



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: French 2
Grade Span: 9-12
Revised by: Maria Whiteman
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COURSE OVERVIEW

Description

This course is designed for students who have successfully completed French 1, and stresses the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course is designed to meet the needs of all students (grades 9-12) who are interested in continuing their study of the French language. The target proficiency level for this course is Novice-High according to ACTFL proficiency guidelines. This course integrates the ACTFL's Core Ideas and practices (5 C's - communication, cultures, communities, comparisons and connections), Intercultural Communication standards (products, practices and perspectives), and current global themes. In addition, this course infuses information and instruction regarding the Amistad, Holocaust, LGBTQ and Disabilities Laws as per the district initiative as well as 21st Century themes and skills. The overall objectives of the French 2 course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners interculturality. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the diversity of cultures in the francophone world.

Goals

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSL-S-WL, 2020). The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSL-S-WL, 2020)

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Novice High proficiency but also the ACTFL Core Ideas and Practices:

- Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.
- Students engage in direct oral and/or written communication with others in order to exchange of information utilizing negotiation of meaning.
- Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction
- Students will use the language to investigate, explain and reflect on the relationship between Practices and Perspectives of the cultures studied.

- Students will use the language to investigate, explain and reflect on the relationship between Products and Perspectives of the cultures studied.
- Students will be able to recognize similarities and differences between their own culture and the culture of francophone countries.

Additionally, this course aims to:

- Foster an appreciation and appropriate understanding of French language learning, cultural practices and perspectives with comparison to their native language and culture.
- Provide opportunities to make connections with local and global French communities to foster deeper appreciation and motivation for language learning and functional communication.
- Promote life-long active language learning.

Scope and Sequence

Unit	Topic	Length
1	Le Temps Libre / Free time	45 days
2	Bon appétit! / Enjoy your meal!	45 days
3	On fait les magasins? / Shall we go shopping?	45 days
4	À la maison / At home	45 days

Resources

Core Text:

Holt, Rinehart and Winston, Bien dit! Level 1

Suggested Resources:

Technology (Internet resources, videos, audio CDs)

Authentic realia

Leveled reader - Billy et les Bottes

UNIT 1: Le Temps Libre/ Free time

Summary and Rationale

I am a unique individual with many interests. The activities I am involved in reflect my individuality. Within the theme of “How I spend my free time”, I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to listen and respond to the teacher’s directions, and respond verbally to personal questions. I will be able to describe and engage in conversations about what I like to do and where in my free time.

Recommended Pacing

45 days

State Standards

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed

that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Interpretive Mode of Communication:

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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

Performance Expectations	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes,	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p>Interpersonal Mode of Communication: Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	Performance Expectations
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
Intercultural statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
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Presentational Mode of Communication: Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

Performance Expectations	
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Instructional Focus
Unit Enduring Understandings

- Teenagers are involved in various diverse activities with respect to their interests, for example: sports, music, food, and hobbies
- We can engage in different activities in different locations throughout the community

Unit Essential Question

- Do the activities I participate in accurately reflect who I am?
- How does what I do define who I am?
- How do my interests make me unique/different from other teenagers?
- How do my interests compare to those of teenagers in Francophone countries?

Objectives

Students will know:

1. Vocabulary

- **The months of the year:** *Les mois (m.) de l'année (f.): janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre*
- **The seasons:** *Les saisons (f.): le printemps, l'été (m.), l'automne (m.), l'hiver (m.)*
- **Sports using faire:** *faire: de l'aérobic (f.), de l'athlétisme (m.), du jogging, de la musculation, de la natation, du patin à glace, du skate(-board), du ski, du surf, du vélo*
- **Sports using jouer:** *jouer: au basket(-ball), au hockey, au tennis, au volley*
- **Pastimes using faire:** *faire: de la photo, du théâtre, de la vidéo amateur*
- **Pastimes using jouer:** *jouer: à des jeux (m.) vidéo, de la batterie, de la guitare, du piano*
- **Vocabulary for pastimes and accessories:** *l'appareil photo (numérique), le caméscope, le casque, les passe-temps, la raquette, les skis (m.)*
- **Locations in the community:** *la campagne, le club, le cybercafé, le lac, la mer, la montagne, le musée, l'océan (m.), l'opéra (m.), la patinoire, la plage, la salle de sport, le théâtre, le zoo*
- **Weather:** *Quels temps fait-il?, Il fait beau., Il fait chaud., Il fait froid., Il fait mauvais., Il neige., Il y a des nuages., Il pleut., Il y a du vent., Il y a du soleil.*
- **Expressions with avoir:** *avoir besoin de..., avoir envie de..., avoir faim, avoir soif, avoir chaud, avoir froid, avoir peur, avoir sommeil*
- **How to ask and tell what sports and pastimes they and others do:** *Est-ce que tu fais du sport?, Non, je ne fais pas de sport., Est-ce que tu joues au... ?, Qu'est-ce que tu fais comme sport?, Qu'est-ce que tu fais pour t'amuser?, Je fais/joue... /Je ne joue pas..., Je ne fais rien.*
- **How to ask and tell when, in which months or seasons they do activities:** *Qu'est-ce que tu fais... ?, En quelle saison tu fais... ?, Je fais... en... /au printemps, Quand est-ce que tu fais... , Tu fais... pendant quels mois?*
- **How to invite, accept, and refuse activities:** *On fait...?, On va... ?, Tu as envie de... ?/Vous avez envie de...?, Ça te dit de /Ça vous dit de... ?, Tu viens... ?/ Vous venez...?, D'accord., Bonne idée!, Pourquoi pas?, Si tu veux. / Si vous voulez., ..., ça ne me dit rien., Désolé(e), je n'ai pas le temps., J'ai trop de choses à faire., Je suis très occupé(e)., Avec..., Je vais..., On pourrait..., Où ça?/Où est-ce qu'on se retrouve?, Pas grand-chose., Qu'est-ce que tu vas faire si... ?, Qu'est-ce qu'on fait... ?, Rien de spécial., Tu vas faire quoi...?*

2. Grammar

- **Question words:** *Que?, Où?, Quand?, Pourquoi? (parce que), Comment?, Avec qui?, Qui?, Quoi?*
- **The verb faire**
- **The verb aller and the near future**
- **The verb venir and the recent past**
- **How to identify passé composé**

3. Culture

- La Maison des Jeunes et de la Culture (la MJC - the house of youth and culture, recreational center similar to YMCA)
- French sports clubs
- Popular sports for French teenagers

Students will be able to:

1. I can identify sports and leisure activities
 - a. I can tell what sports I play.
 - b. I can tell what pastimes I participate in.
2. I can ask and tell what sports people play or do
 - a. I can ask peers what sports they play or do.
 - b. I can tell peers what sports others play or do.
3. I can ask and tell what pastimes people participate in
 - a. I can ask peers what pastimes they participate in
 - b. I can tell peers what pastimes others participate in
4. I can ask and answer what I do for fun
5. I can ask and answer when and where questions about activities
 - a. I can ask peers where they do activities
 - b. I can answer where I do activities
 - c. I can ask peers when they do activities
 - d. I can answer when I do activities
6. I can identify the months of the year
7. I can identify the seasons
8. I can ask and answer questions about the weather
 - a. I can ask what the weather is like today
 - b. I can ask what the weather is like in different months and seasons
 - c. I can answer what the weather is like where I live
 - d. I can answer what the weather is like in different seasons
9. I can identify locations in the community
 - a. I can ask where peers participate in sports and pastimes
 - b. I can answer where I participate in sports and pastimes
10. I can invite, accept, and refuse activities
 - a. I can invite peers to do activities with me
 - b. I can accept an invitation to do an activity
 - c. I can politely refuse an invitation to do an activity
11. I can use expressions with avoir
 - a. I can tell when I am feeling hot or cold, hungry or thirsty
 - b. I can ask if someone is feeling hot or cold, hungry or thirsty
12. I can talk about what is going to happen in the near future
 - a. I can tell what I am going to do after school or on the weekend
 - b. I can ask others what they are going to do after school or on the weekend
13. I can tell what just happened in the recent past
 - a. I can tell what I just did as a reason for suggesting an alternate activity
 - b. I can ask others what they just did when planning a future activity
14. I can identify and compare leisure activities in my home culture versus francophone culture
 - a. I can compare La MJC and the YMCA.

- b. I can draw correlations between le club de sports and local sports focused clubs, and identify why French students must go to a club de sports.
 - c. I can identify and compare popular sports in the United States versus francophone countries.
15. I can identify passé composé versus recent past
- a. I can read a sentence and determine if it happens in the past, the recent past, the present, or the near future.
16. In my own and the French culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.
17. In my own and the French culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

Resources

Core Text:

Holt, Rinehart and Winston, Bien dit! Level 1

Suggested Resources:

<http://www.languageguide.org/french/vocabulary/> : Has vocabulary in French for many pictorial topics (note: the salutation section and a couple of others do just English/French translation, but most are by picture) For this unit, le paysage, la mer, and le temps

Quizlet, Quizziz, Edpuzzle

Clips from **TV5 Monde**, **France 24**, **Euronews en français** Youtube channels

UNIT 2: Bon appétit!/ Enjoy your meal!

Summary and Rationale

The food my family and I eat reflect my culture and my individuality. Within the theme of “Enjoy your meal”, I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. I will identify and engage in conversations regarding francophone foods, such as escargots, croissants, frites, and quiche. I will compare and contrast foods and eating habits of francophone cultures and the United States. By the end of the unit, I will be able to discuss and have conversations about the food I liked and dislike, and the meals I eat.

Recommended Pacing

45 days

State Standards

Vision

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	Performance Expectations
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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
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7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Intercultural Statements	Possible topics

Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p>Interpersonal Mode of Communication: Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	Performance Expectations
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
Intercultural statements	Possible Topics
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Presentational Mode of Communication: Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

	Performance Expectations
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
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Instructional Focus

Unit Enduring Understandings

- There are many cultural differences surrounding food such as meal times, food quality, and food quantities in restaurants.
- American fast food has been incorporated into many Francophone cultures.
- Francophone food has a strong influence in American culture.

Unit Essential Questions

- How do Francophone cultures differ from American culture in regards to food preferences, methods of preparation and consumption, cultural attitudes and practices surrounding meals?
- What are the similarities and differences in American versus French cuisine?
- Which francophone foods would I enjoy or would I be willing to try?

Objectives

Students will know:

1. Vocabulary

- **Breakfast, lunch, and dinner food:** *le bacon, la baguette, la banane, le beurre, une boisson, le café (au lait), le coca, les céréales (f.), le chocolat chaud, la confiture, le croissant, le croque-monsieur, , l'eau (f.) minérale, la grenadine, le jus d'orange, le jus de pomme, le lait (au chocolat), les légumes (m.), la limonade, les œufs (m.), l'omelette (f.), le pain, le pamplemousse, les pâtes (f.), la pizza, le poivre, le poisson, le porc, le poulet, la quiche, le riz, la salade, le sandwich au fromage, le sandwich au jambon, le sandwich au saucisson, le sel, le sirop de menthe, le steak (saignant, à point, bien cuit), la tarte, la tartine, le toast*
- **Place settings:** *l'assiette (f.), le bol, le couteau, le couvert, la cuillère, la fourchette, la nappe, le poivre, le sel, la serviette, la tasse, le verre*
- **Vocabulary for meals:** *américain(e), d'habitude, français, le petit-déjeuner, le déjeuner, le goûter, le dîner, le repas, on met le couvert*
- **Vocabulary for offering, accepting, and politely refusing food:** *Je prends..., Encore...?, Tu reprends...?, Tu veux/Vous voulez...?, Non, ça va, Non, je n'ai plus faim, Non, je n'ai plus soif, Non, merci, Oui, je veux bien, Qu'est-ce que tu veux prendre?, Qu'est-ce que tu veux manger?, Qu'est-ce que tu veux boire?, J'aimerais...*
- **Vocabulary for asking and giving opinions on food:** *Il/Elle est comment...?, Il/Elle est bon/bonne...?, Comment tu trouves...?, Il/Elle est vraiment mauvais(e)., délicieux (délicieuse), dégoûtant(e), Pas bon/pas bonne du tout!*
- **Restaurant vocabulary for inquiring about food and placing an order:** *Donnez-moi..., Je vous recommande..., Nous avons/On a..., Je voudrais, Je vais prendre..., La carte, s'il vous plaît., Qu'est-ce que vous me conseillez?, Qu'est-ce que vous avez comme boissons?, Un moment..., Vous désirez autre chose?, Vous avez choisi?*
- **Restaurant vocabulary for asking about prices and paying the check:** *C'est combien... ?, C'est..., Ça fait combien en tout?, Ça fait..., L'addition, s'il vous plaît., Oui, tout de suite., Le service est compris?, Oui, bien entendu.*

2. Grammar

- The partitive article
- IR verbs
- Irregular verbs: *vouloir, prendre, boire*
- The imperative
- How to identify *passé composé*

3. Culture:

- le fromage
- la gastronomie
- portion sizes and eating between meals
- le petit-déjeuner français et américain
- tipping conventions
- seven-course dinners

Students will be able to:

1. I can identify meals and food
 - a. I can tell what I like to eat for breakfast, lunch, and dinner.
 - b. I can tell what I don't like to eat.
2. I can give advice on healthy habits
 - a. I can give suggestions on what is healthy to eat.
 - b. I can give advice on what to do to lose weight.
3. I can identify the place settings
 - a. I can say who sets the table.
 - b. I can describe what I need to set on the table for a particular meal.
4. I can offer, accept and refuse food and beverage
 - a. I can offer food and beverage or more food and beverage.
 - b. I can politely accept or refuse food that is offered to me.
5. I can ask and give opinions on food
 - a. I can ask what someone thinks of the food.
 - b. I can tell what I think of the food.
6. I can order food in a restaurant
 - a. I can ask for the menu and ask for recommendations.
 - b. I can ask what kind of drinks there are.
 - c. I can order my beverage and meal.
7. I can ask for prices and pay the check
 - a. I can ask for the price of an individual item or for the total.
 - b. I can ask for the check and if the tip is included.
8. I can compare French tipping standards versus American.
9. I can compare French and American eating habits.
 - a. I can identify the cultural differences in eating between meals and portion sizes.
 - b. I can identify the seven courses in a formal French meal
 - c. I can describe a typical French breakfast and how it differs from a typical American breakfast.
10. I can identify the importance of la gastronomie and cheese to French culture.
 - a. I can describe what gastronomy is
 - b. I can name some of the most well-known French cheeses
11. I can identify past events
 - a. I can determine if an action happens in the past, the recent past, the present, or the near future.
12. In my own and the French culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.
13. In my own and the French culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

Resources

Core Text:

Holt, Rinehart and Winston, Bien dit! Level 1

Suggested Resources:

<http://www.languageguide.org/french/vocabulary/> : Has vocabulary in French for many pictorial topics (note: the salutation section and a couple of others do just English/French translation, but most are by picture) For this unit: la nourriture

Quizlet, Quizziz, Edpuzzle

Clips from **TV5 Monde, France 24, Euronews en français** Youtube channels

Authentic menus from francophone restaurants, YouTube excerpts from French cooking shows

UNIT 3: On fait les magasins? / Shall we go shopping?

Summary and Rationale

As a teenager, my wardrobe is an important part of my daily life, and reflects who I am. Within the theme of “shopping”, I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to describe and engage in conversations regarding my clothing and style preferences for different situations. I will recognize the importance of French fashion icons, and compare with American style.

Recommended Pacing

45 days

State Standards

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed

that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Interpretive Mode of Communication: Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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

	Performance Expectations	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.	
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.	
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).	
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	
Intercultural Statements		Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.		Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.		Community life, reasons and patterns of animal migration, changes to human life because of

	technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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Interpersonal Mode of Communication: Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

	Performance Expectations
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

Intercultural statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Presentational Mode of Communication: Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They

begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.
Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations	
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> ● The wardrobe one wears is dependent on one's personal choices, family values and culture ● Style is individual and expresses my personality ● Styles are similar across cultures, but there are differences
Unit Essential Questions
<ul style="list-style-type: none"> ● How does culture and self-identity influence my wardrobe choices? ● What is my wardrobe like? ● How does my personal style reflect who I am?

- How does my style compare to styles in francophone cultures?

Objectives

Students will know:

1. Vocabulary

- **Clothing:** *une chemise, un chemisier, un costume, un jean, une jupe, un pantalon, un pull, une robe, un tailleur, la tenue, les vêtements (m.)*
- **Accessories:** *les accessoires (m.), une casquette, une ceinture, un chapeau, une cravate, une écharpe, un foulard, des gants (m.), les lunettes (f.), les lunettes (f.) de soleil, un parapluie, un portefeuille, un porte-monnaie, un sac (à main)*
- **Equipment for sports and hobbies:** *une canne à pêche, un cerf-volant, des chaussures (f.) de randonnée, une glacière, des jumelles (f.), un maillot de bain, un masque de plongée, des palmes, une planche de surf, un skate(board), un tuba, une tente, un vélo tout terrain (VTT)*
- **Outerwear:** *un anorak, un coupe-vent, un imperméable, un manteau, une veste*
- **Materials:** *en argent, en coton, en cuir, en diamant, en laine, en lin, en jean, en or, en soie*
- **Jewelry:** *une bague, un bijou/des bijoux, des boucles (f.) d'oreille, un bracelet, une chaîne, un collier, une montre*
- **Footwear:** *des bottes (f.), des chaussettes (f.), des chaussures (f.), des sandales (f.)*
- **Vocabulary to ask about and describe clothing:** *bon marché, cher/chère, étroit(e), large, serré(e), trop*
- **Vocabulary for inquiring about clothes in a store:** *une grande surface, le rayon bijouterie, le rayon maroquinerie, le rayon sport et plein-air, Je peux vous aider?, Je cherche...pour mettre avec..., Je voudrais quelque chose pour..., Non, merci, je regarde., Je peux essayer...?, Vous avez...en vert?, Vous avez...en 40?, Quelle taille faites-vous?, Quelle pointure faites-vous?, Je fais du...*
- **Vocabulary for asking and giving opinions on clothing:** *J'aime porter..., Il/Elle te plaît, ...?, Ils/Elles te plaisent, ...?, Il/Elle me va, ...?, Ils/Elles me vont, ...?, Il/Elle te va très bien., Ils/Elles ne te vont pas du tout., Qu'est-ce que tu penses de... ?, C'est tout à fait toi!, Franchement, ils/elles sont un peu tape à l'œil., Il/Elle est vraiment ..., élégant(e), joli(e), horrible*
- **Vocabulary for inquiring about prices and sales in clothing stores:** *Il/Elle coûte combien, ce/cet/cette... ? Ils/Elles coûtent combien, ces... ?, Il/Elle coûte.../ Ils/Elles coûtent...Ils/Elles sont en solde, les...?, Oui, ils/elles sont soldé(e)s à...*
- **Vocabulary for making a decision in a store:** *Vous avez décidé?, Je n'arrive pas à me décider., Je ne sais pas quoi choisir., Je peux vous montrer...?, C'est une bonne affaire!, ...un peu trop...*
- **Higher numbers in French:** *mille, deux mille, un million, trois millions*

