Glen Ridge Public Schools –World Languages Curriculum

Course Title: French 1A
Subject: French
Grade Level: 9-12 grade
Duration: Full year
Prerequisite: None
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:

This course will enable the student to communicate in French at a basic level. Students will develop an understanding and an appreciation of different Francophone countries throughout the world. Each unit includes guided and original conversations, readings, vocabulary study, and pronunciation activities. The listening and speaking activities are enhanced by the use of our mobile Language Lab. Here students will be able to listen to native speakers as well as listen to themselves to perfect their accents. Grammar study will be intertwined with culture and connections and will be used to enable the student to communicate in the present and near future. Students will use affirmative, negative, interrogative sentences and commands at a basic level. Culture is emphasized in readings, photos, films, CDs, sing along, and native speakers whenever possible. The program is designed to provide individualization for students of varied interests and abilities.

Author: Jennifer L. Chiang
Date Submitted: Summer 2015
Course Name: French IA

Topic/Unit: #1: Faisons connaissance

Approximate # Of Weeks: 8

Essential Questions:

1. Why should I study French and what are its influences on the world today?
2. How can I say hello and goodbye?
3. How do I introduce friends, family, and relatives?
4. What is school and family life like in francophone countries?
5. Where in the world do they speak French?
6. How do I say how old you are and finding someone else’s age?
7. Can I count in French from 1 to 100?
8. How can I learn to imitate the sounds in French?
9. Can I compare French and American names and find the French name that is the closest to mine?
10. How do I compare French and American salutations?
11. Can I compare the French and American ideas of friends and family?
12. Can I connect to History with facts about the Statue of Liberty and the Eiffel Tower?
13. Can I connect to geography by studying flags, populations and capitals of some French speaking countries?

Upon completion of this unit students will be able to:

To introduce oneself by spelling one’s name, asking someone’s name, to say where you are from, and to say hello. (7.1.IL.A.4)
To ask how people feel. (7.1.IL.A.4)
To say good-bye. (7.1.IL.A.4)
To point people out. (7.1.NM.A.4)
To find out someone's name. (7.1.NM.B.5)
To say where a person is from, to give their names and to also give their ages. (7.1.IL.A.4)

Common Core ELA Standards:

● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
● 2R1.1 Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
2.W.1 Write opinion piece in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking word (e.g. because, and also) to connect opinion and reasons.

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

- Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

- Listen to audio clips
- Students conversations
- Online Text
- Online workbook
- www.classzone.com
- Powerpoint presentation on DVD
- Take home tutor
• Language Lab: Greeting conversation with partner
• Introduce yourself and say where you are from, how old you are and your age - dialogues.
• Act out a simple conversation, greeting one another.
• Know the pronunciation of the alphabet in French.
• Count from 1 to 100.
• Compare French and American names.
• Discuss & ID where francophone countries are on the map.
• Discuss reasons for taking French.
• Play number Bingo.
• Bring in photos of family and pets and give a brief description.
• Discuss pets in France and here.
• DVD activities - Lesson Modules for Discovering French Bleu
• Internet homework using Quizlet
• Quizlet.com
• google doc sharing classwork and notes

Enrichment Activities:

• Do an Internet search on Quebec & Martinique.
• Do Math problems in French
• Quizlet scatter games for new vocabulary and highest score achievement
• Create a flag for a French speaking country and identify the colors on it in French
• Describe shapes and colors using LeMondedespetits.com Internet games
• Play “telephone”
• Practice the “liaison”
• People paper cut outs

Methods of Assessments/Evaluation:

• Smartboard Lessons
• On-Line Tests/Quizzes
• www.classzone.com
• Exit Slips
• Thumbs Up/Thumbs Down
• Game Involves Movement
• Dry Erase/White Boards
• Unit Test
• Dialogues
• Portfolio
• Projects
• Play/Role-playing/Movie
• Quiz games
• Song
• Think/Pair/Share
● Weekly Assessments
● Interviews
● Homework
● Classwork
● Independent Work

Resources/Including Online Resources
● Online Textbook Information
● Teacher Webpage
● Discovering French Nouveau Bleu
● Tête-à-Tête speaking activities
● Workbook - Discovering French Nouveau
● Activités pour Tous - Discovering French Nouveau
● Warm-up activities - Discovering French Nouveau
● Powerpoint presentations on DVD - discovering French Nouveau
● Teacher Homework webpage/blog
● Online textbook resources, online workbook, take home tutor, powerpoint presentations
● www.classzone.com
● Take home tutor
● quizlet.com
● www.lemondedespetits.com
● www.youtube.com for French songs
● Google Apps for Education
Course Name: French IA

Topic/Unit: #2: La Vie Courante

Approximate # Of Weeks: 8

Essential Questions:
1. Can I order something at a French cafe?
2. Would I be able to order a beverage in a French speaking country?
3. Can I tell time in French?
4. Can I respond to someone asking for the time?
5. What is the European currency?
6. Can I ask and tell the time?
7. What is the difference between French and American foods, fast-foods, and restaurants?
8. What is the weather today in francophone countries and here?
9. How do I use Celsius and why is it so important to use in France?
10. Can I ask others when their birthdays are and how old they are?
11. Can I state my age?
12. Can I figure out the date and/or season by looking at a French newspaper?
13. How do I use military time and why is this important in Europe?

