

Board Approval Date:

Course Title: French B

Course Description: This course is a continuation of the study of the French language and culture as introduced in French A. Students will review and expand upon previously learned vocabulary and concepts, while acquiring the skills needed to better communicate in the target language and further explore the culture of various French speaking countries.

Course Sequence & Pacing

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1:Let's Reminisce: Introducing Myself/Exploring Student Life	21	Unit 3: People, Places, and Things: Discussing Personal Belongings/Rebuilding New Orleans
2	Unit 1:Let's Reminisce: Introducing Myself/ Exploring Student Life	22	Unit 3: People, Places, and Things: Discussing Personal Belongings/Rebuilding New Orleans
3	Unit 1:Let's Reminisce: Introducing Myself/ Exploring Student Life	23	Unit 3: People, Places, and Things: Discussing Personal Belongings/Rebuilding New Orleans
4	Unit 1:Let's Reminisce: Introducing Myself/ Exploring Student Life	24	Unit 3: People, Places, and Things: Discussing Personal Belongings/Rebuilding New Orleans
5	Unit 1:Let's Reminisce: Describing Daily Life and Activities	25	Unit 3: People, Places, and Things: Discussing Personal Belongings/Rebuilding New Orleans

6	Unit 1:Let's Reminisce: Describing Daily Life and Activities	26	Unit 3: People, Places, and Things: Celebrating Differences/Locating Objects
7	Unit 1:Let's Reminisce: Describing Daily Life and Activities	27	Unit 3: People, Places, and Things: Celebrating Differences/Locating Objects
8	Unit 1:Let's Reminisce: Describing Daily Life and Activities	28	Unit 3: People, Places, and Things: Celebrating Differences/Locating Objects
9	Unit 1: Let's Reminisce: Traveling through Quebec	29	Unit 3: People, Places, and Things: Celebrating Differences/Locating Objects
10	Unit 1: Let's Reminisce: Traveling through Quebec	30	Unit 3: People, Places, and Things: Discussing Personality Traits/Prioritizing Values
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Gathering Information: Indicating Location/Responding to Yes/No Questions	31	Unit 3: People, Places, and Things: Discussing Personality Traits/Prioritizing Values
12	Unit 2: Gathering Information: Indicating Location/Responding to Yes/No Questions	32	Unit 3: People, Places, and Things: Discussing Personality Traits/Prioritizing Values
13	Unit 2: Gathering Information: Writing Information Questions/Exploring Sénégal	33	Unit 3: People, Places, and Things: Differentiating between C'est and Il est/ Obtaining a Driver's License
14	Unit 2: Gathering Information: Writing Information Questions/Exploring Sénégal	34	Unit 3: People, Places, and Things: Differentiating between C'est and Il est/ Obtaining a Driver's License

15	Unit 2: Gathering Information: Writing Information Questions/Exploring Sénégal	35	Unit 4: At Home and Around Town: Describing My Home
16	Unit 2:Gathering Information: Expressing Activities and Pastimes with Faire/Asking Questions Using Inversion	36	Unit 4: At Home and Around Town: Describing My Home
17	Unit 2: Gathering Information: Expressing Activities and Pastimes with Faire/Asking Questions Using Inversion	37	Unit 4: At Home and Around Town: Describing My Home
18	Unit 3: People, Places, and Things: Describing Physical Appearance/Interpreting Pointillism	38	Unit 4: At Home and Around Town: Exploring My Town and Neighborhood
19	Unit 3: People, Places, and Things: Describing Physical Appearance/Interpreting Pointillism	39	Unit 4: At Home and Around Town: Exploring My Town and Neighborhood
20	Unit 3: People, Places, and Things: Describing Physical Appearance/Interpreting Pointillism	40	Unit 4: At Home and Around Town: Exploring My Town and Neighborhood

Stage 1 Desired Results

Unit Title #1 :Let's Reminisce

Unit Summary: Students will reinforce and expand upon key concepts learned in French A, while communicating about their daily activities and school life. Students will additionally explore the province of Quebec, its people, pastimes, and history.

Unit Learning Targets

NJSLS Standards:

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

- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être and avoir* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.

Computer Science & Design Thinking (CS & DT):

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Unit Essential Questions:

How will learning another language broaden my horizons and be useful in other aspects of life?

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How do my daily activities and school life differ from those of students in the Francophone world?

How do holiday celebrations differ from culture to culture?

Unit Enduring Understandings:

Language connects people.

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influence our society, its institutions and products.

<p><u>Students will know vocabulary related to:</u></p> <p>Greetings, salutations and leave takings Expressions of feeling Classroom objects School subjects/facilities Activities/Sports Numbers through 100 Math terms Age Birthdays Days of the week Months of the year Weather and Seasons Time Er verbs (conjugations in the present tense) verb + infinitive Subject Pronouns Preferences Volition Irregular verbs (avoir, pouvoir, devoir, vouloir, être) Adverbs of frequency and ability Negation</p>	<p>Students will be able to: (<i>Verb Bloom's Taxonomy</i>)</p> <p>Conjugate the verbs être et avoir in their singular forms Conjugate regular er verbs in the present tense Express emotions Describe themselves and others Count to 100 State one's age and birthday State the day, date, and season Describe the weather State how well or how frequent one completes/takes part in various activities Express negation State preferences Discuss daily activities Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Replace common and proper nouns with appropriate subject pronouns in the target language Compare one's own culture, rituals, celebrations and lifestyle to those of teenagers in French speaking countries Explore Quebec and Martinique Explore university options for English speakers in Quebec. Compare Quebec and Montreal.</p>

<p>Martinique (history, landmarks, population, location) Quebec (history, landmarks, population, location) Higher Education Casual questions French idiomatic and daily expressions Halloween</p>	<p>Describe the objects in a classroom State subjects studied at school Compare the education system of France to that of the U.S. Compare government assistance programs for French college students to American college students Differentiate between the celebration of Halloween in the U.S. to how it's celebrated in France and Quebec. Paraphrase/summarize text and audio in the target language Use idiomatic expressions appropriately Synthesize syntax and vocabulary accurately to produce the target language</p>
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Stage 2 Assessment Evidence

Summative Assessments: Unit 1 Review Test: listening comprehension, vocabulary recall, written expression

Je Me Présente- speaking assessment

Quebec Travel Brochure/Commercial

Lettre à Trinh

Formative Assessments: Mot du jour quizzes

Dialogues formal and informal

Teacher observation during class activities

Listening comprehension

Writing prompts

Informal presentations

TPR

Stations (Circuit)
 Reading comprehension
 Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)
 French B Pre-assessment
 Vocabulary quizzes
 Verb conjugation quizzes
 Sentence puzzles
 Personal coat of arms
 Weather project

Common Benchmark Assessments:

Unit 1 Review Test: listening comprehension, vocabulary recall, grammar, written expression

Alternative Assessments:

Lettre à Trinh
 Je Me Présente- speaking assessment
 Quebec Travel Brochure/Commercial

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
(Number Only) 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3	Introducing Myself Exploring Student Life	<ul style="list-style-type: none"> Reinforce and expand vocabulary related to introductions, greetings, and leave takings through 	4 weeks

<p>7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 9.1.8.CR.3 RST.6-8.2 NJLSA.W4 8.1.2.NI.1 8.1.2.NI.2</p>		<p>listening comprehension activities, the textbook, and guided readings.</p> <ul style="list-style-type: none"> ● Discuss feelings and emotions related to the return to school using target vocabulary (anxious, tired, excited, sad, etc...) through class discussions and paired conversations. ● Collaborate on ways to adjust to the start of the school year/routine change using target vocabulary through guided class discussions. ● Greet others, take leave, and introduce oneself, using target vocabulary, in guided conversations and role-plays. ● Express emotions and feelings through scripted and open-ended presentations and digital activities. ● Introduce and describe oneself and one's preferences through an oral presentation. ● Create a coat of arms depicting and describing oneself, one's family, and interests. ● Comprehend native speakers as they discuss greetings, introductions, and feelings. 	
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		<ul style="list-style-type: none">● Respond to questions posed by native speakers using target vocabulary.● Recognize and incorporate French idioms into conversations through daily “mots du jours”.● State preferences through guided oral and written activities and role-plays.● Combine words and phrases to respond to spontaneous and practiced interview questions.● Review and expand classroom object vocabulary through picture prompts, realia, textbook tutorials, listening comprehension, readings, hands-on games and activities and digital programs.● Locate and describe items in the French classroom through oral and written activities.● Decide what classroom objects are needed in order to perform certain school related tasks through writing prompts.● Discuss items brought to school daily through Q&A sessions, hands-on activities, and paired conversations.	
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		<ul style="list-style-type: none">● Review and expand vocabulary related to colors through picture prompts, textbook tutorials, listening comprehension, readings, hands-on games and activities and digital programs.● Express the colors of various items in the classroom through oral activities, role-plays, and games.● Ask and respond to questions about at what time classes begin.● Comprehend native speakers as they discuss classroom objects and school activities through listening comprehension activities.● Comprehend texts including target vocabulary.● Reinforce school subject vocabulary through picture prompts, listening comprehension, textbook, hands-on activities and digital games.● Organize a French student's schedule through reading comprehension.● Further compare and contrast French secondary schools to American ones through authentic readings,	
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		<p>letters from French students, textbook cultural notes, and video programs.</p> <ul style="list-style-type: none">● Compose a letter to a French student about one's school life and activities.● Compare and contrast the school work load of typical French secondary students to American ones through reading comprehension, textbook cultural notes, and authentic videos.● Explain why French students devote a significant amount of time to their studies through class discussions and writing prompts.● Compare procedures and government assistance for college students in France to those in the U.S.● Develop and defend an argument concerning which country makes higher education more accessible.● Explain how diversity influences school culture and course offerings through authentic readings, textbook cultural notes, video presentations, and class discussions.	
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<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.3: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.IPERS.6: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 RST.6-8.2 NJSLA.W4</p>	<p>Describing Daily Life and Activities</p>	<ul style="list-style-type: none"> ● Review numbers through 100 through choral response, hands-on and digital games, listening comprehension activities and speaking practice. ● Use numbers through 100 in guided conversations, written responses, and Q&A sessions. ● Recognize and incorporate French idioms into conversations through daily “mots du jours”. ● Differentiate between tu and vous through listening comprehension, guided oral practice, and authentic video activities. ● Introduce friends and family members through guided oral and written activities, independent activities, and role-plays. ● Ask and respond to questions related to age, birthday, nationality, and origin through interviews and guided paired conversations. ● Report on the age, nationality, birthday, and origin of others through guided oral and written activities, brief compositions, listening comprehension, and role-plays. 	<p><i>4 weeks</i></p>
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		<ul style="list-style-type: none">● Express the time using target vocabulary in guided oral and written activities.● Converse about what time events take place through role-plays.● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues.● Comprehend native speakers as they discuss the time and at what time events take place.● Respond to questions posed by native speakers using target vocabulary.● Combine words and phrases to respond to spontaneous and practiced interview questions.● Identify the days of the week and the months of the year through choral response, hands-on and digital games, listening comprehension activities, textbook activities, and songs.● Comprehend native speakers when they discuss the day and date.	
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		<ul style="list-style-type: none">● Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays.● Recognize the format for the date in French through textbook/cultural readings and advertisements.● Associate French holidays with their respective date through guided written and oral activities.● Identify and expand upon weather expressions through direct instruction, hands-on and digital games, textbook explanations, listening comprehension activities, and authentic advertisements.● Forecast the weather through role-plays and guided dialogues.● Further explain how climate change impacts daily weather trends through authentic readings and video presentations.● Identify the four seasons through choral response, hands-on activities, and picture prompts.● Comprehend conversations and narratives in which native speakers discuss the weather.	
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		<ul style="list-style-type: none">● Identify and expand upon vocabulary related to daily activities through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games.● Converse about likes and dislikes through guided paired conversations, textbook exercises, and role plays.● State preferences in written form through guided textbook exercises, writing prompts, and short compositions.● Express volition using the verb “vouloir” through guided speaking and writing activities.● Comprehend authentic letters written by French students detailing how they spend their free time.● Respond to letters written by French students detailing one’s own leisure activities.● Comprehend native speakers as they discuss their activity preferences.● Identify French subject pronouns through textbook tutorials, graphic organizers, listening comprehension	
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		<p>activities, authentic readings, hands-on and digital games.</p> <ul style="list-style-type: none">● Differentiate between common and proper nouns in French through direct instruction, listening comprehension, guided oral and written activities, hands-on and digital games.● Decide and justify which subject pronouns replace various French common and proper nouns through guided oral and written activities, independent written activities, cooperative learning, and Q&A sessions.● Recognize conjugations of regular er verbs in the present tense through graphic organizers, paired activities, songs, video tutorials, textbook tutorials, guided oral and written activities, and digital and hands-on games.● Conjugate regular er verbs in order to discuss the activities of oneself and others.● Respond to native speakers as they pose questions about their activities and the activities of others	
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		<p>through speaking prompts and listening comprehension activities.</p> <ul style="list-style-type: none">● Comprehend text using target vocabulary (subject pronouns and er verbs in their conjugated forms.)● Use target vocabulary to sequence events during speaking practice, independent written activities, and role-plays.● Participate in oral interviews using current and previously learned vocabulary and grammatical structures.● State what people are not doing using negation through guided oral and written practice.● Identify adverbs of frequency and ability through textbook tutorials, hands-on games, digital programs, and listening comprehension activities.● Express how frequently or how well various people complete activities using target vocabulary through Q&A sessions, paired conversations, interviews, picture prompts, and role-plays.	
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		<ul style="list-style-type: none"> ● Create comprehensive sentences from a selection of given words and phrases through sentence puzzles. ● Compose short compositions detailing what people do and don't do, how well and how frequently they do activities, and the scenarios in which the activities are completed. ● Communicate about activities and pastimes through role-plays and paired conversations. ● Comprehend native speakers as they discuss their activities and the activities of others. 	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	Traveling through Quebec	<ul style="list-style-type: none"> ● Identify the province of Quebec on the North American and world map. ● Compare and contrast the cities of Quebec and Montreal through video programs, reading comprehension, travel documents, listening comprehension, and guided research. ● Prepare a commercial and travel brochure in the target language to persuade classmates to visit Quebec or Montreal. 	2 weeks

<p>7.1.NM.PRSNT.6 RST.6-8.2 9.2.8.CAP.7 NJSLSA.W4 WHST.6-8.9. 8.1.2.NI.2</p>		<ul style="list-style-type: none"> ● Identify and describe various historical landmarks, restaurants, hotels, and other tourist destinations in both cities through guided research, class presentations, authentic readings, video clips, and digital presentations. ● Explain from where the first settlers of Quebec came and why many of them migrated to Louisiana, through guided reading comprehension and class discussion. ● Support or criticize the desire of the Quebecois to be independent or part of France again. ● Recognize the contributions of the Quebecois to science, literature, and the arts through guided reading, cultural videos, and class discussions. ● Differentiate between the Quebecois dialect and the Parisian dialect through reading comprehension, listening comprehension, and hands-on games. ● Recognize and incorporate Quebecois idioms into conversations through daily “mots du jours”. ● Justify reasons to visit Quebec in lieu of Paris. 	
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		<ul style="list-style-type: none"> • Identify various French-Canadian universities and their programs through guided research and reading comprehension. • Compare and contrast their programs, facilities, and tuition to various U.S. universities that are similarly ranked through reading comprehension and guided research. • Discuss the advantages and disadvantages of attending a French-Canadian university versus an American one. 	
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<i>Texts</i>	<i>Notes</i>
Discovering French Bleu (text)	
DFB audio program, video program, Activités pour Vous, Workbook	
Authentic articles and advertisements	
Teacher made resources and activities	
Youtube- authentic videos	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides	

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Pacing of lessons
- Supplemental notes/study guides
- Modification of content and student products
- Testing accommodations

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Open-ended assessments and activities
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Comparing target language grammar and vocabulary to that of the Spanish language
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #2: Gathering Information

Unit Summary: In this unit, students will compose information questions, give descriptions and locations using être, and discuss what people do and make utilizing faire expressions.

Unit Learning Targets

NJSLS Standards:

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

- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être and faire* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills (CLKS): 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science & Design Thinking (CS & DT): 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
Reading: RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. Writing: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<p>Unit Essential Questions:</p> <p>How can I become a more effective reader, writer, speaker, and listener in languages other than English?</p> <p>How does the language I'm studying help me to better understand my native language?</p> <p>How can I acquire more information in my new language?</p> <p>How can I gather information in the most concise and articulate way possible?</p> <p>How can music be used to advocate for social justice and human rights?</p> <p>How do holiday celebrations differ from culture to culture?</p>	<p>Unit Enduring Understandings:</p> <p>Language connects people.</p> <p>Learning a different language/culture leads to greater understanding of one's own language and culture.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Direct translation from language to language doesn't exist.</p> <p>Cultural perspectives are gained by using the language and through experiences with its products and practices.</p> <p>Traditions and celebrations vary throughout the regions of the world.</p>
<p>Students will know vocabulary related to:</p> <ul style="list-style-type: none"> - French cities and countries - conjugations of the verb être in the present tense - être expressions - subject pronouns - location - description - prepositions à and en - tu vs vous (formal vs informal) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Conjugate the irregular verb être in the present tense - Describe people. - State location of people, places, and things - Differentiate between the prepositions en and à - Agree and disagree using target vocabulary - Differentiate between the tu and vous form - Identify interrogative expressions

- interrogative expressions
- idiomatic expressions
- variations of yes and no
- negation
- conjunctions
- music and concerts
- est-ce que
- conjugations of faire in the present tense
- expressions with faire
- Christmas and Hanukkah

- Compose information questions
- Point out and explain patterns used when forming information questions.
- Ask questions using est-ce que
- Respond to yes/no questions with a variety of expressions
- Respond to information questions using the target language
- Create questions using the inversion method
- Understand and respond to native speakers when they pose information questions
- Conjugate the verb faire
- State what one is making or doing
- Identify and use expressions with faire to discuss activities
- Role-play asking and answering questions about one's daily activities.
- Comprehend the target language in both reading and listening
- Paraphrase/summarize text and audio in the target language
- Use idiomatic expressions appropriately
- Synthesize syntax and vocabulary accurately to produce the target language
- Compose short compositions using target vocabulary and previously learned vocabulary to describe location and activities.
- Identify the country of Sénégal on the world map.
- Describe Sénégal's population and geography.
- Critique the music of Youssou N'Dour, an internationally known Sénégalaise performer.
- Interpret and discuss Youssou N'Dour's lyrics promoting African unity and human dignity.
- Compare his style of music to other well-known styles

