Course Title: French 4/5 Culture and Conversation

Subject: World Language

Grade Level: Grades 9-12

Duration: 1 year

Prerequisite: French 3

Elective or Required: Elective

Department Mission Statement:

The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:

Students will continue to develop and integrate the four basic language skills of listening, speaking, reading, and writing. This course is designed to further communication which is achieved through contextualized language activities through the exposure of connections and comparisons to people of Francophone cultures and exploring connections through the use of the French language beyond the confines of the classroom setting. Students will be encouraged to expand their vocabulary, utilized their grasp of grammar, and combine these elements to expand their knowledge of the French language and its rich culture.

Author: Lillian Serghides
Date Submitted: Summer 2015
Unit 1: La Louisiane

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. What is the historical background of Louisiana?
2. Can you describe Louisiana in the present?
3. Where is the French quarter located and can you describe it?
4. Do you know how to employ culturally appropriate speech with the people to whom you speak?
5. What are some polite topics of conversation when speaking to people that you have just met?
6. Would you be able to maintain a conversation with hotel employees with regards to check-in, meals, transportation, and check-out?
7. What are the differences in the backgrounds of Creoles, Canadians, and Cajuns?
8. Are there differences in the ways in which Francophone people speak French?
9. What are some regional foods that are typically enjoyed in Louisiana?
10. Where would you go to see French in Louisiana?
11. What types of music are typically enjoyed in Louisiana?
12. Can you describe the celebration of Mardi Gras, its historical background, and how it is celebrated today?
13. Do you know about the culture and history of the Francophone people of Louisiana?
14. Can you describe the city of New Orleans?
15. Do you know where Francophone people like to visit?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Employ on-line text
- Use [http://mylanguagelabs.com](http://mylanguagelabs.com)
- Participate in textbook driven exercises
- Listen to CD audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Practice vocabulary using online flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Brainstorm ways in which young people of today meet each other and communicate with each other
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Restate, summarize, describe, or narrate each selection using own words
- Utilize topical vocabulary in writing and in speech
- Synthesize target expressions and employ them in required exercises
- Write an email to a friend
- Read and respond to an email from an adult
- Taste a beignet and a café au lait
- Listen to zydeco music and learn about its background
- Search online to learn about Zachary Richard and his music, his poetry, and his notable accomplishments

Enrichment Activities:

- Search online for information about Hurricane Katrina and talk about the effects of this storm
• Glean examples of slang, standard language, and regional expressions of different Francophone people and share your findings with the class
• Provide the class with tasty examples of regional specialties and how they are prepared
• Provide the class with examples of popular, regional music excerpts
• Organize a trip online and share your search with the class—tell where you will go, where you will stay, and what sights would you’re your interest

Methods of Assessments/Evaluation:

• Oral response presentations to class activities
• Presentation of individual and paired student assignments
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with http://www.mylanguagelabs.com
• Individually or pair-generated dialogues
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources

• Online Textbook Information: Intrigue: http://www.pearsonhighered.com/intrigue
• DVD program
• Student Activities Manual
• http://www.mylanguagelabs.com
• Teacher Webpage
Unit 2: A Creole Recipe

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. How would extend, accept, or refuse invitations in culturally appropriate manners?
2. Do you know how to order food and beverage at eating establishments?
3. Do you know how to pose questions in a culturally appropriate manner?
4. How would provide accurate details about an event?
5. Are you able to give commands, encourage someone, or warn them about impending danger?
6. Can tell why the revolution in 1804 in Haiti is significant?
7. Who is Pierre-Amboise Choderlos de LaClos and what novel did he write?
8. Are you able to tell where the Voodoo religion is practiced and can you cite some of its beliefs?
9. What are some popular dishes in New Orleans?
10. Do you know how to set a proper table?
11. How do you know if you should leave a tip after eating in a restaurant or other eating establishment?
12. How would you respond to a friendly note or email?
13. How would you respond to a letter or email from your professor?
14. Are you informed about the urgent need for food and assistance to the people of Haiti and what could be done to assist them?
15. Who were the Arawak? How did they arrive in this area? What lasting imprints did they leave?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)

• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)

• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)

• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)

• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)

• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)

• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)

• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)

• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)

• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)

• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)

• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)

• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)

• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)

• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of
technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Employ on-line text
- Use [http://my languagelabs.com](http://my languagelabs.com)
- Participate in textbook driven exercises
- Listen to CD audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Practice vocabulary using online flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Talk about ways to appropriately extend invitations to people of your own age
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Restate, summarize, describe, or narrate reading selections using own words
- Utilize topical vocabulary in writing and in speech
- Synthesize target expressions and employ them in required exercises
- Write an email to a friend
- Read and respond to an email from an adult

Enrichment Activities:

- Do an online search about the history of Haiti since the revolution of 1804 and report to the class
• Research Creole and Haitian cuisine and talk about some popular dishes
• Find some interesting facts about Voodoo customs and share them with the class
• Investigate online ways to assist the people of Haiti to create lasting improvements on their lives

Methods of Assessments/Evaluation:

• Oral response presentations to class activities
• Presentation of individual and paired student assignments
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with http://www.mylanguagelabs.com
• Individually or pair-generated dialogues
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources

• Online Textbook Information: *Intrigue*: http://www.pearsonhighered.com/intrigue
• DVD program
• Student Activities Manual
• http://www.mylanguagelabs.com
• Teacher Webpage
Unit 3: Visit to Paris

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. Do you know what the Latin Quarter is and where it is located?
2. What information can you provide about the ancient history of the city of Paris?
3. Who are the bouquinistes? Where would find them? What function do they serve to the people of Paris?
4. What can you find on the l’île de la Cité?
5. What are arrondissements and where can you find them?
6. What are the names of the airports that serve the city of Paris?
7. Can you list important things to know when planning to purchase clothing?
8. Are you prepared to engage in culturally appropriate conversation with salespeople and people in the service industries?
9. How would you go about describing your preferences with regards to clothing and accessories?
10. What are the most famous monuments and how would you go about visiting them?
11. What important information can you provide about these most visited monuments?
12. Can you accurately describe people, their personalities, their likes and dislikes, and their clothing?
13. Do you know how to admit wrongdoing? Can you make and accept an apology? Are you able to express resentment or annoyance?
14. Would you be able to provide specific information in a situation requiring accurate facts and details?
15. What should you be aware of to fully enjoy your visit?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
• Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
• Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
• Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
• Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
• Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
• Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
• Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
• Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
• Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
• Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
• Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
• Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
• Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. (7.1.IH.C.5)
• Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
• Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
• All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
• All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
• All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
- Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
- Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of
technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)


• Are included with unit objectives

Activities – include 21st Century Technologies:

• Employ on-line text
• Use [http://mylanguagelabs.com](http://mylanguagelabs.com)
• Participate in textbook driven exercises
• Listen to CD audio segments
• Read aloud and analyze reading selections
• Employ Language Lab
• Practice vocabulary using online flashcards
• Encourage student to create conversations in cooperative pair setting
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Restate, summarize, describe, or narrate each read selection using own words
• Utilize topical vocabulary in writing and in speech
• Synthesize target expressions and employ them in required exercises
• Recognize the passe simple and compare it to the passe compose and imperfect tenses
• Read and analyze selected readings and dialogues by participating in class activities
• Cite some stereotypes and brainstorm ways to combat this type of thinking
• Defend own points of view by providing clear and concise arguments
• Taste a Pain au Chocolat or other tasty treats available to people who walk along the streets of Paris
• List what you should be aware of to fully enjoy your visit?
Enrichment Activities:

- Make contact with Francophone people through the use of the internet
- Prepare an online search of Vietnamese eating establishments in Paris and talk about the dishes that are served
- Create an online visit to the Marais and describe what you will see, what activities you will enjoy, and what foods you will eat

Methods of Assessments/Evaluation:

- Oral response presentations to class activities
- Presentation of individual and paired student assignments
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Teacher observation
- Provide writing samples
- Participation in listening comprehension exercises with [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
- Individually or pair-generated dialogues
- On-line tests/quizzes (for preparation and remediation)
- Listening, speaking, and writing performance tests
- Quarterly exams
- Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

- DVD program
- Student Activities Manual
- [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
- Teacher Webpage
Approximate # of Weeks: (3 Weeks Total)

Essential Questions:

1. What is the Maghreb and can you describe it?
2. What countries are located in this region?
3. Can you describe some of the culture and customs that are present in the Maghreb?
4. Could you make a purchase at a Kiosque employ culturally appropriate conversation?
5. Can you describe the places of worship that are located in the Maghreb?
6. Are you able to differentiate between the different concepts of family?
7. Can you accurately describe people’s character?
8. Would you be able to express disagreement or make a compromise in a culturally appropriate manner?
9. Are you able to construct clear questions when you require information or clarification?
10. Would you be able to accurately describe different situations?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.I.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.R.I.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.R.I.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)

