

French 7

Prepared by:

Yana Seminara

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

June 21, 2022

Born on **Date June 20, 2022**

French Grade 7

Course Description:

French 7 is an introductory course that develops 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 foods, pastimes, customs, etc. 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 little to no prior instruction in the French language.

Suggested Course Sequence:

Unit 1: Back to
School - 33 days

Unit 2: I am
unique - 45 days

Unit 3: Family and
celebrations- 32 days

Unit 4: Endangered
species – 14 days

Unit 5: School Year - 31
days

Unit 6: The Great Outdoors - 35 days

Pre-requisites: none

Unit 1 - Overview**Content Area: French****Unit Title: Back to School****Grade Level: 7, Novice-Mid level****Core Ideas:**

Students use the target language in the three modes of communication to explore daily school routine in the home and target cultures (i.e. classroom objects, activities, interactions between a teacher and students, interactions between students). Students will acquire skills of daily interactions in the target language similar to those of students in the target culture. Students will understand that their school setting may in some ways be similar and different from those in some French-speaking countries.

Unit 1- Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)**

7.1.NM.IPR ET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPR ET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPR ET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPR ET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPE RS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPE RS .4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS .5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPE RS .6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NH.PR SN T.1:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NH.PR SN T.2:	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PR SN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Midland Park Public Schools

Career Readiness, Life Literacies, and Key Skills	
9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI, etc...)	
Learners will recognize the global trend towards	<p>Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture.</p> <p>In class: discussion of grammatical changes in the French language regarding gender: pronoun <i>iel</i>, feminine <i>ender</i> for professions</p>

diverse communities	
Learners will recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people: Quebec
Learners will develop respect for different family members and other individuals in a society	Discussing the concept of Francophonie – multicultural French-speaking community in the world Discussing various religious traditions throughout the year Ramadan, Eid al-Fitr, Having students who come from various cultural backgrounds share their customs and traditions in French
Interdisciplinary Connection	
6.2.8.Geo PP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Unit Essential Question(s): •How do you talk about today's date, month and day of the week? •How do you introduce yourself? •What activities do you do during the class and throughout the school day?	Unit Enduring Understandings: The study of another language deepens understanding of where and how people live and why events occur

Midland Park Public Schools

•How do classrooms in various parts of the French speaking world compare to those of your community?	
--	--

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Such as:

- Managing one's emotions

- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups

- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Evidence of Learning

Formative Assessments:

Recorded students' exchanges
Vocabulary and grammar quizzes
Mini-skits
Cultural trivia
Listening comprehension activities

Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)

Information gap interpersonal exchanges
Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: Listening comprehension of an authentic audio source
Reading comprehension of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to an e-pal
Presentation: Student projects - a poster showing why you want to learn French and their goals, a digital presentation of a character (Voki.com)

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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

<http://my.hrw.com>

Key Vocabulary:

Greetings
Inquiring one's name, age
Numbers 1-30
Classroom objects

http://www.flevideo.com http://apprendre.tv5monde.com http://maryglasgow.com http://googleclassroom.com	School subjects Conjunctions Structures necessary to: Describe ownership Ask memorized questions related to school activities in the present time frame Answer simple questions related to school activities in the present time frame
--	--

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Geoculture L'île-de-France	Identify the landmarks in the region of Ile-de-France	Video viewing, kahoot, postcard home, online quiz	2
Introducing yourself and others	Greeting someone and saying good bye; asking someone's name and how they are Use numbers 0-30, Introduce someone; Ask how old someone is	Interviews, Quick chat, role play Stick figure organizer, , authentic videos, Digital presentation	5
Subjects and verbs	Using subjects and verbs to describe people	TPR, Flashcards, interpretive reading, small group activities, online practice	2
Subject pronouns	Use subjects and verbs, use subjects pronouns.	TPR, Picture descriptions, online practice activities, authentic videos	2
In the classroom	Learn about schools in a francophone communities Use structure il y a in statements and negations with classroom objects. Give classroom commands. Ask teacher something	Textbook activities, describing your classroom, project "my ideal classroom, scavenger hunt with classroom objects, quick chat	7
The Alphabet	Ask how words are spelled. Ask for someone's e-mail address.	Around the world, clock interviews, describing authentic pictures, dictation	2

