



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent for  
Curriculum and Instruction

**Content Area:** French 4

**Grade Span:** 9-12

**Written by:** Sylvia Guensch

**Presented by:** Glennysa Jurado-Moran

**Approval date:** August 2021

Members of the Board of Education

Shelia Hobson – Board President

Kimberly Lane – Vice President

Shantell Cherry

Jeffrey Fields, Sr.

Ralph Johnson

Calvin Laughlin

Nitang Patel

Zoe Scotto

Brenda Smith

**Piscataway Township Schools**

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

[www.piscatawayschools.org](http://www.piscatawayschools.org)

## COURSE OVERVIEW

### Description

This course is designed for students who have successfully completed French 3, 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/Mid 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 4 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 (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) 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/Mid 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
Unit 1	Une journée typique/A typical day	22 Days
Unit 2	Le bon vieux temps/Good old days	22 Days
Unit 3	Les Misérables (novel)	22 Days
Unit 4	La Santé/Health	22 Days

### Resources

Core Text: Holt, Rinehart and Winston, Bien dit! Level 2, novel of students' choice (Phantom of the Opera, Les Misérables, Le Petit Prince, Le Comte de Monte Cristo, Au Revoir les Enfants)  
 Suggested Resources: Technology (Internet resources, videos, audio CDs)  
 Authentic realia

## UNIT 1: Une journée typique/A typical day

### Summary and Rationale

This unit focuses on daily routines. I will be able to tell what I do daily to get ready for school and bed. Within the theme of “Daily Routines”, 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 daily routines of French and American students. I will be able to describe and engage in conversations about what I do to get ready every day.

### 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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Intercultural Statements	Possible topics
--------------------------	-----------------

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
<p>Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

Intercultural Statements	Possible topics
--------------------------	-----------------

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<p>Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate typical products related to everyday life in the target	Immigration, climate change, population, visual and performing arts, literature.

<p>culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.</p>
<p><b>Instructional Focus</b></p>	
<p>Unit Enduring Understandings</p>	
<ul style="list-style-type: none"> <li>● Hygiene is an important part of daily life.</li> <li>● Teenage transportation to school can be different in France vs the US.</li> <li>● Standards of beauty and aesthetics are often influenced by culture, and can vary widely.</li> </ul>	
<p>Unit Essential Questions</p>	
<ul style="list-style-type: none"> <li>● What makes the goûter different from snacking?</li> <li>● Are the standards of beauty and aesthetics the same worldwide?</li> <li>● What differences are there in perceptions of beauty between the United States and francophone countries?</li> </ul>	
<p>Objectives</p>	
<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. Vocabulary: <ul style="list-style-type: none"> <li>● To talk about your routine: la baignoire, la brosse/la brosse à dents, se brosser les cheveux/les dents, se coiffer, la crème à raser, le dentifrice, le déodorant, la douche, s'en aller, le gel douche, s'habiller, le lavabo, se laver (les cheveux) (m.), se lever, le maquillage, se maquiller, le mascara, la matinée, le miroir, le peigne, se peigner (les cheveux), le peignoir, prendre un bain/une douche, se préparer, se raser, le rasoir (électrique), le réveil, le robinet, se réveiller, le rouge à lèvres, le savon, le sèche-cheveux, se sécher les cheveux (m.), la serviette, le shampooing, sonner, avant de, chaque, en même temps (que), en premier, ensuite, pendant que tous les deux (jours)</li> <li>● To express impatience: Alors, on y va?, Arrête de traîner!, Dépêche-toi!, Tu es prêt(e)?, Vous allez être en retard.</li> <li>● To say when you do things: aller au travail/au lycée, se coucher/se mettre au lit, se déshabiller/s'endormir, faire la sieste, faire sa toilette, faire ses devoirs, la figure, se mettre en pyjama/en chemise de nuit, s'occuper (de), préparer son sac, prendre le bus, ranger ses affaires, rentrer à la maison, souhaiter une bonne nuit, au plus tard, de bonne heure, tard/tôt, une fois que/après ça, la journée/le soir</li> <li>● To make recommendations: C'est l'heure de..., Il est temps de..., Tu devrais..., Va... Il est tard.</li> </ul> </li> <li>2. Grammar: <ul style="list-style-type: none"> <li>● reflexive verbs</li> <li>● tout, tous, toute, toutes</li> </ul> </li> </ol>	



- reflexive verbs in the passé composé
- learn imperative with reflexives
- reflexives with infinitives

3. Culture:

- typical French teenagers day
- le goûter
- La faïence de Quimper
- French beauty products

Students will be able to:

Interpretive:

- I can understand the main idea and key information in a Trotro video about routines.
- I can identify similarities and differences between French and American teenager routines.
- I can understand product information in an ad.
- I can understand a speaker's description of his/her/their daily routine.

