

# French

# Grade 4

**Prepared by:**

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*Superintendent of Schools:*

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## TITLE

### **Course Description:**

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

### **Course Sequence:**

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

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

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

### **Pre-requisite:**

**3rd Grade Spanish**

**Unit 1 - Overview****Content Area: French****Unit Title:** Unit 1: Mes amis francophones**Grade Level: Grade 4, Novice-Mid K-5****Core Ideas:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

**Interpersonal Mode**

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

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

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

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

**Presentational Mode**

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

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

**Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view

9.1.5.FI.1 Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies

**Computer Science and Design Thinking**

8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim.

**Interdisciplinary Connection (must include Companion Standard(s) R and W)**

6.1.5.GeoPP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)**

Holocaust: Instruction will include a discussion about the importance of learning about the experiences and cultures of people from other countries and how that can help us to understand how we are similar to and different from races all around the world.

**Unit Essential Question(s): (in target language): How do you:**

- Use culturally appropriate expressions and gestures to greet and take leave from different French-speaking regions.
- Tell the country of origin by one's name
- Understand Euro's, how to travel, and exciting places to visit in France and Europe
- Tell your age numbers 1-20
- Express in what country one lives in

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

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Different regions have different cultures in France and other European countries.

**Evidence of Learning**

**Formative Assessments:**

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

**Summative/Benchmark Assessment(s):**

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

**Alternative Assessments:**

1. Orally provide answers to Teacher
2. Create a video of answers using Flipgrid

**Resources/Materials:**

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

**Key Vocabulary:**

- Bonjour/Salut. Au revoir/Ciao!/A demain/A bientôt.
- Tu t'appelles comment? Je m'appelle \_\_\_\_\_. Et toi?
- les numéros: un, deux, trois, quatre ... jusqu'à ...vingt
- Tu as quel âge? J'ai \_\_\_\_ ans.
- Où viens-tu? Je viens de (pays). Je suis (nationalité) - italien(ne), français(e), espagnol(e), américain(e)
- Où habites-tu? J'habite (pays - en France, en Amérique, en Espagne, en Italie, au Canada, aux Etats-Unis)

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s) <i>Students will be able to:</i>	Suggested Tasks/Activities:	Day(s) to Complete
Week 1-2	Greet, introduce and take leave in colloquial, polite and formal speech by	Round robin activity, silent ball to practice numbers 1-10. Mini role	2

	modeling teacher provided, video and audio CD models.	play using pictures of people from various French-speaking regions.	
Week 3	Recognize and use appropriate gestures involving greetings and salutations by modeling teacher and video provided models.	Identifying people's country of origin by using cognate recognition strategy	1
Week 4-5	Provide and obtain information on familiar topics, such as name, age, nationality, birthday, phone number, residence by conversing with a variety of partners in a carousel activity.	Choose a French nickname to be used in class. Introduce yourself using the nickname.	2
Week 6	Associate French names with correct gender by choosing a French name to be used in class.	Dictation, cognate word search, pronunciation activities using cognates	1
Week 7-8	Differentiate sounds of alphabet, vowels and vowel combinations from their native language by repeating after native speakers, recording pronunciation drills and spelling new French names.	Collect and read articles from newspapers, magazines and the Internet about current events in francophone regions.	2
Week 9-10	Label a map of France with French names for bordering countries, bodies of water, important cities, etc. using color to shade and enhance spatial concept.	Discuss cultural similarities and differences by corresponding via email from a teacher provided Internet site with a high school student in a francophone region. Classify each francophone region according to their economic, cultural or aesthetic value to the world community by using supportive data from presentations and articles.	2
Week 11-12	Plan a trip and prepare an individual multi-media presentation on one francophone country, territory or department. Explain currency exchange and conversion rate.	Promote travel to a francophone region by creating a brochure which illustrates the highlights of the area.	2
Week 13	Offer suggestions on how to promote interest in the language. Discuss how learning French and about French culture can help us to understand people from other parts of the world.	Give and justify opinions on the importance of learning French by writing a letter to an imaginary school district, which has decided to drop French from the curriculum due to low enrollment.	1