Indefinite articles	Use indefinite articles and plurals of nouns with classroom objects	TPR, textbook activities, digital activities, journal entry	2
Verb avoir – to have	Use the verb avoir in positive and negative statements	Foldables, song, textbook activities, interviews, quick chat, digital activities, journal entry	2
Audio skills focus	Develop listening skills (tele roman, authentic audios)	Video viewing, answering questions, digital activities, journal entry	2
Reading and writing focus	Develop reading and writing skills.	e-mail writing, reading articles from authentic sources	2

Midland Park Public Schools

Cummulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Digital presentations, online exam, discussion of the exam results	3

Teacher Notes: total hours - 33

Additional Resources:

youtube.com
kahoot.com
quizlet.com
quia.com
français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
-----------------------------------	----------------------------------	-------------------------------------	-------------------------	--------------------

<ul style="list-style-type: none"> •Consult student's IEP •Presentation accommodations (changes the way information is presented) 	<ul style="list-style-type: none"> •consult student's ELL plan • Give tests orally 	<ul style="list-style-type: none"> •Consult with G and T teacher •Advances learners option for differentiated instruction incorporated in "Bien Dit" series, Anchor activities 	<ul style="list-style-type: none"> •Consult I & RS •Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series. 	<ul style="list-style-type: none"> •Consult the students' 504 plan •Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series
<ul style="list-style-type: none"> •Response accommodations (changes the way kids complete assignments or tests) 	<ul style="list-style-type: none"> •Give instructions/directions in writing and orally 	<ul style="list-style-type: none"> •Anchor activities 	<ul style="list-style-type: none"> •Online Grammar tutor 	<ul style="list-style-type: none"> •Preferential seating
<ul style="list-style-type: none"> •Setting accommodations. 	<ul style="list-style-type: none"> •Assign a buddy, same language or English speaking 	<ul style="list-style-type: none"> •Peer tutoring 		<ul style="list-style-type: none"> •Strategic/flexible grouping and pairing
<ul style="list-style-type: none"> •Timing accommodations 	<ul style="list-style-type: none"> •Allow errors in speaking 			<ul style="list-style-type: none"> •Ample wait time before calling on students
<ul style="list-style-type: none"> •Scheduling accommodations. 	<ul style="list-style-type: none"> •Allow errors in writing 			<ul style="list-style-type: none"> •Student self assessment, self-monitoring progress
<ul style="list-style-type: none"> •Organization skills accommodations 	<ul style="list-style-type: none"> •Accept writing in first language 			<ul style="list-style-type: none"> •Allow extended time to answer questions, and permit drawing, as an explanation

Midland Park Public Schools

•Assignment modifications.	•Highlight key vocabulary			•Accept participation at any level, even one word
	•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			

Midland Park Public Schools

Unit 2 - Overview	
Content Area: French	
Unit Title: I am unique	
Grade Level: 7, Novice-Mid Level	
Core Ideas: Students use the target language in the three modes of communication to explore physical characteristics, personality descriptions, and 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.)	
Unit 2 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPR ET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR	Respond with actions and/or gestures to oral and written directions, commands, and

ET .2	requests that relate to familiar and practiced topics.
7.1.NM.IPR ET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPR ET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPR ET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPE RS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPE RS .4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS .5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPE RS .6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PR SN T.1:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SN T.2:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Midland Park Public Schools

7.1.NM.PR SN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Career Readiness, Life Literacies, and Key Skills	

9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.4.8.CI.2:	Repurpose an existing resource in an innovative way
9.2.8.CAP.8:	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect
Computer Science and Design Thinking	
8.1.8.IC.2:	Describe issues of bias and accessibility in the design of existing technologies.
8.1.8.DA.3:	Identify the appropriate tool to access data based on its file format.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEIetc...)	
Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture: soccer school in Senegal: why not accept girls
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people: France and Belgium
Learners will develop respect for different family members and other individuals in a society	Discussing similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions. Discussing the concept of Francophonie – multicultural French-speaking community in the world Discussing various religious traditions throughout the year, Eid al-Fitr Having students who come from various cultural backgrounds share their customs and traditions in French
Interdisciplinary Connection	