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| | <ul style="list-style-type: none">- Identify vocabulary associated with Christmas and Hanukkah- Compare and contrast the celebrations of Christmas and New Year's in France to those celebrations in the U.S. |
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Stage 2 Assessment Evidence

Summative Assessments:

Qu'est-ce que tu fais?- dialogue

Unit 2 Test- Creating information questions (listening comprehension, vocabulary recall, verb conjugations, writing and responding to information questions)

Formative Assessments:

Vocabulary quizzes

Grammar and conjugation quizzes

Dialogue/Role-Plays

Skits

Teacher observation during class activities

Listening comprehension

Writing prompts

Graphic organizers

Stations (Circuit)

Reading comprehension

Sentence puzzles

Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments: Unit 2 test- Creating information questionstions (listening comprehension, vocabulary recall, verb conjugations, writing and responding to information questions)

Alternative Assessments:
Qu'est-ce que tu fais?- dialogue

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 NJSLSA.W4	Indicating Location Responding to Yes/No Questions	<ul style="list-style-type: none"> ● Conjugate the verb être in the present tense through chart creation, choral response, digital and hands-on activities, and guided written exercises. ● Revisit the uses of être when stating nationalities, colors, the date, and time. ● Identify vocabulary of location through textbook tutorials, listening comprehension, and reading comprehension. ● Differentiate between the prepositions en and à. 	2 weeks

		<ul style="list-style-type: none">● Determine when to use each through graphic organizer creation, guided oral practice, textbook written activities, digital games, and paired conversations.● Create yes/no questions with est-ce que through hands-on activities, direct instruction, Q&A sessions, and paired conversations.● Compare and contrast the use and meaning of est-ce que vs. n'est-ce pas when posing questions through textbook language notes, direct instruction, and guided speaking activities.● Respond to questions both affirmatively and negatively using target vocabulary through role-plays, written responses, and listening comprehension activities.● Comprehend texts and conversations containing target vocabulary.● Respond to questions in both oral and written form using target vocabulary.● Combine target vocabulary and previously learned vocabulary to speak and write about location.	
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		<ul style="list-style-type: none"> ● Agree and disagree using être d'accord through guided oral and written activities. ● Recombine words and phrases to create clear sentences through sentence puzzle activities. ● Incorporate conjunctions into sentences to create more detailed and comprehensive writing. ● Use voice inflection to differentiate between questions and statements. ● Differentiate between “tu” and “vous” when addressing others through textbook tutorials, listening comprehension, guided oral practice, and role-plays. 	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.3	Writing Information Questions Exploring Sénégal	<ul style="list-style-type: none"> ● Identify interrogative expressions through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings. ● Correlate questions with answers through video activities, hands-on activities, and digital games. 	<i>3 weeks</i>

<p>9.4.8.GCA.1 9.4.8.GCA.2 8.1.8.IC.2 RST.6-8.6</p>		<ul style="list-style-type: none">● Compare format and structure for asking questions in English to asking them in French through class discussion and reading activities.● Devise a formula for writing information questions in the target language.● Compose and pose information questions through guided oral and written practice, textbook exercises, sentence puzzles, digital and hands-on games and paired conversations.● Role-play asking and responding to information questions through speaking prompts.● Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.● Comprehend and respond to native speakers when asking information questions● Comprehend texts containing target vocabulary.● Recombine words and phrases to create clear sentences through sentence puzzle activities.	
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		<ul style="list-style-type: none"> ● Identify and describe the country of Sénégal through textbook cultural notes, map work, video presentations, and guided readings. ● Understand the dialect of a native Sénégalaise French speaker through authentic videos and listening activities. ● Interpret the lyrics of Youssou N’Dour’s music through listening comprehension and authentic readings. ● Discuss music as a vehicle for promoting humanitarian messages through listening comprehension and class discussion. ● Compare Youssou N’Dour’s music to other familiar genres of music popular in the U.S. ● Give examples of contributions of various ethnic and International groups to the French music scene through guided authentic readings and video clips. 	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3	Expressing Activities and Pastimes with Faire Asking Questions Using Inversion	<ul style="list-style-type: none"> ● Conjugate the verb faire in the present tense through chart creation, choral response, digital and hands-on activities, and guided written exercises. ● Revisit the uses of faire when describing the weather. 	<i>2 weeks</i>

<p>7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 NJSLSA.W5</p>		<ul style="list-style-type: none"> ● Discuss what one is doing or making using target vocabulary. ● Comprehend oral and written messages containing target vocabulary. ● Respond to native speakers as they pose questions about their activities and the activities of others through speaking prompts and listening comprehension activities. ● Correlate one’s activities with their location through guided oral and written activities. ● Identify faire expressions through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings. ● Communicate about activities and pastimes through role-plays and paired conversations using target vocabulary and previously acquired vocabulary and structures. ● Use liaison when speaking through chorale response, guided oral practice, listening comprehension and dialogues. 	
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		<ul style="list-style-type: none">● Identify Christmas and Hanukkah vocabulary through picture prompts, hands-on activities, digital games and video clips.● Compare and contrast celebrations of winter holidays in France to those in the United States through reading comprehension and authentic videos.● Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.● Compose short compositions detailing what people do and don't do, how well and how frequently they do activities, and the scenarios in which the activities are completed.● Differentiate between the est-ce que method and the inversion method when writing questions through textbook tutorials, direct instruction, visuals, and digital activities.● Explain when it is appropriate to use the inversion method for writing questions.	
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		<ul style="list-style-type: none"> • Correlate questions with answers through hands-on activities. • Compose and respond to inversion questions through guided oral and written activities, paired conversations, and role-plays. • Comprehend questions asked by native speakers when using the inversion method through listening comprehension and video activities. 	
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<i>Texts</i>	<i>Notes</i>
Discovering French Bleu (text)	
DFB audio program, video program, Activités Pour Vous, Workbook	
Teacher made resources and activities	
Manipulatives and Realia	
Authentic French resources and news articles	
Digital Tools and Subscriptions- YouTube, Gimkit, Quizlet. Blooket, Kahoot, Google Classroom, Google Slides	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,**

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Repetition of skills and concepts
- Organizational support when writing
- Use of assisted technology
- Use of prompts
- Hands-on activities
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Tiered questions and activities

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Supplemental readings and activities
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Repetition
- Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Comparing the French language to their native language
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #3: People, Places, and Things

Unit Summary: Students will be able to describe in detail: people, their bedroom, and objects associated with leisure activities. Students will compare themselves to their friends, differentiate between definite and indefinite articles, state opinions, compare the procedures for obtaining a driver’s license in France to those in the U.S., create artwork using Pointillism, and understand the impact of hurricane Katrina on the economy, structure, and people of New Orleans.

Unit Learning Targets

NJSLS Standards:

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

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcra for target language acquisition that enables comprehension in the target language.

Describing Yourself and Others - Means of describing yourself and others rests on several syntactical themes that are essential to target language acquisition. This includes the appropriate use of *être and avoir* in language use. Integral to language study is the adaptation of a target language identity that incorporates a cultural lens on the student's perspective. This lens is key to second language acquisition through its development of an identity that is second language centered. Fostering the development of this identity will occur through student manipulation of the target language regarding this topic.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Computer Science & Design Thinking (CS & DT):

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Writing:

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

Climate Change: (*Science, CS, CLKS, VPA, SS, WL*) Embedded in learning activities or leave here

Unit Essential Questions:

Unit Enduring Understandings:

<p>How can I become a more effective reader, writer, speaker, and listener in languages other than English?</p> <p>How do attitudes towards friendship differ between the U.S and France?</p> <p>How is culture expressed through art?</p> <p>How are people stereotyped based on their personality and physical traits?</p> <p>How does climate change impact weather patterns?</p>	<p>Learning a different language/culture leads to greater understanding of one's own language and culture.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Cultural perspectives are gained by using the language and through experience with its products and practices.</p> <p>Geography and tradition influence our society, its institutions, and products.</p> <p>Family relationships, friendships, traditions and milestones vary throughout the regions of the world.</p> <p>People around the world live differently depending on factors such as culture, geography, and tradition.</p>
<p><u>Students will know vocabulary related to:</u></p> <p>Nationalities</p> <p>Physical traits</p> <p>Personality traits</p> <p>Colors</p>	<p><u>Students will be able to:</u> (<i>Verb Bloom's Taxonomy</i>)</p> <p>Describe people (personality, nationality, physical traits)</p> <p>Identify and describe objects (colors, size, uses)</p> <p>Describe one's bedroom</p> <p>List furniture</p>

<p>People</p> <p>Objects associated with leisure activities</p> <p>Bedroom furniture</p> <p>Prepositions of location</p> <p>There is/There are</p> <p>Computers and Technology</p> <p>Conjugations of the verb “avoir”</p> <p>Expressions with avoir</p> <p>Age</p> <p>Indefinite articles</p> <p>Definite articles</p> <p>Possessions</p> <p>Personal preferences</p> <p>New Orleans</p> <p>Mardi Gras</p> <p>Natural Disasters/Weather</p> <p>Driving</p> <p>Pointillism/Art Techniques</p>	<p>State the location of objects using prepositions.</p> <p>Design and label a floor plan of one’s room</p> <p>Identify vocabulary associated with everyday technology</p> <p>Compare oneself to one’s friends</p> <p>Conjugate the verb avoir in the present tense</p> <p>Use expressions with avoir to state feelings and descriptions</p> <p>Identify definite and indefinite articles</p> <p>Differentiate between definite and indefinite articles</p> <p>Show possession</p> <p>State preferences</p> <p>Stating names</p> <p>Expressing age</p> <p>Revisit New Orleans</p> <p>Celebrate Mardi Gras and explain its significance</p> <p>Explain the impact of Hurricane Katrina on the city of New Orleans</p> <p>Research and discuss the impact of climate change on weather patterns</p> <p>Recognize and explain the components of Pointillism</p> <p>Create one’s own work of art using the Pointillism technique</p> <p>Compare French car brands to American ones</p> <p>Compare and contrast procedures for obtaining a driver’s license in France to those in place for obtaining one in the U.S.</p> <p>Discuss how vehicle pollutants impact the environment</p> <p>Describe the Paris Agreement and its mission</p> <p>Utilize the target language in both writing and speaking</p> <p>Comprehend the target language in both reading and listening</p> <p>Compare one’s own culture, rituals, celebrations and lifestyles to those of teenagers in French speaking countries</p>
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	Paraphrase/summarize text and audio in the target language Use idiomatic expressions appropriately Synthesize syntax and vocabulary accurately to produce the target language
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Stage 2 Assessment Evidence

Summative Assessments: Unit 3 Test: listening comprehension, vocabulary recall, grammar, short composition
 Oral Interview
 Au Magasin- skit/role-play
 Mon Acteur Préféré (Multimedia project and presentation)

Formative Assessments: Vocabulary quizzes
 Grammar quizzes
 Lesson quizzes
 Pointillism project
 Paired conversations
 Role-Plays
 Oral Presentations
 Stations (circuit)
 Teacher observation during class activities
 Listening comprehension
 Reading comprehension
 Sentence Puzzles
 Graphic organizers
 Game- Mille Bornes

Composition-Vive la différence!
 Digital activities (Quizlet, Gimkit, Edpuzzle, etc...)

Common Benchmark Assessments: Unit 3 Test: listening comprehension, vocabulary recall, grammar, short composition

Alternative Assessments: Oral Interview
 Au Magasin- Role Play/Skit
 Mon Acteur Préféré (Multimedia project and presentation)

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> <i>(Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)</i>	<i>Timeframe</i> <i>(Days or Weeks)</i>
<p><i>(Number Only)</i> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1: 7.1.NM.IPERS.2: 7.1.NM.IPERS.4: 7.1.NM.IPERS.5: 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3</p>	<p>Describing Physical Appearance Interpreting Pointillism</p>	<ul style="list-style-type: none"> ● Identify target vocabulary (physical traits) through picture prompts, chorale repetition, textbook tutorials, listening comprehension, and digital and hands-on activities. ● Categorize descriptive adjectives through graphic organizers and hands-on games. ● Review rules for adjective agreement through digital tutorials, textbook, and guided oral and written practice. 	<p>3 weeks</p>

<p>7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 NJSLSA.W4</p>		<ul style="list-style-type: none">● Use target vocabulary and previously learned vocabulary to converse with others, respond to questions posed by native speakers, and describe oneself and a friend.● Comprehend native speakers as they discuss the physical traits of others.● Comprehend texts containing target vocabulary● Identify people using target vocabulary (student, man, woman, teacher, neighbor, friend, etc...) through picture prompts, chorale repetition, textbook tutorials, listening comprehension, and digital and hands-on activities.● Differentiate between the sound of un and une through listening comprehension and guided oral activities.● Differentiate between masculine and feminine nouns through oral and written review of indefinite articles.● Compose short paragraphs introducing and describing oneself and others, following prompts.	
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		<ul style="list-style-type: none">● Compare and contrast well-known people and characters using target vocabulary through paired conversations, textbook activities, speaking prompts.● Role-play asking and answering questions about friends and family.● Respond to spontaneous interview questions about a third party.● Identify Georges Seurat and his works through picture prompts, video clips, realia, and authentic readings.● Recognize and point out the components of Pointillism, found in his works, through authentic readings and hands-on activities.● Understand how Pointillism relates to Impressionism and give examples of the Impressionist style in Seurat's work.● Model Seurat's Pointillism technique to create one's own work of art.	
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<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 9.1.8.CR.3 9.4.8.GCA.2 NJSLSA.W8 RST.6-8.2. RH.6-8.8.</p>	<p>Discussing Personal Belongings</p> <p>Rebuilding New Orleans</p>	<ul style="list-style-type: none"> ● Identify objects through listening comprehension activities, picture prompts, hands-on activities, flashcards, realia, textbook exercises, and digital games. ● Describe items by size and color using previously learned vocabulary through textbook exercises, guided conversations, Q&A sessions, and writing prompts. ● Role-play asking and answering questions about borrowing various items. ● Determine which objects are needed to complete various tasks and activities through guided oral and written activities. ● State which items one possesses through textbook exercises, paired conversations, and guided oral and written activities. ● Express whether or not items work well, using the verb “marcher”, through picture prompts, textbook exercises, and short oral presentations. 	<p><i>5 weeks</i></p>
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		<ul style="list-style-type: none">● Identify bedroom furniture through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings.● Describe one's room through textbook exercises, paired conversations, floor plan creation, and written expression.● Identify and label the components of computers, video game consoles, and other technological devices used daily through picture prompts, textbook tutorials, and hands-on activities.● Instruct others on how to set up a computer, printer, keyboard, and mouse in the target language.● Model the above procedure using target vocabulary.● Discuss the location of items using target vocabulary (prepositions) through picture prompts, guided conversations, textbook exercises, and hands-on activities.● Comprehend and follow directions given by classmates in order to locate items hidden throughout the classroom.	
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		<ul style="list-style-type: none">● Determine which items in a series don't belong.● Justify why a specific item does not belong in a set using target and previously learned vocabulary.● Combine target vocabulary with previously learned vocabulary to respond to spontaneous and practiced interview questions.● Understand native speakers as they discuss objects and their locations.● Comprehend texts containing target vocabulary.● Understand the significance of Mardi Gras through video presentations, class discussions, and hands-on activities.● Give examples of customs and components of a Mardi Gras celebration through video presentations, authentic readings, picture prompts, and digital games.● Participate in a Mardi Gras celebration through mask creation, float making, and sampling of king cake.● Understand the impact of Hurricane Katrina on the city of New Orleans and its surrounding areas through	
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		<p>authentic readings, news reels, video clips, and class discussion.</p> <ul style="list-style-type: none"> ● Compare Katrina and its devastation to SuperStorm Sandy at the Jersey Shore. ● Explore the impact of climate change on weather patterns through guided research, authentic videos, and class discussions. ● Develop solutions and recommendations for battling climate change through guided research and class discussions. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 RST.6-8.2</p>	<p>Celebrating Differences Locating Objects</p>	<ul style="list-style-type: none"> ● Conjugate the verb avoir in the present tense through chart creation, choral response, digital and hands-on activities, and guided written exercises. ● Revisit the uses of avoir for descriptions (hunger, age, thirst). ● Compare the uses of avoir and être through categorization activities, digital games, and listening comprehension. 	<p><i>4 weeks</i></p>

NJSLSA.W4		<ul style="list-style-type: none">● Discuss one's possessions using target vocabulary.● Discuss one's age and nationality using target vocabulary.● Comprehend oral and written messages containing target vocabulary.● Respond to native speakers as they pose questions about their possessions through speaking prompts and listening comprehension activities.● Compare and contrast one's own appearance, age, preferences, pets, and possessions to those of a friend through a brief composition.● Identify avoir expressions through picture prompts, hands-on activities, listening comprehension, textbook activities, and readings.● Communicate about possessions through role-plays and paired conversations using target vocabulary and previously acquired vocabulary and structures.● Combine words and phrases to respond to spontaneous and practiced interview questions.	
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		<ul style="list-style-type: none">● Express hunger and thirst through textbook activities and paired conversations.● Identify singular and plural indefinite and definite articles through textbook tutorials, chart creation, digital games, and listening comprehension● Determine and practice when to use each type of article and form through listening comprehension, textbook exercises, guided oral and written activities, and games● Use articles when identifying people, describing location, asking for items, and discussing possessions.● Compare the forms and uses of indefinite articles in affirmative versus negative sentences through textbook tutorials, listening comprehension, and guided activities.● State what people don't have using the preposition "de" through oral and written activities.● Contradict negative sentences using target vocabulary through textbook exercises, paired conversations, and role-plays.	
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		<ul style="list-style-type: none"> ● Role-play shopping for school supplies, electronic devices, or sports equipment using target vocabulary and grammar structure. ● Use definite articles to make general statements about preferences through paired conversations and guided written activities. ● Summarize a French student's daily schedule in writing. ● Respond to questions about one's daily routine and habitual actions using target vocabulary. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4: 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1</p>	<p>Discussing Personality Traits</p> <p>Prioritizing Values</p>	<ul style="list-style-type: none"> ● Identify target vocabulary (personality traits) through picture prompts, chorale repetition, textbook tutorials, listening comprehension, and digital and hands-on activities. ● Categorize personality traits through graphic organizers and hands-on games. ● Review rules for adjective agreement through digital tutorials, textbook, and guided oral and written practice. 	<p><i>3 weeks</i></p>