Interpersonal:

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

- I can participate in a conversation with someone about our daily routines.
- I can compare and contrast French and American teenagers' daily routines.
- I can exchange opinions on personal hygiene products.
- I can give and receive recommendations to/from a peer about how to improve daily routines.
- I can when expressing viewpoints, give reasons to support the claims.

Presentational:

Using sentences, sentence strings and some supporting details,

- I can describe plans for my day.
- I can describe orally and in writing my daily hygiene routine.
- I can narrate and describe what I did yesterday.
- I can give a presentation about a partner's daily routine.
- I can narrate my daily routine
- I can when expressing viewpoints, give reasons to support the claims.

## Resources

Core Text: Holt, Rinehart and Winston,  
Bien dit! Level 2

Suggested Resources: Technology (Internet  
resources, videos, audio CDs)

Authentic realia

## UNIT 2: Le Bon Vieux Temps / The Good Old Days

### Summary and Rationale

My childhood experiences helped shape who I am today. In this unit, I will be able to describe traditions, holidays, and activities from my childhood. Within the theme of “childhood activities” 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 talk about when I was a child and events in the past. I will be able to compare life in the country and in the city as well as the effects pollution has on the environment.

### 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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
<p>Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<p>Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<b>Instructional Focus</b>	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> <li>● Culture and environment will influence a person's life experiences.</li> <li>● Language and culture influence my individual actions.</li> <li>● A country's dedication to preservation and protection of the environment may vary greatly, depending on its economy, government, education</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>● How are activities that you did as a child different or similar to those of Francophone children?</li> <li>● How does country life differ from life in the city?</li> <li>● Do humans have an obligation to protect nature?</li> </ul>	
Objectives	
Students will know: <ol style="list-style-type: none"> <li>1. Vocabulary: <ul style="list-style-type: none"> <li>● To talk about when you were a child: aller au cirque (m.), collectionner, content(e)/triste, faire de la balançoire, faire de la bascule, faire de châteaux (m.) de sable, faire des farces (f.), faire du manège, grimper aux arbres (m.), jouer au ballon, jouer aux billes (f.), jouer à chat perché, jouer aux dames (f.), jouer à la marelle, jouer à la poupée, jouer aux petites voitures, jouer au train</li> </ul> </li> </ol>	

électrique, obéissant(e), regarder des dessins animés, sauter à la corde, les souvenirs d'enfance, Quand j'avais... ans,..., Quand j'étais petit(e), Quand j'étais (plus) jeune

- To tell about an event in the past: à ce moment-là, alors que, finalement, heureusement, pendant que
- To compare life in the country and the city: l'âne (m.), bruyant(e), calme, la campagne, le canard, le champ, le cheval, la chèvre, le cochon, dangereux(-euse), la ferme, la grange, le lapin, le mouton, le paysage, pollué(e), la poule, la prairie, propre, pur(e), sale, stressant(e), le tracteur, tranquille, la vache, le village, vivant(e), autant que, différent(e) de, plus... que, plus de... que, moins... que
- To describe life in the country: Ce qui était..., c'était, Ce qui me manque, c'est, Il y avait, tellement
- To talk about the environment: l'environnement, la planète, l'écologie, un écologiste, écologique, la nature, la forêt, le climat, la météo, le recyclage, la pollution, protéger l'environnement, pollué, avoir des gestes écologique, la gaz à effet de serre, un polluant, toxique, des changement climatiques, le gaspillage, déforestation, sauvegarde

## 2. Grammar:

- Imparfait
- Markers and circumstance for imparfait
- Markers and circumstance for passé composé
- Comparatives with adjectives and nouns
- Superlatives with adjectives

## 3. Culture:

- Children's games
- Comic books
- At the farm
- Summer camps
- French recycling programs
- Au pairs

Students will be able to:

### 1. Interpretive:

- I can understand essential information in a French comic book.
- I can understand a message on a social media post.
- I can identify the order of key events from a simple story read aloud.
- I can understand the main idea and key information from a magazine article about global warming.