**Teacher Notes:****Additional Resources:**

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

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

[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)

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

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

**Differentiation/Modification Strategies****English Language Learners**

- Give tests orally

- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Allow open book tests
- For each question, indicate page number in textbook where answer is found
- Rephrase questions, directions, and explanations
- Use group projects rather than individual work
- Reduce multiple choices to two
- Provide study guides and/ or outlines
- Provide video on subject
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

#### **At-Risk Students**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

#### **Gifted and Talented Students**

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

#### **Special Education Student/504**

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

**Unit 2 - Overview****Content Area: French****Unit Title:** Unit 2: Moi et ma famille**Grade Level: Grade 4, Novice-Mid K-5****Core Ideas:**

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

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

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

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

**Unit 2 - Standards****Standards:** (Content and Technology):**CPI#:**      **Statement:****Performance Expectations (NJSL)****Interpretive Mode**

7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

**Interpersonal Mode**

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

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

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

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

**Presentational Mode**

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

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

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

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

**Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view

**Computer Science and Design Thinking**

8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim.

<b>Interdisciplinary Connection (must include Companion Standard(s) R and W)</b>	
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
1.2.5.Cn11a	Visual and Performance Arts: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).
<b>Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)</b>	
Amistad: During the Week 7-8 Family Project, students will be required to research and include one BiPOC in their project. They will be asked to discuss their contribution to society. LGBTQ+: During the Week 7-8 Family Project, students will be required to research and include one LGBTQ+ person in their project. They will be asked to discuss their contribution to society.	
<b>Unit Essential Question(s): (in target language): How do you:</b>	
<ul style="list-style-type: none"> <li>● Describe physical qualities and personality qualities</li> <li>● Express emotions</li> <li>● Tell age (as a memorized chunk)</li> <li>● Express where one lives and goes to school</li> <li>● Use culturally appropriate expressions and gestures to greet and take leave</li> <li>● How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</li> </ul>	<b>Unit Enduring Understandings: I will understand that...</b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b>	
<ol style="list-style-type: none"> <li>1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status.</li> <li>2. Do-Nows – Collected after every 5</li> <li>3. Quiz on all forms of verb être with questions</li> <li>4. Informal speaking assessment of show-and-tell picture presentation</li> </ol>	
<b>Summative/Benchmark Assessment(s):</b>	
<ol style="list-style-type: none"> <li>1. Mon Album de Famille Project – students create family album describing each family member's physical and personal description</li> <li>2. Test on être, physical/personal descriptions, and family</li> </ol>	
<b>Alternative Assessments:</b>	
<ol style="list-style-type: none"> <li>1. Orally provide answers to Teacher</li> <li>2. Create a video of answers using Flipgrid</li> </ol>	
<b>Resources/Materials:</b>	<b>Key Vocabulary:</b>
<ol style="list-style-type: none"> <li>1. Magazine cut-outs of celebrities</li> <li>2. Wipe-off boards/markers</li> <li>3. Overhead transparencies from Bien Dit series</li> <li>4. Sentence Strips with être</li> <li>5. YouTube song on être</li> <li>6. Smart Board for internet clips from united streaming</li> </ol>	<ul style="list-style-type: none"> <li>● Conjugaison du verbe être: je suis, tu es, il/elle est, nous sommes, ...</li> <li>● Comment est-il ? / Comment est-elle ?</li> <li>● Elle est belle. Il est beau. Il a les yeux bleus/verts. Elle a les cheveux roux/blonds/longs/boucles.</li> <li>● Je suis blond(e), grand(e), petit(e). J'ai les yeux bleus/marron.</li> </ul>



7. Teacher-created supplemental vocabulary and grammar practice sheets	<ul style="list-style-type: none"> <li>• Je suis intelligent(e), drôle, amusant(e)/nerveux(euse), timide, paresseux(euse), ambitieux(euse).</li> <li>• Comment ça va ? Très bien, bien, comme ci, comme ça, mal, bon.</li> <li>• Comment es-tu ? Je suis heureux/euse, triste, fatigué(e), malade.</li> </ul>
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### Suggested Pacing Guide