- Are included with unit objectives

Activities – include 21st Century Technologies:

- Employ on-line text
- Use [http://mylanguagelabs.com](http://mylanguagelabs.com)
- Participate in textbook driven exercises
- Listen to CD audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Practice vocabulary using online flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Restate, summarize, describe, or narrate each read selection using own words
- Utilize topical vocabulary in writing and in speech
- Synthesize target expressions and employ them in required exercises
- Construct statements with the plus-que-parfait
- Read and analyze selected readings and dialogues by participating in class activities
- Employ demonstrative adjectives, interrogative pronouns, interrogative adjectives, and interrogative pronouns in related exercises
- Defend own points of view by providing clear and concise arguments
- Read about the culture and history about the Maghreb and the Francophone people who live in this region
- Listen to music from this area of Africa
- Read about how the women of this region

Enrichment Activities:

- Learn more about the Islamic religion by researching the Francophone people who practice it
- Choose a country in the Maghreb and plan a virtual visit and share your experience with the class
- Enrich your knowledge of architecture by learning about ancient structures in the Maghreb and reporting to the class about your findings
Methods of Assessments/Evaluation:

- Oral response presentations to class activities
- Presentation of individual and paired student assignments
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Teacher observation
- Provide writing samples
- Participation in listening comprehension exercises with [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
- Individually or pair-generated dialogues
- On-line tests/quizzes (for preparation and remediation)
- Listening, speaking, and writing performance tests
- Quarterly exams
- Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

- DVD program
- Student Activities Manual
- [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
- Teacher Webpage
Unit 5: Keeping Informed

Approximate # of Weeks:  (3 Weeks Total)

Essential Questions:

1. What are the popular French newspapers and what type of readership do they attract?
2. Can you list the ways in which the French can keep abreast of current events?
3. Are the French aware of world events and politics?
4. What role has the French Café performed in keeping people informed and in tune with politics?
5. Can you explain how the European Union was formed and what are its member countries?
6. Are you able to talk about current events?
7. Can you provide details to aid an investigation if you are a witness or victim of a crime or accident?
8. Where would you obtain information pertaining to politics, business, and world events?
9. How can you read about who is who in the worlds of high society and sports?
10. Would you be able to interpret a weather forecast to be able to talk about the weather in a casual conversation?
11. Can you talk about general weather conditions in the Francophone world such as Belgium, Canada, or Saint Martin?
12. Are you familiar with the Horoscope so that you can participate in light conversation?
13. How would you express your hopes, wishes, and emotions?
14. Can you express your opinions and give advice in a culturally appropriate manner?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
• Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards http://njcccs.org/

• Are included with unit objectives

Activities – include 21st Century Technologies:

• Employ on-line text
• Use http://my languagelabs.com
• Participate in textbook driven exercises
• Listen to CD audio segments
• Read aloud and analyze reading selections
• Employ Language Lab
• Practice vocabulary using online flashcards
• Encourage student to create conversations in cooperative pair setting
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Locate actual French newspapers and read articles of interest
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Restate, summarize, describe, or narrate each selection using own words
• Utilize topical vocabulary in writing and in speech
• Synthesize target expressions and employ them in required exercises
• Read recent articles about the European Union and its use of the Euro
• Learn about current events in Francophone countries
• Talk about the weather and describe seasons, climates, temperature, and precipitation
Enrichment Activities:

- Read French newspapers online to learn about the current events that shape their lives
- Visit the website to learn about current, actual weather conditions and share your findings with the class
- Find online sources to learn about the black market that moves rare and antique books

Methods of Assessments/Evaluation:

- Oral response presentations to class activities
- Presentation of individual and paired student assignments
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Teacher observation
- Provide writing samples
- Participation in listening comprehension exercises with http://www.mylanguagelabs.com
- Individually or pair-generated dialogues
- On-line tests/quizzes (for preparation and remediation)
- Listening, speaking, and writing performance tests
- Quarterly exams
- Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

- DVD program
- Student Activities Manual
- http://www.mylanguagelabs.com
- Teacher Webpage
Unit 6: La Martinique