### 2. Interpersonal:

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

- I can exchange information to create a poster to promote recycling and the benefits of it.
- I can participate in a conversation with someone about ways to save energy.
- I can participate in a conversation with someone about living in the country versus the city.
- I can participate in a conversation with a partner about our childhoods.
- I can when expressing viewpoints, give reasons to support the claims.

### 3. Presentational:

Using sentences, sentence strings and some supporting details,

- I can tell a simple story about a childhood memory or a recent family trip or event.
- I can write a simple story about a recent trip, project or childhood memory.
- I can present basic points and support my position on common issues such as recycling.

- I can write a short opinion statement about a current event I have learned about or researched.
- I can present a brief outline of a current or past event.
- I can when expressing viewpoints, give reasons to support the claims.

### **Resources**

Core Text: Holt, Rinehart and Winston,  
Bien dit! Level 2

Suggested Resources: Technology  
(Internet resources, videos, audio CDs)

Authentic realia



## UNIT 3: Les Misérables (a novel)

### Summary and Rationale

This unit focuses on the novel, “Les Misérables” by Victor Hugo and its themes, characters, and setting. Within the theme of “social injustice” 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 talk about the themes, characters and setting of the novel.

### 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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statements	Possible topics

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
<p>Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
Intercultural Statements	Possible Topics

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<p>Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target

	culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

### Instructional Focus

#### Unit Enduring Understandings

- Culture influences our prejudice and bias
- decisions and actions have long term impact on our lives
- There are clues in the text to help you figure out the meaning.
- 

#### Unit Essential Questions

- How can a person's decisions and actions change his/her life?
- How are prejudice and bias created? How can we overcome them?

#### Objectives

Students will know:

1. Vocabulary:
  - Vocabulary pertaining to the novel. [Click here for full vocabulary list](#)
2. Grammar:
  - Le Passé Simple
  - Future Tense
  - Conditional Tense
3. Culture:
  - The French Revolution and its long term effects on French Society
  - Social Injustice in 19th century France
  - Romanticism in France and the role it played in the novel

Students will be able to:

1. Interpretive:
  - I can identify the main conflict in a story.
  - I can understand where a scene takes place based on its description.

- I can understand the meaning of new vocabulary words through context.
- I can understand conversations and written information about the novel.

2. Interpersonal:

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

- I can exchange information about the personality and physical description of characters from the novel.
- I can compare and contrast the main idea, theme, main characters, and setting in the novel.
- I can exchange opinions about movies based on books and express whether the book or the movie is better.
- I can when expressing viewpoints, give reasons to support the claims.

3. Presentational:

Using sentences, sentence strings and some supporting details,

- I can tell about characters and events in the novel.
- I can present information on a variety of oral or visual prompts about the novel.
- I can write a simple review of a movie, book, play or exhibit.
- I can give a brief history of a famous person, landmark, or cultural event.
- I can when expressing viewpoints, give reasons to support the claims.

## Resources

Core Text(s): The novel *Les Misérables* by Victor Hugo. \* A different novel may be chosen by a class vote. The list of novels are: *Le Fantôme de l'Opéra*, *Le Petit Prince*, *Le Comte de Monte Cristo*, *Au Revoir les Enfants*)  
 Suggested Resources: Technology (Internet resources, videos, audio CDs)  
 Authentic realia

## UNIT 4: La Santé/Health

### Summary and Rationale

Health and well being is an important aspect of daily life. In this unit, I will review my knowledge of body parts and connect this prior knowledge to vocabulary for diseases and other illnesses. I will be able to describe symptoms and offer suggestions for possible remedies. Within the theme of “well-being” I will be able to communicate with my peers and my teacher in the target language inside and outside of the classroom. I will learn about the organization “Doctors Without Borders (Medecins sans Frontieres)” and about the group's actions in the francophone world.

### 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 Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, 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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.