6.2.8.Geo PP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6.1.8.Econ NE .4.b:	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted
1.5.8.Cr1a:	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
<div>Unit Essential Question(s):</div> <div>Unit Enduring Understandings:</div>	

Midland Park Public Schools

<ul style="list-style-type: none"> • What kind of person are you? • How do you feel about an activity? • What do you and your friends like to do? • How often do you and your friends do • How well does one do something? 	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
Evidence of Learning	

Formative Assessments:

Recorded students' exchanges
 Vocabulary and grammar quizzes
 Mini-skits
 Cultural trivia
 Listening comprehension activities

Reading comprehension of culturally authentic sources (a penpal letter, an e magazine article, a blog)

Information gap interpersonal exchanges

Exit slip (short written response)

Write/share a journal response

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to an e-pal

Presentational: Student projects - a digital presentation about a student's preferences for sports and hobbies

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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

<http://googleclassroom.com>

<http://my.hrw.com>

Key Vocabulary:

Favorite foods

Favorite free time activities

Places to go to

Activities to do in the community

Midland Park Public Schools

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>

<http://easyfrench.com>

Personality traits

Days of the week

Months of the year

Structures necessary to:

Describe physical qualities and personality qualities Express emotions

Express likes and dislikes

Tell age (as a memorized chunk)

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
What do you like?	Say what kind of person you are and how you feel about some activities. <i>Talk about the pronoun <i>iel</i> to represent a non-binary person</i>	Mini-skits, timed Q and A, treasure hunt, listening to authentic recordings of teens talking about their hobbies. Write/share a journal response	3
What does your friend like?	Ask and speak about likes and dislikes	Ask how much your friend likes something, compare to your preferences – interview, surveys, reading French teen blogs. Write/share a journal response	2
Agreeing and disagreeing	Ask and respond why you like a certain activity	Round robin, snow ball notes, watching a Easy French interview	2
Definite articles	Use definite articles orally and in writing when communicating about things they like	e-book activities, peer shared document, write/share a journal response	1
-er verbs	Conjugate correctly verbs ending on –er speaking and writing about things people like to do	TPR with a ball, dice game, snakes and ladders, boum game, e-book activities Write/share a journal response	3
Irregular plurals	Use nouns in plural and singular forms orally and in writing	e-book activity, TPR Write/share a journal response	1
Leisure in France	Learn about leisure activities in France and compare them to their community	Read an article to an authentic source, answer comprehension questions, Venn diagram, Write/share a journal response	2
How often one does an activity	Ask and respond about the frequency of activities	Digital instructional aide created by teacher scaffolded response, song, e-book activities Write/share a journal response	2
How well one does an	Ask and respond how well one does an activity	TPR, survey, read an e-article, write an e-mail	2

activity			
Contractions with 'a	Talk about places in their community to visit using the	TPR, digital instructional aide created by the teacher	2

Midland Park Public Schools

	appropriate contraction with preposition 'a	Write/share a journal response	
Using conjunctions	Use conjunctions et, mais, ou speaking and asking about multiple activities orally and in writing	Would you rather game, read an authentic e-article. Write a journal response	2
Asking questions with Est-ce -que	Ask and respond to questions using est-ce que	Small group interviews, think – pair-share, journal response	2
Developing listening and reading skills	To interpret various authentic reading and listening passages	e-book culture reading section, e-book culture listening section, easy French interviews, tele roman	4
Cumulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Digital presentations, online exam, discussion of the exam results	3