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. What do you know about the history and culture of Martinique?
2. Can you talk about what life is like on the French-speaking island of Martinique?
3. Do you know any important facts relative to this island nation?
4. What are some of the popular dishes which are typically prepared in Martinique?
5. What are some appropriate slang expressions relative to speaking?
6. How do you politely offer your opinions?
7. How would employ culturally appropriate speech to interrupt, to allow someone to speak, and to add something to a conversation?
8. Can you explain why authors thought of Martinique as utopia?
9. Are you able to use direct and indirect object pronouns in declarative statements and in commands?
10. What role does the “griot” play in the cultural fabric of Martinique?
11. How do you politely ask someone to repeat something?
12. Can you politely ask for more specific information?
13. Would you be able to express your future plans and use the future tense correctly?
14. Do you know when you should speak formally as opposed to informally?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)


• Are included with unit objectives

Activities – include 21st Century Technologies:

• Employ on-line text
• Use [http://mylanguagelabs.com](http://mylanguagelabs.com)
• Participate in textbook driven exercises
• Listen to CD audio segments
• Read aloud and analyze reading selections
• Employ Language Lab
• Practice vocabulary using online flashcards
• Encourage student to create conversations in cooperative pair setting
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Listen to recorded facets of this unit
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Restate, summarize, describe, or narrate each selection using own words
• Utilize topical vocabulary in writing and in speech
• Synthesize target expressions and employ them in required exercises
• Read poetry by Victor Hugo
• Brainstorm about how the lives of the main characters will unfold in the next unit
• Talk about what your life will be like in two years
• Reassure someone using formal and informal in a culturally appropriate manner

Enrichment Activities:

• Discover the arts, the culture, and the cuisine of Martinique by doing an online search and sharing yours results with the class
• Try to predict what your life will be like in the future if you were to meet someone who would be pivotal in this role
• Create a story about a griot and talk about what his life was like and the role that he played in in the cultural fabric of Martinique
• Watch the film *Sugar Cane Alley* about a boy who grew up in Martinique

Methods of Assessments/Evaluation:

• Oral response presentations to class activities
• Presentation of individual and paired student assignments
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
• Individually or pair-generated dialogues
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

• DVD program
• Student Activities Manual
• [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
• Teacher Webpage
Unit 7: Senegal

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. What can tell about the history and the culture of the French-speaking country of Senegal?
2. Who was Leopold Sédar Senghor and why is he important to the people of Senegal?
3. Can you accurately describe living quarters including rooms, furniture, electronics, and other items found in homes and apartments?
4. Would you be able to locate living quarters to buy or to rent?
5. How would you offer opinions about your environment?
6. What does the baobab tree look like and why is it significant in the cultural fabric of Senegal?
7. Would you be able to complain, show compassion for someone’s complaint, or dismiss a complaint?
8. How would you convey your fears?
9. Would you be able to reproach someone in a culturally appropriate manner?
10. How would you talk about what you would do, given certain circumstances?
11. How would you describe African poetry?
12. Have you listened to African music?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
• Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

Interdisciplinary Standards http://njcccs.org/

• Are included with unit objectives

Activities – include 21st Century Technologies:

• Employ on-line text
• Use http://mylanguagelabs.com
• Participate in textbook driven exercises
• Listen to CD audio segments
• Read aloud and analyze reading selections
• Employ Language Lab
• Practice vocabulary using online flashcards
• Encourage student to create conversations in cooperative pair setting
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Listen to recorded facets of this unit
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Restate, summarize, describe, or narrate each selection using own words
• Utilize topical vocabulary in writing and in speech
• Synthesize target expressions and employ them in required exercises
• Read poetry by African poets
• Brainstorm about how the lives of the main characters would unfold, given certain circumstances, in the next unit
• Talk about what your life would be like in two years, given certain circumstances
• Listen to African music and compare it with other music that you enjoy

Enrichment Activities:

• Do an online search of African poetry and share it with your classmates
• Locate some African music and provide your classmates with the opportunity to enjoy it
• Investigate the writing of African writers and share your findings with the rest of the class
Methods of Assessments/Evaluation:

- Oral response presentations to class activities
- Presentation of individual and paired student assignments
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Teacher observation
- Provide writing samples
- Participation in listening comprehension exercises with http://www.my languagelabs.com
- Individually or pair-generated dialogues
- On-line tests/quizzes (for preparation and remediation)
- Listening, speaking, and writing performance tests
- Quarterly exams
- Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

- Online Textbook Information: Intrigue: http://www.pearsonhighered.com/intrigue
- DVD program
- Student Activities Manual
- http://www.my languagelabs.com
- Teacher Webpage
Unit 8: Switzerland

Approximate # of Weeks:  (3 Weeks Total)

Essential Questions:

1. What do you know about the country of Switzerland?
2. Can you describe what you could experience if you visited this country?
3. What are some foods that can be enjoyed in Switzerland?
4. Are there differences in some expressions and words?
5. How would you show appreciation and provide critique in a culturally appropriate manner?
6. Are you able to describe the city of Geneva and what a tourist might see if they were to visit?
7. Why is cheese, chocolate, and watch making important to the economy of Switzerland?
8. Could you make comparisons using the comparative and superlative construction?
9. Are you able to convey your opinion to oppose the thoughts of someone else?
10. How would establish and provide a hypothesis?
11. Could you provide some background information as to why the Swiss people remain neutral?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
- Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
- Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)
Common Core ELA Standards:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
- Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
- Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
- Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)

- Are included with unit objectives

Activities – include 21st Century Technologies:

- Employ on-line text
- Use [http://mylanguageslabs.com](http://mylanguageslabs.com)
- Participate in textbook driven exercises
- Listen to CD audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Practice vocabulary using online flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Listen to recorded facets of this unit
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Restate, summarize, describe, or narrate each selection using own words
- Utilize topical vocabulary in writing and in speech
- Synthesize target expressions and employ them in required exercises
- Read about Romanticism in the 19th century
- Brainstorm about how the lives of the main characters would unfold, given certain circumstances, in the next unit
- Talk about what your life would be like in ten years, given that you complete certain tasks
- Learn about La Confederation Helvetique, its History and cultural background

Enrichment Activities:

- Discover the city of Geneva by taking an online visit
- Do an online search to discover information about the Chillon castle in Montreux, Switzerland and share your findings with the class
- Find out more information about the Red Cross and how it became a global organization

Methods of Assessments/Evaluation:

- Oral response presentations to class activities
- Presentation of individual and paired student assignments
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with http://www.my languagelabs.com
• Individually or pair-generated dialogues
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

• Online Textbook Information: Intrigue:
  http://www.pearsonhighered.com/intrigue
• DVD program
• Student Activities Manual
• http://www.mylanguagelabs.com
• Teacher Webpage
Unit 9: La Provence

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. Can you describe the area that is referred to as “La Provence”? 
2. What are some of the products that are produced in this area and how are they made? 
3. Are you able to describe the character of this region? 
4. Would you be able to describe the differences between modern life and how people lived in the past? 
5. Can you name some fields in which professionals and artisans work? 
6. Why is cheese important to the economy of France? 
7. Where and how is perfume produced? 
8. Can you explain why some animals have been used in fairy tale stories? 
9. What is the city of Grasse famous for and where is it located? 
10. How would you go about explaining the reasons for your actions using culturally appropriate expressions? 
11. Would you be able to make a promise or express an obligation? 
12. What are some regional specialties of Provence and what are the ingredients in these dishes? 
13. Why lavender sachets important to place in your window if you stay in Provence?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
- Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
• Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and
issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)

- Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Employ on-line text
- Use [http://my languagelabs.com](http://my languagelabs.com)
- Participate in textbook driven exercises
- Listen to CD audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Practice vocabulary using online flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Listen to recorded facets of this unit
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Restate, summarize, describe, or narrate each selection using own words
- Utilize topical vocabulary in writing and in speech
- Synthesize target expressions and employ them in required exercises
- Read Little Red Riding Hood and other fairy tales
- Compose statements using the active and passive voice
- Read a story written by Alphonse Daudet

Enrichment Activities:

- Write your own, modern day, fairy tale (with a twist) and make it a movie. Tell who play each of the parts in movie
- Plan a virtual visit to a farm to learn how cheese and dairy products are produced
- Take a virtual visit to a perfume factory and explain how the truly great fragrances are made
• Prepare a regional specialty from Provence and share it with the class
• Watch the movie *A Good Year* to get the flavor of being in Provence

Methods of Assessments/Evaluation:

• Oral response presentations to class activities
• Presentation of individual and paired student assignments
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
• Individually or pair-generated dialogues
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