7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
<p>Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
InterculturalStatements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<p>Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</p> <p>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.</p>	
	Performance Expectations
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Getting active and staying active is a key component of a healthy, active lifestyle.</li> <li>● Teens are influenced by marketing and media in their food choices, both good and bad.</li> <li>● Healthy eating behaviors and fitness skills promote lifelong wellness.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I let someone know if I am hurt/sick?</li> <li>● How can I improve my well-being?</li> <li>● How do I give advice regarding health?</li> <li>● How do I live a healthy lifestyle?</li> <li>● What is the role of diet and exercise in staying healthy and fit in France vs. America?</li> </ul>	
<b>Objectives</b>	
<p>Students will know:</p> <ol style="list-style-type: none"> <li>1. Vocabulary: <ul style="list-style-type: none"> <li>● To ask and tell how you feel: avoir la grippe/de la fièvre, se blesser, le bras, se brûler, se casser, le cerveau, la cheville, le cœur, le corps, le cou, le dentiste, le doigt (de pied), le dos, l'épaule (f.), l'estomac (m.), éternuer, être fatigué(e), se fouler, le front, le genou, la jambe, la joue, la lèvre, la main, malade, le médecin, le muscle, l'œil (m.), l'os, le pied, le poignet, le poumon, prendre la température, le sourcil, tousser, le visage, Ça n'a pas l'air d'aller, J'ai mal dormi, Je me sens mal, Je</li> </ul> </li> </ol>	

ne me sens pas bien., Non, je ne suis pas en forme, Qu'est-ce que tu as, Qu'est-ce qu'il y a, Tu as l'air, tu as mauvaise mine, tu n'as pas bonne mine.

- To describe symptoms and give advice: Il est important que... désinfectés, Il faut que, J'ai le nez qui coule., J'ai mal au cœur, J'ai mal aux... à la.../à l', Je me suis coupé, Je te conseille de, Tu dois... gazeuse.
- To complain and give advice: avoir un régime équilibré, consommer trop de matières grasses, être en bonne santé, faire des abdominaux (m.), faire de l'exercice (m.), faire de la musculation, faire des pompes (f.), faire un régime, faire du yoga, fumer, manger léger, se nourrir, perdre/prendre du poids, se peser, prendre des vitamines (f.), se priver de sommeil, les produits (m.) biologiques), se relaxer/se reposer, sauter des repas (m.), Il faudrait que tu, J'ai mal partout, Je suis au régime, Pourquoi tu ne (n')... pas, Tu ferais bien de, Tu n'as qu'à
- To sympathize with someone: Ça va aller mieux, Ce n'est pas grave, Je te plains, Mon/Ma pauvre, Ne t'en fais pas

## 2. Grammar:

- The subjunctive of regular verbs
- The subjunctive of irregular verbs
- Expressions that use the subjunctive
- The conditional tense
- "Si" clauses
- The future tense
- Review of the Imperfect tense

## 3. Culture:

- Health care in Senegal and France
- Médecins sans Frontières
- Senegalese food
- Gyms in Senegal and France
- French food pyramid

Students will be able to:

### 1. Interpretive:

- I can understand what is asked for on a simple questionnaire about my health in a popular magazine.
- I can understand the main idea and key information in short straightforward informational texts about health-related topics.
- I can understand the main idea and key information in the story, "Je suis malade."
- I can identify the main idea and key information in short straightforward videos about health-related topics.

### 2. Interpersonal:

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

- I can exchange preferences, feelings, or opinions and provide basic advice regarding health-related goals, creating sentences and series of sentences and asking a variety of follow-up questions.
- I can exchange information in conversations about a health-related topic I have researched by creating sentences and series of sentences and asking a variety of follow-up questions.
- I can respond to other people's posts about ways to stay healthy.
- I can interact to schedule an appointment with a doctor and say what is the matter.
- I can when expressing viewpoints, give reasons to support the claims.

### 3. Presentational:

Using sentences, sentence strings and some supporting details,

- I can give a straightforward presentation on a health topic I have researched using sentences and a series of connected sentences.
- I can retell a story I've read from a different point of view using sentences and a series of connected sentences.
- I can write about personal goals for my health.
- I can write an email or memo to explain or clarify something that will happen.
- I can when expressing viewpoints, give reasons to support the claims.

### Resources

Core Text: Holt, Rinehart and Winston,

Bien dit! Level 2

Suggested Resources: Technology

(Internet resources, videos, audio CDs)

Authentic realia