<p>7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 8.1.8.DA.1 NJSLA.W7 NJSLA.W8</p>		<ul style="list-style-type: none">● Review conjugations of être through oral and written activities and digital games.● Use target vocabulary and previously learned vocabulary to converse with others, respond to questions posed by native speakers, and describe oneself and a friend.● Comprehend native speakers as they discuss the physical and personality traits of others.● Comprehend texts containing target vocabulary● Compose short paragraphs introducing and describing oneself and others, following prompts.● Compare and contrast cartoon characters using target vocabulary through paired conversations, textbook activities, speaking prompts.● Reinforce and expand vocabulary related to nationalities through listening comprehension activities, the textbook, and guided readings.● Identify and discuss the nationality of others through picture prompts, paired conversations, and role-plays.	
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		<ul style="list-style-type: none">● Explain where people are from based on their nationality using target vocabulary.● Role-play asking and answering questions about friends and family.● Respond to spontaneous interview questions about a third party.● Create a multimedia presentation describing one's favorite actor and actress using target vocabulary and grammatical structures.● Understand how to make adjectives plural through textbook and digital tutorials, direct instruction, and graphic organizers.● Discuss and describe groups of people using the plural forms of adjectives through paired conversations, brief oral presentations, and written expression.● Create a missing person's poster using target vocabulary.● Express preferences through textbook activities, written expressions, and role-plays.	
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		<ul style="list-style-type: none"> ● Compare and contrast attitudes towards friendship of American students to their French counterparts through authentic videos and textbook cultural notes. ● Prioritize one’s own values using the target language. 	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4: 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 9.1.8.CR.3 9.4.8.GCA.2 NJLSA.W4 RH.6-8.8</p>	<p>Differentiating between C’est and Il est</p> <p>Obtaining a Driver’s License</p>	<ul style="list-style-type: none"> ● Review and expand upon color vocabulary through picture prompts, graphic organizers, and hands-on and digital activities. ● Describe the colors of various animals and objects through textbook activities, paired conversations, Q&A sessions, and writing activities. ● Recognize adjectives that precede nouns through graphic organizers, textbook tutorials, and digital activities. ● Use adjectives that precede nouns to discuss people and objects through guided written activities, brief compositions, and role-plays. ● Differentiate between C’est and Il (Elle) est when describing people and objects through graphic 	<p><i>2 weeks</i></p>

		<p>organizer creation, listening comprehension, digital and hands on activities, and sentence puzzles.</p> <ul style="list-style-type: none">● Express opinions on general topics using target vocabulary.● Role-play solving a crime using target vocabulary and grammatical structures.● Comprehend oral and written messages containing target vocabulary.● Identify various French automobile manufactures and car models through picture prompts, authentic advertisements, video activities, and textbook cultural notes.● Compare French car brands to American ones through textbook culture notes and authentic commercials.● Create a commercial advertising a French vehicle.● Compose a brief composition detailing one's dream car.● Recognize driving related vocabulary through playing the authentic French card game "Mille Bornes".	
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		<ul style="list-style-type: none">● Comprehend native speakers as they discuss their vehicles through listening comprehension activities.● Compare the procedures in place in the United States to those in France for obtaining a driver's license through authentic readings/advertisements, textbook cultural notes, video presentations, and class discussions.● Discuss how vehicle pollutants impact the environment through guided research, authentic articles, and class discussion.● Understand the Paris Agreement and its mission through French news reports and guided reading.	
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**Core Instructional & Supplemental Materials
(including various levels of texts)**

<i>Texts</i>	<i>Notes</i>
Discovering French Bleu (text)	The date in which Mardi Gras is celebrated varies each each, by up to a month, so the exact timing of the Mardi Gras/Hurricane Katrina component of this unit will vary as well.
DFB audio program, video program, Activités pour Vous, Workbook	
Authentic videos, readings, and audio recordings	
Teacher made resources and activities	
Manipulatives and Realia	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides, Youtube	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Hands-on learning
- Organizational support
- Teacher repeating conversations/directions after native speakers for clarity
- Frequent checks for understanding
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Making connections between French and Spanish vocabulary and grammar.

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Stage 1 Desired Results

Unit Title #4: At Home and Around Town

Unit Summary: In this unit, students will describe their home and neighborhood, give and understand directions, explore cities, and compare typical French homes and cities to American ones.

Unit Learning Targets

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

World Language Practices:

Utilizing the Target Language - Through the three modes of communication: interpretive, interpersonal, and presentation, students will actively engage in the target language. Each mode of communication offers the opportunity for students to acquire new vocabulary aligned with the unit, appropriate syntax for utilizing that vocabulary, and the time required for long term memory acquisition. The use of repetition, translanguaging, and plentiful opportunities for both comprehensible input and output in writing, reading, listening, and speaking are required.

Comparing and Contrasting Daily Activities and Traditions - Daily activities and traditions are rooted in ones that are easily accessible to students. Opportunity for analysis of the activities and customs of other cultures will bring to focus areas of comparison and contrast that are readily recognizable. Students will use these activities and customs as fulcrums for target language acquisition that enables comprehension in the target language.

Interdisciplinary Connections**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

Computer Science & Design Thinking (CS & DT):

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Climate Change: *(Science, CS, CLKS, VPA, SS, WL) Embedded in learning activities or leave here*

Unit Essential Questions:

How can I become a more effective reader, writer, speaker, and listener in languages other than English?

How do means of transportation differ from area to area?

How does my home differ from a French home?

How would I navigate a foreign city?

Unit Enduring Understandings:

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

People around the world live differently depending on factors such as culture, geography, and tradition.