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b> <i>Students will be able to:</i>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
Week 1-2	Identify face and body parts by labeling illustrations and identifying people based on dictated descriptions.	Act out or create original games, exercises or songs to practice and remember body parts.	2
Week 3-4	Recognize body parts by following directions for physical movement songs and games.	Act out or create original games, exercises or songs to practice and remember body parts.	2
Week 5-6	Identify family members by creating a family tree and explaining it to a partner.	Students will design a personal family tree of 3 generations and share the diagram and information with a partner.	2
Week 7-8	Describe physical features, personality traits and those of friends and family members by creating a multi media presentation of an imaginary family of famous people.	In groups of 5 or 6, depending on class size, students will create and present a multi-media presentation/photo album with captions of an ideal imaginary family of famous personalities. Families should include a variety of historical, political, literary, entertainment and sport icons. Families must include at least one BiPOC and one LGBTQ+ person.	2
Week 9-10	State and share likes and dislikes by conversing with people in a corners activity.	Students will physically move to corners according to personal situations designated by teacher and converse with someone in that corner about the topic within parameters defined by the teacher; for example, likes, dislikes, family and housing situation, pet preferences, possessions, <i>etc.</i>	2
Week 11-12	Exchange personal information with others by writing a letter to a classmate.	Classmates will write one-page letter to each other, asking and answering questions about themselves. Letters should demonstrate pronoun, verb, noun and adjective agreement, and ability to use interrogative structures. Students will exchange these descriptions in a Rendez-vous and “Speed Dating” activities (timed activities with assigned partners)	2
Week 13-14	Recognize and differentiate gender of nouns and adjectives used to describe them and refer to objects with correct gender pronoun by writing a letter.	Relay, scavenger hunt. Create a magnetic face according to teacher and peer description	2

Week 15-16	Differentiate verb forms according to subject by responding to a letter.	Students will respond to each other's letter complimenting their peers	2
Week 17-18	Create and present their digital Family Albums	Students will create and present their digital Family Albums in small groups and answer their classmate's questions	2

**Teacher Notes:****Additional Resources:**

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

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

[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)

[teteabricoler.com](http://teteabricoler.com) – do it yourself project fro ma target culture

[www.youtube.com](http://www.youtube.com) (la ferme des celebrities, la ferme pedagogique)

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

**Differentiation/Modification Strategies****English Language Learners**

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Allow open book tests
- For each question, indicate page number in textbook where answer is found
- Rephrase questions, directions, and explanations
- Use group projects rather than individual work
- Reduce multiple choices to two
- Provide study guides and/ or outlines
- Provide video on subject
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

**At-Risk Students**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

**Gifted and Talented Students**

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

**Special Education Student/504**

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals

- Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher’s attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W’s; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

### Unit 3 - Overview

**Content Area: French**
**Unit Title:** Unit 3: Ma Salle de Classe

**Grade Level:** Grade 4, Novice-Mid K-5

**Core Ideas:**

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

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

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

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

### Unit 3 - Standards

**Standards:** (Content and Technology):

**CPI#:**
**Statement:**
**Performance Expectations (NJSLs)**
**Interpretive Mode**

7.1.NM.IPRET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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7.1.NM.IPRET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
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**Interpersonal Mode**

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

7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
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7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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7.1.NM.PRSN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
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**Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
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**Computer Science and Design Thinking**

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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**Interdisciplinary Connection (must include Companion Standard(s) R and W)**

NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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2.2.5.MSC.1	Comprehensive Health and Physical Education - Physical Wellness: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).		
<b>Intercultural Statements</b> ( <i>Amistad, Holocaust, LGBT, SEL, etc...</i> )			
Holocaust: Students will discuss the ways schools in French-speaking regions approach school culture and how that can help to fight bullying and hate speech.			
<b>Unit Essential Question(s): (in target language): How do you:</b> <ul style="list-style-type: none"> <li>● Identify and name the classroom objects and furniture</li> <li>● Identify and name school supplies</li> <li>● Ask about cultural products related to school</li> <li>● Compare cultural practices related to school in home and target cultures</li> </ul>		<b>Unit Enduring Understandings: <i>I will understand that...</i></b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)	
<b>Evidence of Learning</b>			
<b>Formative Assessments:</b> <ol style="list-style-type: none"> <li>1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status.</li> <li>2. Do-Nows – Collected after every 2 weeks</li> <li>3. Informal speaking assessment of Quick Chats</li> </ol> <b>Summative/Benchmark Assessment(s):</b> <ol style="list-style-type: none"> <li>1. Ma Salle de Classe Ideale Project – students create a poster of a fantasy classroom</li> <li>2. Graphic dictation (students will draw school objects as the teacher pronounces them)</li> </ol> <b>Alternative Assessments:</b> <ol style="list-style-type: none"> <li>1. Orally provide answers to Teacher</li> <li>2. Create a video of answers using Flipgrid</li> </ol>			
<b>Resources/Materials:</b> <ol style="list-style-type: none"> <li>1. School supply flyers cut-outs of</li> <li>2. Wipe-off boards / markers</li> <li>3. Overhead transparencies</li> <li>4. Sentence Strips</li> <li>5. Smart Board for internet clips from united streaming</li> <li>6. Teacher-created supplemental vocabulary and grammar practice sheets</li> </ol>		<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>● Dans la salle de classe : la fenêtre, la carte, le pupitre, la porte, la table, la chaise, le poster, le bureau, la montre</li> <li>● Les fournitures scolaires : Qu'est-ce qu'il y a dans mon sac à dos ? le cahier, le stylo, le classeur, la règle, le crayon</li> <li>● Qu'est-ce qu'il te faut pour la classe de maths/anglais/la biologie ? Il me faut... un livre, une calculatrice, un roman, du papier,...</li> </ul>	
<b>Suggested Pacing Guide</b>			
Lesson Name/Topic	Student Learning Objective(s) <i>Students will be able to:</i>	Suggested Tasks/Activities:	Day(s) to Complete
Week 1-2	Understand when someone describes things found in a school such as classroom items and furniture, and their location orally and in writing	Students will skim and scan target language authentic materials to identify classroom items and furniture and their location. Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.	2

Week 3	Draw a picture of a classroom based on an oral description given by the teacher.	Scavenger hunt, reading back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.	1
Week 4	Place pictures of classroom items on a drawing of a school based on an oral description given by the teacher.	Paired drawing activities, find the difference between the two pictures, say how many. Pictures must include items associated with climate change.	1
Week 5	Place pictures of classroom items on a drawing of a school based on a written description.	Individual, small and large-group relay	1
Week 6-7	Use digital tools and face-to-face communication to: a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom. b. Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.	Blind fold drawing based on the description of the teacher/student  Concept splash. Graphic dictation.  Ask and respond to memorized questions about classroom items and furniture and their location within the classroom using Skype, or text messaging, playing "Telephone", true/false	2
Week 8-9	Use words, phrases, and memorized sentences to compare their classroom with a classroom in the target culture by comparing pictures from both cultures.	Analyzing the pictures or digital images of schools from French-speaking regions from around the world. Voting on the best classroom. Project "My dream classroom". Class discussion on school culture in French-speaking regions and how it relates to fighting bullying and hate speech.	2

**Teacher Notes:****Additional Resources:**

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

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

[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)

[teteabricoler.com](http://teteabricoler.com) – do it yourself project from target culture

[www.youtube.com](http://www.youtube.com) (la ferme des célébrités, la ferme pédagogique)

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

**Differentiation/Modification Strategies****English Language Learners**

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required

- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Allow open book tests
- For each question, indicate page number in textbook where answer is found
- Rephrase questions, directions, and explanations
- Use group projects rather than individual work
- Reduce multiple choices to two
- Provide study guides and/ or outlines
- Provide video on subject
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

#### **At-Risk Students**

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

#### **Gifted and Talented Students**

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

#### **Special Education Student/504**

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence – bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking