



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: French 3
Grade Span: 9-12
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COURSE OVERVIEW

Description

This course is designed for students who have successfully completed French 2, and continues the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course, designed to meet the needs of all learners (grades 9-12), completely immerses students in the language and culture. All communication skills are emphasized with a focus on authentic real-life, real-world context. Instruction aims to make the students feel more comfortable in their oral communication and give them the confidence to become more self-sufficient over time. Students learn about the cultures of the language they are studying and are able to understand similarities and differences between their own culture and the target language culture.

The target proficiency level for this course is Intermediate-Low 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 Climate Change-the Environment, 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 3 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 an understanding and appreciation of the diversity of cultures in the French speaking world, preparing them to be independent and global citizens.

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 (NJSLS-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 (NJSLS-WL, 2020) This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Intermediate-Low proficiency but also the ACTFL Core Ideas and Practices:

- 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.

Students will also be able to:

- Use knowledge and language skills for functional and meaningful communication
- Gain knowledge of other cultural perspectives, practices and products
- Connect the study of a World Language to experiences in other curricular areas as well as personal interests
- Compare the target language and culture with their own language and culture
- Use the language and apply learning to the world beyond the classroom

Scope and Sequence

Unit	Topic	Length
1	Ma Famille et Mes Copains / My Family and Friends	22 Days
2	On Fait la Fête / We're having a Party	22 Days
3	Faisons les Courses / Let's Go Grocery Shopping	22 Days
4	Au Lycée / At the High School	22 Days

Resources

Core Text:

Suggested Resources:

Holt, Rinehart and Winston, Bien dit!

Level 2

Technology (Internet resources, videos, audio CDs)

Authentic realia

UNIT 1: Ma Famille et Mes Copains / My Family and Friends

Summary and Rationale

My family is a very important aspect of my life. This unit focuses on family and friends. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. I will be able to describe myself, my family members, and friends. I will be able to compare family life in the U.S to family life in Morocco and be able to compare colloquial terms used to describe family members. In addition, I will be able to express my likes and dislikes.

Recommended Pacing

22 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 (NJSL – 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.”

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students’ own cultures, possible impact

of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

	Performance Expectations
7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.

Learners recognize and identify a few typical practices of the target culture.

Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person’s future life style, wellness attitudes and beliefs in the target language regions of the world and in the students’ own region, reflection of a society in its fine and practical arts.

Presentational Mode of Communication: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.

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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the

role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Instructional Focus

Unit Enduring Understandings

- Describing oneself, one's family and friends is an essential component of communication
- There are many cultural differences between francophone countries and the United States when it comes to families, their roles, and how they interact

Unit Essential Questions

- How do culture and geography influence social interaction, free-time activities, and home life?
- Do my family and I enjoy the same activities?
- What makes a family?

Objectives

Students will know:

1. Vocabulary

- **To describe yourself and ask about others:** *âgé(e), un beau-père/une belle-mère, blond(e), roux (rousse), brun(e), un chat/un chien, des cheveux (m.), un copain, court(e)/long(ue), un cousin (une cousine), une famille, un frère, une sœur, gentil(le), grand(e) une grand-mère, un grand-père, gros(se), intelligent(e), marrant(e), marron, une mère/un père, mince, un oncle/une tante, pénible, petit, sérieux (sérieuse), sportif (sportive), timide, vert(e), des yeux (m.), Comment tu t'appelles?, Je m'appelle, Tu as quel âge?, J'ai... ans, De quelle couleur sont... ?, Ils sont, Il/Elle est comment... ?, Il/Elle est*
- **To talk about likes and dislikes:** *Il aime, J'adore/J'aime bien, Je n'aime pas beaucoup, Moi aussi, Moi, je n'aime pas, Moi non plus, Moi si, Pas moi, Qu'est-ce que... aime faire?*
- **To inquire about activities :** *aller au cinéma, un appareil photo (numérique), un café, un caméscope, un chocolat chaud, un coca, un croque-monsieur, faire de la photo, faire du théâtre, faire de la vidéo amateur, une glace, jouer au basket-ball, jouer au tennis, jouer aux échecs, jouer de la batterie, jouer de la guitare/du piano, un jus de fruit, lire, une limonade, une raquette/une balle, un sandwich au jambon, une tarte aux pommes, Ça te dit de/d'... ?, Tu as envie de/d'... ?, Est-ce que tu joues bien... ?, Il est bon, ...?, Qu'est-ce que tu penses de... ?, Tu veux... ?, Assez bien, Il est génial!, Je n'ai pas le temps, Pourquoi pas?*
- **To tell when you do something :** *au printemps, en été, fois par semaine, Le lundi, souvent, rarement, tous les mercredis*

2. Grammar

- The verbs avoir and être
- Adjective agreement
- The adjectives *beau, nouveau, and vieux*
- -er verbs
- -ir and -re verbs
- Verbs like *dormir*
- the differences between using "tu" and "vous"

3. Culture

- Family nicknames
- Cursive in France
- Family life in Morocco
- Education in France
- After school activities

Students will be able to:

Interpretive:

- I can understand key information and the main idea found on an infographic about families in Quebec.
- In my own and francophone cultures, I can compare the role of family members.
- I can read and interpret a family tree.
- I can understand a few lines in a song.

Interpersonal:

Using sentences, occasionally some supporting details and follow-up questions

- I can exchange information about myself and inquire about others.
- I can exchange information about what I have read about French families.
- I can respond in an appropriate informal and formal manner in familiar family situations.
- I can use colloquial terms to describe my mother/father/aunt/uncle.
- I can use “tu” when speaking to a friend or family member and “vous” when speaking to an adult to show respect.
- I can request and provide information about my likes and dislikes and ask follow up questions.
- I can participate in a conversation about my preferences for activities.
- I can exchange information about what is new in my life.
- I can interact with others to inquire and tell when I do something and ask appropriate follow up questions.

Presentational:

Using sentences, sentence strings and occasionally some supporting details

- I can describe pictures of my real or imaginary family.
- I can present a classmate’s family member(s).
- I can make simple comparisons of a variety of people, including friends and family members
- I can write a description of the physical appearance and personality of a friend or family member.
- I can present a brief summary of something from a video I watched.
- I can compare and contrast the role of family in Morocco versus the United States.
- I can give a presentation about myself and members of my family, such as our personalities and what we like to do.

Resources

Core Text:

Suggested Resources:

Holt, Rinehart and Winston, Bien dit! Level 2

Technology (Internet resources, videos, audio CDs)

Authentic realia

UNIT 2: On Fait la Fête / We are having a Party

Summary and Rationale

Holidays and celebrations are an important aspect of my culture as well as the Francophone culture. This unit is about celebrations and party preparations. By the end of this unit I will be able to give advice on gifts, express wishes, and ask/tell about celebrations. I will be able to communicate with my peers and teacher in the target language inside and outside the classroom.

Recommended Pacing

22 Days

State Standards

Vision

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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.

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

	Performance Expectations
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7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
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7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of

climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures)..

Interpersonal Mode of Communication: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

	Performance Expectations
7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate

change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Presentational Mode of Communication: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities in a person's future life style, wellness attitudes and beliefs in the target language

regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Instructional Focus

Unit Enduring Understandings

- Holidays are similar but celebrated in different ways.
- The concept of celebration is different in France and the US.

Unit Essential Questions

- How do you compare the way the French/ Francophone countries and Americans celebrate similar holidays and what importance is placed on each holiday?
- What role does food play in celebrating holidays?
- What is the origin and importance placed on different holidays?
- How do culture and geography affect holidays and celebrations?

Objectives

Students will know:

1. Vocabulary

- **To wish someone a good time:** *allumer, l'anniversaire, un bal populaire, le ballon/les décorations (f.), une boîte de chocolats, les bougies (f.), un bouquet (m.) de fleurs, la boum, la bûche de Noël, les cadeaux, une carte d'anniversaire, une carte de vœux, une chèque-cadeau (m.), les confettis, le défilé, les fêtes (f.), la fête des mères/pères, la fête nationale, le feu d'artifice, la foule, le gâteau, l'hymne (m.) national, l'invité(e), le jour de l'an/le nouvel an, le Noël, remercier, le réveillon, le sapin de Noël, Amuse-toi bien, Joyeux anniversaire!, Bonne année!, Bonne soirée!, J'espère que tu vas passer, Je te/vous souhaite, Joyeux Noël!, Profite bien de.*
- **To ask for and give advice:** *Bonne idée!, Offre-lui, Qu'est-ce que je pourrais offrir à, Tu as une idée de cadeau... ?, Tu n'as pas une autre idée?, Tu pourrais lui offrir, Il en a déjà plein.*
- **To ask for help and respond:** *les amuse-gueules, les biscuits (m.)/les chips (m.), les bonbons (m.), les cacahuètes (m.), choisir la musique, décorer la salle, emballer les cadeaux (m.), envoyer les invitations (f.), faire les courses (f.), faire le ménage/la poussière, les fruits secs (m.), organiser une soirée, ranger la maison, une soirée costumée, Ça t'ennuie de... ?, Tu peux m'aider à... ?, Bien sûr que non, D'accord. /Pas de problème, Désolé(e), je n'ai pas le temps, Pas maintenant. Je dois d'abord.*
- **To check if things have been done and respond:** *c'est bon, Est-ce qu'il y a encore, J'ai complètement oublié, Mais oui, pas encore, Tu as bien... ?, Tu as déjà... ?, Tu as pensé à... ?*

2. Grammar

- Word order of direct and indirect object pronouns in a sentence
- Identify where and when to use direct and indirect objects in a sentence
- Review passé composé with avoir and être
- Ne jamais, ne personne, ne rien

3. Culture

- Holidays and celebrations- cultural practices and products and compare holidays with US and/or a francophone country
- Etiquette- what to do as a guest at a party or in someone's home

Students will be able to:

Interpretive:

- In my own and other cultures I can understand and compare the values expressed by the ways people celebrate holidays or festivals.
- I can comprehend isolated learned words and high-frequency phrases.
- I can understand the main idea and key information in an infographic about Carnaval in Quebec.
- I can identify the main idea in a short conversation about celebrations.

Interpersonal:**Using sentences, occasionally some supporting details and follow-up questions,**

- I can exchange information in a conversation about gift giving.
- I can express, ask about, and react with some details to preferences, feelings, or opinions about my favorite holidays.
- I can interact to share ideas with others about how to celebrate a friend's birthday
- I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.
- I can interact with others to talk about organizing a party by creating simple sentences and asking appropriate follow-up questions.

Presentational:**Using sentences, sentence strings and occasionally some supporting details,**

- I can write about what to give someone for a birthday/holiday.
- I can tell the steps needed to prepare for a party.
- I can write an email asking for and giving advice about planning a party.
- I can express my preferences on holidays and explain why I feel that way, using simple sentences.
- I can develop a simple survey for my peers, about which type of gifts they prefer.

Resources**Core Text:****Suggested Resources:**

Holt, Rinehart and Winston, Bien dit!

Level 2

Technology (Internet resources, videos, audio CDs)

Authentic realia

UNIT 3: Faisons les courses/ Let's go grocery shopping

Summary and Rationale

Food is an important aspect to my culture and daily life. This unit focuses on food shopping, food preparation, and identifying a variety of foods. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. I will be able to compare and contrast food shopping and eating habits in the US and France. I will also be able to communicate likes and dislikes about food.

Recommended Pacing

22 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.”

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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, technology, climate, immigration, population, fine and practical arts.

Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures)..
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Interpersonal Mode of Communication: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

	Performance Expectations
7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.

perspectives (attitudes, 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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Instructional Focus

Unit Enduring Understandings:

- The concept of food preparation, shopping and eating is different in Francophone cultures.
- It is a common practice for French people to shop in specialized stores for one or two products.
- The importance of food, eating and preparation is emphasized in a very different manner in France

Unit Essential Questions

- What role does food play in the US and France?
- What importance do American and French families place on eating together?
- What is "La gastronomie"
- How do you ask about the ingredients and the preparation of a specific food?

Objectives

Students will know:

1. Vocabulary

- **Foods and measurements:** *l'abricot (m.), l'ail (m.), ajouter, l'aubergine (f.), la banane, bouillir, le brocoli, la carotte, la cerise, le champignon, la courgette, la cuisinière, couper, une cuillerée à café/à soupe, les épices (f.), la farine, faire cuire, le four, la fraise/la framboise, les haricots (m.) verts, l'huile (f.) (d'olive), la laitue, mélanger, l'oignon (m.), la pastèque/le melon, la pêche, les petits pois (m.), la poire, le poivron, la pomme, la pomme de terre, le sucre, une tasse de, la tomate, une boîte (de conserve), une bouteille de, une douzaine de, un kilo(gramme) de, un litre de.../une livre de, un morceau de, un paquet (m.) de, un pot (m.) de, une tranche de*
- **Food preparation:** *c'est compliqué, C'est facile de faire, c'est très simple, Comment est-ce qu'on fait, Qu'est-ce qu'il y a dans, Il y a*
- **To make requests:** *Il te faut autre chose?, Je suis trop occupé(e), Non, je regrette mais, N'oublie pas, Oui, j'y vais tout de suite, Rappelle (-moi), Tu me rapportes, Tu n'as besoin de rien d'autre, Tu veux bien*
- **To shop for groceries:** *du bœuf (m.), le boucher(-ère), la boucherie/la charcuterie, le/la caissier (-ière), le chariot, les crevettes (f.), des huîtres (f.), la crèmerie, la fromagerie (m.), l'épicerie (f.), l'épicier/l'épicière, les fruits de mer (m.), le/la poissonnier(-ière), la poissonnerie, un sac en plastique, le yaourt, à peu près, environ, C'est tout pour aujourd'hui., C'est... le kilo., Ce sera tout?, Combien vous en faut-il?, Il me faut., Je vais en prendre..., mûr(e)(s)/bien mûr(e)(s), Qu'est-ce qu'il vous faut?, Vous les voulez comment, ...?*

- **To ask where things are:** *Alors, ...tout près..., Au milieu du, ...ça se trouve où, Madame, les produits congelés, s'il vous plaît?, Où est-ce que je pourrais trouver... ?, Si vous allez... au bout du...*

2. Grammar:

- the partitive article
- when to use the partitive, definite or indefinite article
- expressions of quantity
- the pronoun y
- the pronoun en
- placement of object pronouns when there are more than one in a sentence
- contractions with à and de
- review command forms
- spatial directions in town and in a store: devant, derrière, à gauche, à droite, en face, à côté de, tout droit, sur, sous, au-dessous de, en dessous de, entre, au milieu de

3. Culture:

- Le français dans les cuisines
- Metric system
- Grocery shopping, compare and contrast shopping for food
- Francophone recipes and/or specialties
- How to give directions

Students will be able to:

Interpretive:

- I can understand recipe directions in a cookbook.
- I can understand and follow the website for the grocery store “Carrefour.”
- I can follow simple cooking directions from a YouTube video.
- I can understand a video about food shopping in France.
- I can understand some information found on the French food pyramid.
- I can understand a few lines in a song.
- I can understand blog responses to questions about recommendations for a restaurant.

Interpersonal:

Using sentences, occasionally some supporting details and follow-up questions,

- I can exchange information to decide which foods to buy for a recipe.
- I can participate in a conversation with my partner about whether a recipe is easy or difficult.
- I can exchange information about where things are in a store.
- I can have a conversation with a friend to provide directions to get to a store.
- I can have a conversation with a friend about what I eat for breakfast, lunch and dinner.

Presentational:

Using sentences, sentence strings and occasionally some supporting details,

- I can tell the steps of a recipe I made.
- I can tell what foods I have for breakfast, lunch and dinner.
- I can give a series of reasons why I love a specific recipe/food.
- I can write a simple recipe of a favorite dish.
- I can develop a simple survey for my peers about which foods they prefer.

Resources

Core Text:

Suggested Resources:

Holt, Rinehart and Winston, Bien dit!

Level 2

Technology (Internet resources, videos, audio CDs)

Authentic realia

UNIT 4: Au lycée/ At the high school**Summary and Rationale**

As a teenager, high school and technology are important aspects of my life. This unit focuses on school, after school activities and clubs, and the use of technology. I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. I will be able to compare the differences between schools in Quebec, France, and the US and I will be able to understand the role that computers play in education in France and the US.

Recommended Pacing

22 Days

State Standards**Vision**

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

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
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7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
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7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

Intercultural Statements	Possible topics
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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, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures)..

Interpersonal Mode of Communication: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

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7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
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Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Instructional Focus

Unit Enduring Understandings:

- Students will know the differences between schools in Quebec, France and the US.
- Technology plays an important role in education.

Unit Essential Questions:

- What are similarities and differences in French and American high schools?
- What are the different degrees/ diplomas earned in a French or Quebec school system?
- What role do computers play in education in the US and France?

Objectives

Students will know:

1. Vocabulary

- **Places and people in a high school:** *la cantine, le CDI, la compétition, le complexe sportif, le conseiller (la conseillère), d'éducation, la cour de récréation, le/la documentaliste, emprunter (un livre), être en retenue, faire une expérience, faire des recherches, gagner, le gymnase, l'infirmier/l'infirmière, l'infirmier (f.), l'interrogation (m.), le laboratoire, les lunettes (f.) de protection, la note, passer un examen, la piste (d'athlétisme), rater, rendre (un livre), réussir, la salle d'informatique, le terrain de sport, avoir entraîné*
- **To ask how something turned out:** *Au fait..., Comment s'est passé... ?, complètement, dis-moi..., évidemment, Je l'ai gagné(e), Je n'en sais rien.*
- **To wonder what happened:** *quelqu'un, Je me demande si..., Je parie que..., Tu crois qu'il est arrivé quelque chose à... ?, ... pour une fois, Oui, sans doute, Tu crois?, C'est possible, Tu as peut-être raison*
- **Technology/parts of a computer:** *l'accueil (m.), actualiser, l'adresse (f.), l'affichage (m.), arrêter, les barres (f.) de défilement, le clavier, cliquer, le courrier, le démarrage, démarrer, l'écran, l'édition (f.), les favoris (m.), la fenêtre, le fichier, graver, le graveur de CD/DVD, l'imprimante (f.), imprimer, l'interface (f.), les liens (m.), le logiciel, le menu déroulant, le navigateur, naviguer, les outils (m.), le moniteur, la précédente/la suivante, rechercher, sauvegarder, la souris, télécharger, la touche (retour)*

- **To ask for information:** *Comment est-ce qu'on fait... ?, Qu'est-ce que tu utilises comme... ?, Quelle sorte de/d'... ?, Savez-vous comment... ?*
- **To express frustration:** *Ça m'énerve!, planter, Tout va de travers depuis que..., Rien ne marche..., Je ne sais pas quoi faire!, Ça fait trois fois que je perds, mon document!*

2. Grammar

- Review passé composé
- Review object pronouns: direct, indirect, y and en
- Quelqu'un and ne personne
- Quelque chose and ne rien
- Personne and rien as subjects
- Depuis, il y a and ça fait with an expression of time

3. Culture

- School books
- High school and college diplomas in the Francophone world
- Lycée traditionnel et lycée professionnel
- Computer keyboards qwerty v azerty

Students will be able to:

Interpretive:

- I can understand some information from an article about high schools in Quebec.
- I can understand a conversation between an employee and a customer in a tech store.
- I can understand simple questions about technology related issues.
- I can understand a few lines in a song.
- I can understand responses to questions about technology recommendations.

Interpersonal:

- I can exchange information to decide which type of computer is best to utilize.
- I can exchange information about the types of classes people prefer.
- I can participate in a conversation to compare high schools in Quebec and the US.
- I can interact with others to ask how long they have been doing certain activities.
- I can interact to share frustration about technology issues.

Presentational:

- I can tell the steps to doing research online.
- I can describe frustration about technology issues.
- I can describe my school.
- I can write an email to a friend describing what happened at school today.
- I can write a series of reasons describing the advantages and disadvantages of virtual schooling.
- I can write questions about how to use a computer.

Resources

Core Text:

Suggested Resources:

Holt, Rinehart and Winston, Bien dit!

Level 2

Technology (Internet resources, videos, audio CDs)

Authentic realia