2. Grammar

- Demonstrative adjectives
- Interrogative adjectives
- Irregular verb: mettre
- The passé composé of ER verbs
- The passé composé of verbs with irregular past participles

3. Culture:

- le boubou
- le franc CFA
- les soldes
- Coco Chanel

Students will be able to:

1. I can identify clothing and accessories
 - a. I can tell what I like to wear in different seasons and weather.
 - b. I can tell what I like to wear for different activities or events.
2. I can give advice on what to wear
 - a. I can give suggestions on what to wear for different weather or seasons.
 - b. I can give advice on what to wear to different places or events.
3. I can ask for and give opinions on clothes
 - a. I can ask how clothing looks on me, or my friend or relative's opinion of my clothes.
 - b. I can give my opinion on clothing and fashion
4. I can inquire about clothes in a store
 - a. I can ask for particular items in specific sizes and colors.
 - b. I can ask for help finding something to go with an item.
 - c. I can ask for help finding something to give as a gift.
5. I can ask about prices and sales
 - a. I can ask for the price of clothing.
 - b. I can ask if items are on sale.
6. I can express indecision in buying items.
7. I can identify jewelry.
8. I can describe what I need for different hobbies.
 - a. I can identify equipment for outdoor sports and hobbies.
 - b. I can identify items needed for camping.
9. I can distinguish this from that in French.
10. I can describe the traditional clothing worn in Senegal and compare with other central African cultures.
11. I can identify the currency of Senegal.
12. I can compare and contrast the shopping customs and rules governing sales in France versus the United States.
13. I can describe Coco Chanel's influence on French fashion and women's fashion.
14. I can tell what happened in the past using passé composé.
15. In my own and the French culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.
16. In my own and the French culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

Resources

Core Text:

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Suggested Resources:

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Quizlet, Quizziz, Edpuzzle
Clips from **TV5 Monde, France 24, Euronews en français** Youtube channels
Authentic shopping site Zalando.fr, YouTube excerpts from francophone fashion shows
Leveled reader - Billy et les Bottes

UNIT 4: À la maison/ At home

Summary and Rationale

As a high school student, my home is an important part of my life. My experiences at home help to shape who I am. Within the theme of “at home”, I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. By the end of the unit, I will be able to describe and engage in conversations regarding my home and chores.

Recommended Pacing

45 days

State Standards

Vision

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offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Interpretive Mode of Communication: Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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

Performance Expectations	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
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Interpersonal Mode of Communication: Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

	Performance Expectations
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

Intercultural statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life compared to life and citizenry in the U.S., reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

<p>Presentational Mode of Communication: Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
	Performance Expectations
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> ● My home reflects my identity ● My bedroom reflects my diverse interests ● Chores are integral to maintaining my home ● Homes in the United States are similar to French homes, but there are differences
Unit Essential Questions

- How does my home reflect my identity?
- How does my bedroom reflect my diverse interests?
- Why are chores important to maintaining my home?
- How are francophone homes similar and different from American homes? (les toilettes, le rez-de-chaussée)

Objectives

Students will know:

1. Vocabulary

- **Chores:** *arroser les plantes, balayer, les corvées (f.), débarrasser la table, donner à manger au..., faire la cuisine, faire la lessive, faire son lit, faire la vaisselle, laver la voiture, mettre la table, nettoyer, passer l'aspirateur (m.), passer la serpillière, promener le chien, ranger sa chambre, sortir la poubelle, sortir le chien, tondre la pelouse, vider le lave-vaisselle*
- **To ask for permission, give permission, or refuse permission:** *Est-ce que je peux... ?, Tu es d'accord si...?, Non, tu dois..., Pas question!, Bien sûr, mais il faut d'abord..., D'accord, si...*
- **Vocabulary to tell how often things are done:** *...tous les..., ...ne...jamais..., D'habitude, ...fois par..., C'est toujours...qui...*
- **Negative expressions:** *ne...jamais, ne...ni...ni..., ne...pas, ne...pas encore, ne...personne, ne...plus, ne...rien*
- **Rooms of the home:** *un appartement, le balcon, la chambre, le couloir, la cuisine, l'escalier (m.), le garage, le jardin, une maison, le premier étage, le rez-de-chaussée, la salle à manger, la salle de bain, le salon, les toilettes*
- **Vocabulary to describe the home:** *C'est un immeuble de... étages., chez moi, Dans..., il y a..., Il y a... pièces., J'habite dans une maison., Là, c'est...*
- **Vocabulary to describe items in rooms:** *l'armoire, une chaîne stéréo, une commode, une étagère, un fauteuil, une lampe, un lit, un placard, un sofa, une table basse, une table de nuit, un tableau, un tapis*
- **Location words:** *...à côté de..., ...près de..., ...à gauche de..., ... à droite de..., devant, derrière, ...au deuxième étage..., au troisième étage..., ...au fond de..., au bout de..., ...en bas..., en haut..., ...en face de..., ...sur..., ...sous...*

2. Grammar

- Negative expressions
- Irregular verbs: pouvoir, devoir, sortir, dormir, partir
- Passé composé of RE and IR verbs
- Passé composé verbs that use

3. Culture:

- le rez-de-chaussée
- les toilettes
- Senegalese homes

Students will be able to:

1. I can describe chores done in my home
 - a. I can tell what chores I do.
 - a. I can tell what chores I don't do.
2. I can tell when chores are done in my home
 - a. I can tell what chores I do always, often, sometimes, or never.
 - b. I can tell how often I do particular chores.
 - c. I can tell who always does particular chores.
3. I can ask for, give, and refuse permission
 - a. I can ask for permission to do activities.

- b. I can give permission if chores have been done.
 - b. I can refuse permission because chores have not been done.
4. I can say what I must do before I can do an activity
- a. I can tell someone what they must do to keep their room clean.
 - b. I can say what I must do before I can go out.
5. I can describe my home
- a. I can describe the rooms of my home.
 - b. I can say what is in each room of my home.
6. I can say where things are
- a. I can tell where rooms are in my home.
 - b. I can tell where items are in each room of my home.
7. I can tell where chores are done in the home.
- a. I can tell what chores are done in a particular room of the home.
 - b. I can tell where in the home particular chores are done.
8. I can tell what happened in the past using passé composé.
9. I can identify the story of the home or apartment building using European naming conventions and American naming conventions.
- a. I can tell which story of my home different rooms are in.
 - b. I can tell which story of the apartment building my apartment is on.
10. I can compare the bathing room and toilet room in France with bathrooms in the United States.
11. I can compare and contrast Senegalese homes with American homes.
12. In my own and the French culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective.
13. In my own and the French culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

Resources

Core Text: Holt, Rinehart and Winston, Bien dit! Level 1

Suggested Resources:

Technology (Internet resources, videos, audio CDs)

Authentic realia (francophone real estate listings)

<http://www.languageguide.org/french/vocabulary/> : Has vocabulary in French for many pictorial topics (note: the salutation section and a couple of others do just English/French translation, but most are by picture) For this unit: la maison

Quizlet, Quizziz, Edpuzzle

Clips from **TV5 Monde, France 24, Euronews en français** Youtube channels

[https://www.bonjourdefrance.com/exercices/decrire-mon-logement-\(mon-appartement,-ma-maison\)-.html](https://www.bonjourdefrance.com/exercices/decrire-mon-logement-(mon-appartement,-ma-maison)-.html) :

Reading selection with a mini quiz to check for understanding