Teacher Notes: total hours: 35

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
<ul style="list-style-type: none"> • Consult student's IEP • Presentation accommodations (change the way information is presented) 	<ul style="list-style-type: none"> • Consult student's ELL plan • Give tests orally 	<ul style="list-style-type: none"> • Consult with G and T teacher • Advances learners option for differentiated instruction incorporated in "Bien Dit" series, • Anchor activities 	<ul style="list-style-type: none"> • Consult with I & RS • Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series. 	<ul style="list-style-type: none"> • Consult student's 504 plan • Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series
<ul style="list-style-type: none"> • Response accommodations (changes the way kids 	<ul style="list-style-type: none"> • Give instructions/ directions in 	<ul style="list-style-type: none"> • Anchor activities 	<ul style="list-style-type: none"> • Online Grammar tutor 	<ul style="list-style-type: none"> • Preferential seating

Midland Park Public Schools

complete assignments or tests)	writing and orally			
<ul style="list-style-type: none"> • Setting accommodations. 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking 	<ul style="list-style-type: none"> • Peer tutoring 		<ul style="list-style-type: none"> • Strategic/flexible grouping and pairing
<ul style="list-style-type: none"> • Timing accommodations 	<ul style="list-style-type: none"> • Allow errors in speaking 			<ul style="list-style-type: none"> • Ample wait time before calling on students
<ul style="list-style-type: none"> • Scheduling accommodations. 	<ul style="list-style-type: none"> • Allow errors in writing 			<ul style="list-style-type: none"> • Student self assessment, self – monitoring progress

• Organization skills accommodations	• Accept writing in first language			• Allow extended time to answer questions, and permit drawing, as an explanation
• Assignment modifications.	• Highlight key vocabulary			• Accept participation at any level, even one word
	• Reduce amount of work required			
	• Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	• Allow open book tests			
	• For each question, indicate			

Midland Park Public Schools

	page number in textbook where answer is found			
	• Rephrase questions, directions, and explanations			

	<ul style="list-style-type: none"> • Use group projects rather than individual work 			
	<ul style="list-style-type: none"> • Reduce multiple choices to two 			
	<ul style="list-style-type: none"> • Provide study guides and/ or outlines 			
	<ul style="list-style-type: none"> • Provide video on subject 			

Midland Park Public Schools

Unit 2 - Overview	
Content Area: French	
Unit Title: Family and Celebrations	
Grade Level: 7, Novice – Mid level	
Core Ideas: Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture.	
Unit 2 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
7.1.NM.IPR ET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPR ET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPR	Report on the content of short messages that they hear, view, and read in

ET .4	predictable culturally authentic materials.
7.1.NM.IPR ET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPE RS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPE RS .4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS .5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPE RS .6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PR SN T.1:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SN T.2:	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PR SN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Career Readiness, Life Literacies, and Key Skills	

Midland Park Public Schools

9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.4.8.IML.2:	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
8.1.8.IC.2:	Describe issues of bias and accessibility in the design of existing technologies.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture. Current events
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people: greetings in Senegal (Wollof dialect)
Learners will develop respect for different family members and other individuals in a society	<p>Continue to discuss similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions. Continue discussing the concept of Francophonie – multicultural French-speaking community in the world</p> <p>Continue discussing various religious traditions throughout the year, Eid al-Adna</p> <p>Have students who come from various cultural backgrounds share their customs and traditions in French</p>
Interdisciplinary Connection	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the

	key supporting details and ideas.
6.1.8.Civic sH R.3.b:	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOCIAL AND EMOTIONAL LEARNING SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as: <ul style="list-style-type: none"> • Integrating personal and social identities 	

Midland Park Public Schools

- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as: •

Managing one's emotions

- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships

- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts

Midland Park Public Schools

- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What are your family members like?
- What do your family members like/dislike to do
- In what seasons do your family like to do certain activities?
- What is your favorite family holiday?
- What does your family do to celebrate a holiday?
- Describe how everyone feels during a celebration?
- What holidays are popular in France and Quebec?

Unit Enduring Understandings:

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

Evidence of Learning

Formative Assessments:

Recorded students' exchanges
 Vocabulary and grammar quizzes
 Mini-skits
 Cultural trivia
 Listening comprehension activities

Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)

Information gap interpersonal exchanges
 Exitslip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to an e-pal

Presentational: Student projects - a digital presentation Ma Famille

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

Click links below to access additional resources

Key Vocabulary:

Adjectives to describe people

Midland Park Public Schools

used to design this unit:

<http://googleclassroom.com>

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>

easyfrench.com

Family members

Colors

Numbers 1-60

Structures necessary to:

Ask and answer questions related to family members
 Ask and answer questions related to clothing and preferences

Ask and answer questions related to when holidays and celebrations occur

Describe typical holidays

Describe activities that take place during holiday celebrations

Compare and contrast celebrations in the home and target culture

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
History of Quebec	Compare and contrast the immigration history of Quebec to the USA	Compare the division of Canada into 13 provinces to the administrative division of the USA. Discuss Quebec's autonomous status. Talk about the history of immigration to Quebec and traditions of la Nouvelle France watching documentaries and reading historic documents	2
Modern Quebec	Learn about the main points of geography of Canada. Discuss Montreal and compare it to the major cities in the USA	Virtual tour of Montreal, map skills - finding major bodies of water and mountain ranges in Quebec, digital activities, journal entry	2
Describing people's appearance	Describe hair and eye color, personal and physical traits	Snowball note, describing pictures, describing and guessing celebrities, magnetic manipulatives game	3
Verb être – to be	Ask/respond about what a person is like	Interviews, TPR, e-book activities, journal entries, qizzlet, quia games, chutes and ladders, see battle games, journal response	4
Using irregular adjective to describe people	Describe people using irregular adjective beau/nouveau/vieux	TPR, scaffolded activities, quick chat, e-book activities, journal written response	2

Midland Park Public Schools

Family types	Learn about types of families in some French-speaking countries and compare to the USA	Read about families in Mali, Tahiti, Senegal, France, draw a Venn diagram, respond in	2
--------------	--	---	---

		writing in the journal	
Family members	Identify Family members	e-text listening activities, describing famous American Families	3
Using possessive adjectives to introduce your family	Use de...to explain the relation between family members	Family tree presentation, asking questions about relationships within families, video comprehension questions	2
C'est, il/elle est	Use c'est, il/elle est to introduce and describe family members	Family tree small group talk, white board – sketch to stretch, police investigation game, journal response	2
French speaking families	Talk about family celebrations in French-speaking countries, what various family members like to do in different times of the year and favorite family pastimes	Reading authentic articles, viewing you-tube videos about a typical birthday celebration, soccer academy in Senegal article, immigrant families in France article	4
American families	Compare American family pastimes with those of the French-speaking countries	Venn diagram, journal response, thnk-pair-share	2
Cummulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Digital presentations – Ma Famille , online exam, discussion of the exam results	3

Teacher Notes: total 35 hours

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction	Slow-paced learners option for differentiated instruction	Slow-paced learners option for differentiated instruction

Midland Park Public Schools

.		incorporated in “Bien Dit” series, Anchor activities	incorporated in “Bien Dit” series.	incorporated in “Bien Dit” series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing,

				as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	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			

Midland Park Public Schools

	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			

	Provide video on subject			
--	-----------------------------	--	--	--

Midland Park Public Schools

Unit 3 - Overview	
Content Area: French	
Unit Title: Endangered species	
Grade Level: 7, Novice-Mid Level	
Core Ideas: Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)	
Unit 3 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
7.1.NM.IPR ET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPR ET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPR ET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPR ET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPE RS .1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS .2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS .3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPE RS .4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS .5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPE RS .6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NL.PRS NT .1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NH.PR SN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PR SN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PR SN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Career Readiness, Life Literacies, and Key Skills	

Midland Park Public Schools

9.1.8.CR.4:	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.1:	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.2.8.CAP.4:	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT.3:	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.1.8.DA.6:	Analyze climate change computational models and propose refinements.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)	

Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Learners will develop respect for different family members and other individuals in a society	Reading poetry by French speaking African poets (Cesair, Senghor) Researching African art depicting animals and Nature
Interdisciplinary Connection	
6.2.8.Geo PP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJSLSA.R7.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SOCIAL AND EMOTIONAL LEARNING SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:	

- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as: •

Managing one's emotions

- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems

- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school

Unit Essential Question(s):

- What characteristics does an animal have and why?
- What do animals like/dislike to do?
- Where does an animal live?
- Where is the animal migrating and why?