• Online Textbook Information: *Intrigue*:
  [http://www.pearsonhighered.com/intrigue](http://www.pearsonhighered.com/intrigue)
• DVD program
• Student Activities Manual
• [http://www.mylanguagelabs.com](http://www.mylanguagelabs.com)
• Teacher Webpage
Unit 10: Quebec and Montreal

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. What historical and cultural information can you provide about the cities of Quebec and Montreal?
2. How do the homes differ in Quebec and Montreal from the homes in which you live?
3. How would accurately express your symptoms to a medical professional in case of illness?
4. Would you be able to talk about potentially life-threatening illnesses with some degree of accuracy?
5. How would describe the medications that would be used to treat some illnesses and physical conditions?
6. Could talk about the main industries that sustained the people of Quebec and Montreal in the past and in the present?
7. Can you express happiness and sadness in a culturally appropriate manner?
8. What are some of the main monuments and tourist attractions that one would visit in Quebec and Montreal?
9. Where would one find The Plains of Abraham and why is this site important?
10. How does one express shock, fear, or anger in a culturally appropriate manner?
11. What can you see from the top of Mount Royal?
12. Can you list activities that are popular in these two cities?

Upon completion of this unit students will be able to:

- Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target cultures(s) and in one’s own culture. (7.1.IH.A.3)
- Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. (7.1.IH.A.4)
- Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
- Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
- Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
- Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)
- Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. (7.1.IH.B.2)
- Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
- Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)
- Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
- Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)
- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). (7.1.IH.C.2)
- Use language creatively in writing for a variety of purposes. (7.1.IH.C.3)
- Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
- Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture. (7.1.IH.C.5)
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (8.1.2.B.1)
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results. (8.2.2.E.1)
- All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.2)
- All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (3.3)
- All students will listen actively to information from a variety of sources in a variety of situations. (3.4)
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.4.A.15)
- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (6.1.4.C.16)
- Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Demonstrate an understanding of family roles and traditions. (6.1.P.D.2)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8.L.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8.L.5)
• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a work or phrase important to comprehension or expression. (8.L.6)
• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (8.SL.2)
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)
• Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9-10.RI.5)
• Analyze how an author draws on and transforms source material in a specific work. (9-10.RL.9)
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.W.4)
• Use technology, including the Internet, to produce, publish, and update individuals or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.W.6)
• Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-10.W.9)
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. (9-10.L.4)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (9-10.L.5)
- Initiate and participate effectively in a range of collaborate discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (9-10.SL.1)
- Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning exaggerated distorted evidence. (9-10.SL.3)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Read *Maladie Imaginaire* by Moliere
- Learn some colloquial expressions from Montreal and Quebec
- Enjoy reading selections from Quebec and Montreal
- Employ on-line text
- Use [http://mylanguagelabs.com](http://mylanguagelabs.com)
- Participate in textbook driven exercises
- Listen to CD audio segments
- Read aloud and analyze reading selections
- Employ Language Lab
- Practice vocabulary using online flashcards
- Encourage student to create conversations in cooperative pair setting
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Listen to recorded facets of this unit
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Restate, summarize, describe, or narrate each selection using own words
- Utilize topical vocabulary in writing and in speech
- Synthesize target expressions and employ them in required exercises

Enrichment Activities:

- Take a virtual trip to visit the cities of Quebec and Montreal and talk about where you would stay, what you would plan to see, what foods you would eat, and what expressions you learn
- Listen to some music from Quebec and Montreal and compare it to the music that you enjoy
• Take a virtual journey to learn about some of the traditions from Quebec by visiting the Museum of Civilization in that city
• Learn about some Canadian athletes and share that information with the members of the class

Methods of Assessments/Evaluation:

• Oral response presentations to class activities
• Presentation of individual and paired student assignments
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Teacher observation
• Provide writing samples
• Participation in listening comprehension exercises with http://www.mylanguagelabs.com
• Individually or pair-generated dialogues
• On-line tests/quizzes (for preparation and remediation)
• Listening, speaking, and writing performance tests
• Quarterly exams
• Cooperative pairs for dialogues, conversations, and creative process for sharing and reflective opportunities

Resources/Including Online Resources:

• Online Textbook Information: Intrigue: http://www.pearsonhighered.com/intrigue
• DVD program
• Student Activities Manual
• http://www.mylanguagelabs.com
• Teacher Webpage