidence of Learning</p>
<p>Formative Assessment:</p> <ol style="list-style-type: none"> 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 <p>Summative Assessment:</p> <p>Role play (rubric)</p> <p>Equipment and Materials:</p> <ol style="list-style-type: none"> 1. Recyclable objects 2. PowerPoint presentation on recycling in France 3. Sentence strips 4. Wipe-off boards / markers 5. Listening activities from CD's 6. Smart Board for internet clips from united streaming

- 7. Teacher-created supplemental vocabulary and grammar practice sheets
- 8.Video by Mickey 3D « Respire »

Lesson Plans

Weekly Objective	Bi-weekly Activities Ongoing: e-text activities, quick chat, formative quizzes
<p>Week 1-2 SWBAT recognize words associated with commonly recycled products (e.g. plastic, cans, paper, cardboard, batteries).</p> <p>Week 3-4 SWBAT identify common symbols of recycling and match them to the equivalent target language word. (e.g. water, electricity, paper).</p> <p>Week 5-6: SWBAT: determine which products and practices related to recycling are the same and different in my community and in the target culture community.</p> <p>Week 7-8: SWBAT: suggest and respond what their classmates and others should do with regard to reuse, recycle, and reduce (e.g. Given pictures of common household items, I can suggest what should be done with them).</p> <p>Week 8-9: SWBAT: Ask and answer memorized questions (yes/no, either/or, and short response) about quantity, material, and of recycled products</p> <p>Week 10-11: SWBAT: Ask and answer memorized questions (yes/no, either/or, and short response) about personal practices related to reuse, recycle, and reduce.</p>	<p>Teacher-selected listening and reading activities. TPR – students will point left, right or I front of them depending on the object material</p> <p>Relay: two teams representing two cultures will compete to recycle correctly the materials whose names are written on the flashcards.</p> <p>View a video on “Faire le Tri” in France and recycling in the USA, complete a Venn diagram</p> <p>Hands-on activities sorting objects according to the French concept “Faire le tri” Small group relay</p> <p>Quick Chat Blindfold activity – guess what it is, by feeling an object and asking two questions about it jigsaw activity</p> <p>A skit: parent teaching a child how to recycle</p>

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:
www.emcp.com

[www.century 21.fr](http://www.century21.fr)

www.youtube.com

<http://apprendre.tv5monde.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 3: Bon appetit
Target Course/Grade Level:	Grade 6, Novice-Mid 6-12
Unit Description: Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	
Interpretive: They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.	
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 and express preferences related to food preferences, products and practices.	
Presentational: They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.	
Interdisciplinary Connections History Mathematics 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.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally familiar topics.
Strand:	Interpersonal Mode:
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.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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>
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
Strand: B	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
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>
8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
Strand D:	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Strand:	F: Critical thinking, problem solving, and decision making: <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>
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
Unit Essential Questions: (in target language): What are the:	Unit Enduring Understandings: I will understand that... Healthy eating habits and fitness practices may vary across cultures.

<ul style="list-style-type: none"> • Names of common vegetables, fruits, grains, proteins, and dairy items • Colors • Names of common ‘empty calorie’ foods • Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) • Adjectives to describe size and shape of food • Questions related to describing food 	<p>(Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p>
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Unit Learning Targets
Students will be able to demonstrate knowledge of the following skills and concepts:

- Identify main idea of an authentic text dealing with food products and practices.
- Ask questions related to food preferences, products, and practices.
- Answer questions related to food preferences, products, and practices.

Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

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. Dictation for the food vocabulary
3. Do-Nows – Collected after every 2 weeks
4. Informal speaking assessment of Quick Chats
5. Exit Slips

Summative Assessment:
 « Pyramide Alimentaire » presentation

Equipment and Materials:

1. Food pictures/props/utensils
2. Food pyramid
3. 3-D puzzles
4. DVD
5. Internet
6. Skit props

Lesson Plans

Weekly Objective	Weekly Activities Ongoing: e-text activities, quick chat, formative quizzes
Week 1: SWBAT understand some basic information as found in short readings, audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.	Teacher-selected listening and reading activities. TPR showing thumbs up or down or wave their hand depending on how much they like the food item. Students will practice the food vocabulary using http://www.education.vic.gov.au/languagesonline/french/french.htm
Week 2: SWBAT identify common symbols of recycling and match them to the equivalent target language word. (e.g. water, electricity, paper).	Videos of a French and a Senegalese family’s typical meals. TPR – students will point left, right or I front of them depending on when the food items are eaten: breakfast, lunch, dinner

<p>Week 3-4: SWBAT: ask and answer memorized questions (yes/no, either/or, and short response) about food preferences.</p> <p>Week 5: SWBAT: ask and answer memorized questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p> <p>Week 6-7: SWBAT: use a graphic organizer to categorize foods popular in the United States and the target culture.</p>	<p>Blindfold activity – guess what it is, by feeling an object and asking two questions about it Questionnaire Round robin</p> <p>Hands-on activities sorting pics of foods according to the meal time. Quick Chat. Students will create a graphic organizer to compare food practices.</p> <p>Students will research and present a food pyramid using brands and labels of food items found in the USA and in the target culture</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.education.vic.gov.au/languagesonline/french/french.htm>
www.youtube.com

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>
<http://prezi.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