Unit Enduring Understandings:

- 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.)
- 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

Evidence of Learning

Formative Assessments:

Recorded students' exchanges
Vocabulary and grammar quizzes
Mini-skits
Cultural trivia
Listening comprehension activities

Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)

Information gap interpersonal exchanges
Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital

source

Interpersonal: Recorded students' interpersonal exchanges. A letter to an e-pal

Presentational: Student projects - a digital presentation to lower grades about the Endangered Species

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>

[http:// greenpeace.com](http://greenpeace.com)

<https://naitreetgrandir.com/fr/dossier/tout-le-mon-de-dehors/heureux-dans-la-nature/>

Key Vocabulary:

Names of endangered animals

Physical characteristics of endangered animals

Basic survival needs of endangered animals

Names of habitats of endangered animals

Geographical locations where endangered animals may be found

Weather patterns

Structures necessary to:

Describe animals (e.g. verbs such as to be and to have)

Express needs

Show possession

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Names of animals	Recognize names and characteristics of endangered animals contained in culturally authentic materials using electronic information sources	Memory game, categorizing animals Verbs etre/ avoir, digital activities, journal entry	2
Animal needs	Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some endangered animals	Graphic organizer in a small group. Structure: verb vouloir, digital activities, journal entry	2
Habitats	Recognize names of habitats, continents, and countries in which endangered animals live as found in culturally authentic materials from electronic information sources.	Map skills activities, exploring individual country's landscapes on google earth. Structure il y a..., digital activities, journal entry	2

Animal migration - reading	Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources.	Reading from culturally authentic sources, digital activities, journal entry	1
----------------------------	--	--	---

Midland Park Public Schools

Animal migration – reading discussion	Demonstrate comprehension of brief oral and written messages about endangered animals from culturally authentic materials	Small group discussion of an article from an authentic source, digital activities, journal entry	1
Quick chat: guess an animal	Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival	Quick chat about an animal of choice, digital activities, journal entry	2
Internet research: animals of Madagascar	Use digital tools to exchange information about endangered animals using words and memorized phrases.	Research and write basic animal facts studied in class using the target vocabulary and grammar structure	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Digital presentations, online exam, discussion of the exam results	2

Teacher Notes: total time: 14 days

Additional Resources:
[youtube.com](https://www.youtube.com)
[kahoot.com](https://www.kahoot.com)
[quizlet.com](https://www.quizlet.com)
[quia.com](https://www.quia.com)
[français.lingolia.com](https://www.français.lingolia.com)

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
-----------------------------------	----------------------------------	-------------------------------------	-------------------------	--------------------

<p>Consult with student's IEP plan</p> <ul style="list-style-type: none"> • Presentation accommodations (changes the way information is presented) • . 	<ul style="list-style-type: none"> • Consult with student's ELL plan • Give tests orally 	<ul style="list-style-type: none"> • Consult with G and T teacher • Advances learners option for differentiated instruction incorporated in "Bien Dit" series • Anchor activities 	<ul style="list-style-type: none"> • Consult with I&RS • Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series. 	<ul style="list-style-type: none"> • Consult student's 504 plan • Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing

Midland Park Public Schools

Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	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			

Midland Park Public Schools

Unit 4 - Overview

Content Area: French

Unit Title: School Year

Grade Level: 7, Novice-Mid Level

Core Ideas:

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, school supplies, 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.)

Unit 4 - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

7.1.NM.IPR ET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPR ET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPR ET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPR ET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPE RS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPE RS .4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS .5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPE RS .6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PR	Present basic personal information, interests, and activities using memorized words,

SN T.1:	phrases, and a few simple sentences on targeted themes.
7.1.NM.PR SN T.2:	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PR SN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Midland Park Public Schools

7.1.NM.PR SN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PR SN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PR SN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness, Life Literacies, and Key Skills

9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CP.1:	Compare prices for the same goods or services.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.