<p><u>Students will know vocabulary related to :</u></p> <p>home furniture rooms numbers directions (left, right, straight ahead, etc...) descriptive adjectives prepositions (near/far) commands neighborhoods address places in town there is/there are the verb “aller”</p>	<p>Students will be able to: (<i>Verb Bloom’s Taxonomy</i>)</p> <p>Conjugate the verb aller in the present tense Express where one is going Identify the rooms in a house Describe one’s home Identify pieces of furniture Distinguish between different types of homes (apartments, townhomes, houses) Explore French homes Advertise a home for sale Compare the suburbs to the city Compare the layout and components of a typical French home to an American one State one’s address Compare and contrast French street names to American ones Give and follow directions to find places Express distance between points. Identify components of one’s neighborhood Describe one’s neighborhood. Compare French cities to American ones. Locate and name places in town Explain where one would go in town to complete various tasks. Utilize the target language in both writing and speaking Comprehend the target language in both reading and listening Paraphrase/summarize text and audio in the target language</p>

	Synthesize syntax and vocabulary accurately to produce the target language
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Stage 2 Assessment Evidence

Summative Assessments: Ma maison project
Unit 4 exam (listening comprehension, vocabulary recall, composition)

Formative Assessments:

- Content quizzes
- Floor plan creation
- Q&A sessions
- Dialogues
- Role-plays
- Home listing creation
- Brief oral presentations
- Teacher observation during class activities
- Listening comprehension
- Independent writing
- Guided writing
- TPR
- Reading comprehension

Common Benchmark Assessments: Unit 4 exam

Alternative Assessments: Ma maison project
 Unit 4 exam (listening comprehension, vocabulary recall, composition)

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i> (Asian American & Pacific Islanders, LGBTQ and People with Disabilities, Diversity, Equity & Inclusion [DEI],)	<i>Timeframe</i> (Days or Weeks)
<p>(Number Only)</p> <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 NJSLSA.R6 NJSLSA.W10.</p>	<p>Describing My Home</p>	<ul style="list-style-type: none"> ● Identify different types of homes through listening comprehension activities, picture prompts, digital and hands-on games, and reading comprehension ● Describe one’s home using target vocabulary (moderne, comfortable, grande, petite, moyenne) through guided oral and written activities. ● Identify rooms and features of a home through listening comprehension activities, picture prompts, hands-on activities, textbook exercises, and digital games. ● Label the rooms of a house using target vocabulary. 	<p>3 weeks</p>

		<ul style="list-style-type: none">● Indicate where rooms are located using target vocabulary (en haut/en bas) through Q&A sessions, role-plays, and guided textbook exercises.● Ask and respond to questions about one's home through paired conversations.● Compose short compositions describing one's home and its components.● Comprehend home advertisements in the target language.● Create a for sale listing for a home using target vocabulary and structure.● Describe one's ideal home using target vocabulary.● Compare and contrast the features of a typical French home to those of an American one through reading comprehension and video presentations.● Associate various activities with rooms/locations of the house through textbook exercises and paired conversations.● Comprehend and summarize text containing target vocabulary.	
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		<ul style="list-style-type: none">● Comprehend native speakers as they discuss their homes and the homes of others.● Respond to questions posed by native speakers using target vocabulary.● Combine words and phrases to respond to spontaneous and practiced interview questions.● Recognize the format for stating one's address in French through textbook and written examples.● State one's address in the target language both orally and in writing.● Compare and contrast the origins of French street names to the origins of American ones through textbook cultural notes, authentic videos, and class discussions.	
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7.1.NM.IPRET.1
7.1.NM.IPRET.2
7.1.NM.IPRET.3
7.1.NM.IPRET.4
7.1.NM.IPERS.1
7.1.NM.IPERS.2
7.1.NM.IPERS.4
7.1.NM.IPERS.5
7.1.NM.PRSNT.1
7.1.NM.PRSNT.2
7.1.NM.PRSNT.4
RST.6-8.2.
WHST.6-8.4
9.1.8.CR.1
8.1.8.IC.2

Exploring My Town and Neighborhood

- Identify places in town through picture prompts, digital presentations, textbook, listening comprehension and reading activities.
- Compare the suburbs of Paris to the city of Paris through video presentations, textbook cultural notes, and reading comprehension.
- Express where one would choose to live through class discussion in the target language.
- Conjugate the verb aller in the present tense.
- State where one is going through oral and written activities.
- Role-play asking and answering questions about where people are going.
- Invite others to take part in various activities in town through guided paired conversations and role-plays.
- Accept and decline invitations through guided paired conversations and role-plays.
- Identify vocabulary related to directions through picture prompts, textbook tutorials, listening activities and reading comprehension.

3 weeks

		<ul style="list-style-type: none">● Give and follow directions to various places in town through paired conversations, guided oral and written exercises, digital activities, and Q&A sessions.● Comprehend French speakers as they offer directions.● Follow oral directions to chart locations on city maps.● Express distance between points through textbook exercises, guided writing, and role-play activities.● Identify the components of one's neighborhood through picture prompts, digital games, and guided oral and written activities.● Locate and name places in town through picture prompts, textbook exercises, listening comprehension, and written activities.● Advise others where to go in town in order to complete certain tasks, attend events, or participate in activities.● Describe one's neighborhood using target vocabulary both orally and in writing.● Comprehend and summarize text containing target vocabulary.	
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		<ul style="list-style-type: none"> • Respond to questions posed by native speakers using target vocabulary. • Compare the components and layout of a typical French town to an American one through reading comprehension, textbook cultural notes, and video presentations. 	
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Texts	
<i>Texts</i>	<i>Notes</i>
Discovering French Bleu (text)	NJSLA testing typically takes place during this unit. At least one week of instructional time will be lost. As it is the final six weeks of the school year, instruction is also impacted by school trips and other end of year activities.
DFB audio program, video program, Activités pour Vous, Workbook	
Leveled readings, authentic articles, authentic advertisements, cultural videos	
Teacher made resources and activities	
Manipulatives and Realia	
Digital tools and subscriptions- Gimkit, Quizlet, Blooket, Kahoot, Google Classroom, Google Slides, Youtube	

Accommodations and Modifications:

**Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Hands-on learning
- Organizational support
- Chunking of information
- Teacher repeating conversations/directions after native speakers for clarity
- Frequent checks for understanding
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Supplemental readings

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Comparing French vocabulary and grammatical structures to Spanish ones