Computer Science and Design Thinking

8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
8.1.8.DA.1:	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Intercultural Statements (Amistad, Holocaust, LGBT, DEI, AAPI)

Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture.
--	---

Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Learners will develop respect for different family members and other individuals in a society, similarities and differences of school routines and.	<p>Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. Discuss gender equality in the society in the framework of the International Women's day</p> <p>Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole;</p> <p>Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
Interdisciplinary Connection	
2.2.2.MSC.5:	Adjust and correct movements and skill in response to feedback.

Midland Park Public Schools

NJSLSA. W1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6.1.8.Econ ET .4.a:	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Such as:

- Managing one's emotions

- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships

- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What is your schedule like?
- What do you think about a class?
- How is your schedule similar and different from that of a French student?
- What school supplies do you need?
- How much do your school supplies cost?

Unit Enduring Understandings:

- Immigration changes both the community of origin and the new community.
- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

Evidence of Learning

Formative Assessments:

Recorded students' exchanges
Vocabulary and grammar quizzes
Mini-skits
Cultural trivia
Listening comprehension activities

Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)

Information gap interpersonal exchanges
Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital

Interpersonal: Recorded students interpersonal exchanges. A role play : at the supply store

Presentational: Student projects - a digital school supply store

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>

<http://googleclassroom.com>

Key Vocabulary:

School subjects and schedules

Activities associated with school

Ordinal numbers

Question words

Numbers for telling the time

Days of the week

Months of the year

Structures necessary to:

Ask and answer questions related to family members
Ask and answer questions related to clothing and preferences

Ask and answer questions related to when holidays and celebrations occur

Describe typical holidays

Describe activities that take place during holiday celebrations

Compare and contrast celebrations in the home and target culture

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Expressing opinion	Ask and respond about classes express an opinion	Round robin, ball game with numbers, journal entry	2
Comparing	Compare classes, ask an opinion	Quick chat, journal entry	2
Telling time	Ask what time your classes start	Lotto with times, quick chat, journal entry	2

Daly activities	Use -re, -ger and cer verbs to talk about your daily actions in school	e-book activities, journal entry	2
Days of the week in a schedule	Use <i>le</i> with days of the week	Pair – share with calendars, digital activities, journal entry	1
School schedule comparisons	Compare your school schedules with that of a typical French student	Research websites for various schools in France and Quebec	2

Midland Park Public Schools

School supplies	Ask others what supplies you need and tell what you need using adjective agreement and verb <i>preferer</i>	TPR, e-book activities, creating digital supply stores,	3
Price and negotiation	Inquire about a price, negotiate and buy something using the verb <i>acheter</i>	Role play presentation	3
Colors as nouns	Use adjectives as nouns	e-book activities, TPR	2
Number agreement	Use agreement with numbers	e-book activities, TPR, online games with numbers 1-100	2
Listening and Reading	Develop listening and reading skills	Reading from textbook and authentic sources	2
Reading and Writing	Developing reading and writing skills.	Writing in response to textbook reading	2
Cummulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Digital presentations, online exam, discussion of the exam results	3

Teacher Notes: total hours : 31

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS	Consult student's 504 plan
Presentation accommodations (changes the way information is presented)	Give tests orally	Advanced learners option for differentiated instruction incorporated in "Bien Dit" series,	Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series.	Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series
Response accommodations (changes the way kids complete	Give instructions/directions	Anchor activities	Online Grammar tutor	Preferential seating

Midland Park Public Schools

assignments or tests)	ns in writing and orally			
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self assessment, self – monitoring progress

Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	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			
--	--------------------------	--	--	--

Unit 5 - Overview

Content Area: French

Unit Title: The Great Outdoors

Grade Level: 7, Novice-Mid Level

Core Ideas:

Students use the target language in the three modes of communication to explore outdoors 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.)

Unit 5 - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLS)

7.1.NM.IPR ET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPR ET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPR ET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPR ET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPE RS .1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPE RS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPE RS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by

	gestures and visuals.
7.1.NM.IPE RS .4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPE RS .5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPE RS .6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Midland Park Public Schools

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

Career Readiness, Life Literacies, and Key Skills

9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.2.8.CAP.8:	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

Computer Science and Design Thinking

8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

8.1.8.DA.1:	Organize and transform data collected using computational tools to make it usable for a specific purpose.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI)	
Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. Research endangered species in Africa and discuss the socio-economic impact on the environment
Learners will develop respect for different family members and other individuals in a society	Continue to highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance: Traditions of La Toussaint Continue to examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole: current events

Midland Park Public Schools

	Continue to encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs: videos on a typical French school setting Point out similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions: Easy French videos about a typical school day
Interdisciplinary Connection	
6.2.8.Geo PP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
1.4.8.Re7b:	Compare recorded personal and peer reactions to artistic choices in a theatrical work.

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
 - Identifying one's emotions
- Demonstrating honesty and integrity
 - Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Such as: • Managing one's emotions

- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What outdoors activities do you and your family like?
Would you like to do?
- How often does someone do something?
- In what type of weather does someone do an outdoor activity?
- Where does one do an outdoor activity?
- What are you going to do (tonight, Sunday morning, etc)?
- What activity have you just done?

Unit Enduring Understandings:

- The amount of leisure time available and how it is spent varies among cultures.

Evidence of Learning

Formative Assessments:

Recorded students' exchanges
Vocabulary and grammar quizzes
Mini-skits
Cultural trivia
Listening comprehension activities

Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)

Information gap interpersonal exchanges

Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital

source

Interpersonal: Recorded students' interpersonal exchanges. A letter to summer camp in Quebec

Presentational: Student projects - planning a stay at a summer camp in Quebec

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>

websites for summer camps in Quebec and France

tourist websites for castles

<http://googleclassroom.com>

Key Vocabulary:

- Outdoors activities
- Expressions of extending and refusing invitations
- Making plans
- Describing weather and how it makes one feel
- Describing locations

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Western France	Geo-cultural focus: The West of France. Discuss the differences between the regions of Western France	Watch geo-culture program, answer comprehension questions, journal entry	2

French castles	Discuss different types of castles	Browse the Internet to find out the information about the Loire Valley castles, journal entry	2
Summer outdoor activities	Ask about interests	Quick Chat, journal entry	2
Sports we do	Ask when someone does an activity; Use verb <i>faire</i>	e-book activities, journal entry	3

Midland Park Public Schools

Asking about what one does in the summer	Use the verb <i>faire</i> ; use question words	e-book activities, quick chat, journal entry	2
How well does one do something	Use adverbs to express how well someone does an activity	TPR, e-book activities, quick chat, journal entry	2
Leisure activities in Francophone countries	Learn about leisure activities in francophone communities	Explore the site for summer camp in France and Quebec, learn about the popularity of the scouting movement in France	2
Inviting a friend	Extend an invitation using the activity and a location, accept/refuse an invitation, talking about weather	Round robin, e-book activities, journal entry	3
Making plans	Make plans; Use <i>aller</i> and the <i>future proche</i>	e-book activities, journal entry, small group response to visual clues	3
Where you are coming from	Express what you have just done using <i>venir</i> and <i>posse resant</i>	e-book activities, journal entry, small group response to visual clues	2
Feelings	Using idioms with <i>avoir</i> to express how one feels	TPR, e-book activities, journal entry, small group response to visual clues	2
Listening and reading	Developing listening and reading skills(Teleroman, "Connections")	Reading an article from a culturally authentic source (the soccer academy in Senegal)	2

Writing	Developing listening, reading and writing skills	Responding to an article in the textbook	2
Cummulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Digital presentations, online exam, discussion of the exam results	4

Teacher Notes: total hours: 35

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
-----------------------------------	----------------------------------	-------------------------------------	-------------------------	---------------------

Midland Park Public Schools

Consult student's IEP	Consult student's ELL plan Give tests orally	Advanced learners option for differentiated instruction incorporated in "Bien Dit" series,	Consult with I&RS	Consult with student's 504 plan
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating

Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self assessment, self-monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			
	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			

Midland Park Public Schools

	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			