Upon completion of this unit students will be able to:

To offer a friend something to eat. (7.1.I.L.A.4)
To ask a friend for something to eat. (7.1.I.L.A.4)
To order a beverage in a cafe. (7.1.I.L.A.4)
To ask an adult for something to eat or drink. (7.1.I.L.A.4)
To ask what something costs. (7.1.N.M.B.5)
To ask a friend to lend you money. (7.1.N.M.B.5)
To ask for the time. (7.1.N.M.B.5)
To indicate the time. (7.1.N.M.A.2)
To say when certain events are scheduled. (7.1.N.M.B.5)
To ask the day of the week. (7.1.N.M.B.5)
To give the date. (7.1.N.M.B.5)
To talk about birthdays. (7.1.N.M.B.5)
To talk about the weather. (7.1.N.M.A.2)
Common Core ELA Standards:
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2R.I.1 Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.L.1. Demonstrate command of the conventions of standard grammar and usage when writing or speaking.
- 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 3.L.5 Demonstrate understanding of word relationships.
- 3.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding.

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Listen to audio clips
- Student conversations, asking and answering time, date, weather.
- TPR movements for the weather
- Students will make their own clocks out of paper plates.
- Students will learn time by using TPR movement.
- Bi-weekly language lab use: Students will create a conversation between a waiter and a difficult customer.
- Act out a scene at a café.
○ Dress up as a French waiter.
○ Create a French menu.
○ Discuss currency and the use of the Euro.
○ Research current weather conditions in francophone countries.
○ TPR storytelling.
○ Create a personal calendar in French on the computer.
○ Converse on the lab with random partners with question and answer format.
○ Learn to sing the l’Alouette.
○ Sing head, shoulder, knees, and toes. (Tête, épaules, genoux, épaules)
○ Ask and answer simple questions about likes and dislikes.
○ Order from a menu.
○ Present research findings about Quebec province.
○ Watch the DVD modules for lessons and answer listening comprehension questions.

Enrichment Activities:

● Using military time.
● Analyzing train station schedules and time frames.
● Using Celsius to state weather
● Labeling a celebrity’s parts of the body as a project
● C’est logique? game with food and drinks and using the phrase “J’ai faim or J’ai soif”

Methods of Assessments/Evaluation:

● Smartboard Lessons
● Online Tests/Quizzes
● Use of online dictionary
● Podcast
● www.classzone.com
● recording with smart phones
● pair/share
● Game involves movement - TPR
● Dry Erase/white boards
● Unit Test
● Dialogues
● Role-Playing
● Journals
● Project
● Multi-media presentation
● Weekly Assessments
● Homework
● Classwork
● Independent Work
● Interviews
● Group Discussions

Resources/Including Online Resources
● Online Textbook Information:
● Teacher Webpage
● Discovering French Nouveau Bleu
● Workbook - Discovering French Nouveau
● Activités pour Tous - Discovering French Nouveau
● Warm-up activities - Discovering French Nouveau
● Powerpoint presentations on DVD - discovering French Nouveau
● Tête-à-Tête speaking activities
● Teacher Homework webpage/blog
● Online textbook resources, online workbook, take home tutor, powerpoint presentations
● [www.classzone.com](http://www.classzone.com)
● Take home tutor
● quizlet.com
● [www.lemondedespetits.com](http://www.lemondedespetits.com)
● [www.youtube.com](http://www.youtube.com) for French songs
● Google Apps for Education
Course Name: French IA

Topic/Unit: #3: Qu’est-ce qu’on fait?

Approximate # Of Weeks: 7

Essential Questions:
1. Can I talk about what I do on a daily basis?
2. Can I describe my likes and dislikes?
3. Can I talk about what others like and do not like to do?
4. Can I ask yes/no questions?
5. Can I obtain information from others?
6. Can I invite someone to a party?
7. Can I refuse or accept a party invitation?
8. Can I use subject pronouns?
9. Can I form the negative?
10. Do I know the difference between addressing someone formally or informally using Tu or Vous?

Upon completion of this unit students will be able to:

To describe daily activities. (7.1.NM.B.5)
To describe what people do and don’t do. (7.1.NM.B.5)
To describe what people like to do and don’t like to do. (7.1.NM.B.5)
To describe what you want and don’t want to do. (7.1.NM.B.5)
To talk about where people are. (7.1.NH.B.4)
To find out what is going on. (7.1.NH.B.4)
To ask yes/no questions. (7.1.NH.B.4)
To ask information questions. (7.1.NH.B.4)
To invite friends to do things with you. (7.1.NH.B.4)
To extend an invitation, to accept an invitation, and to turn down an invitation. (7.1.IL.A.4)
To expand one’s conversational skills. (7.1.IL.A.4)
To answer yes/no questions. (7.1.NH.B.4)
To express approval or regret. (7.1.IL.A.4)
To express mild doubt or surprise. (7.1.IL.A.4)
Common Core ELA Standards:

- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.Rl.1 Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
- 3.RI.4 Determine the meaning of words and phrases in a text relevant to topic or subject area.
- 2.W.1 Write opinion piece in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking word (e.g. because, and also) to connect opinion and reasons.
- 3.W.7 Participate in shared research and writing projects.
- 2.L.1. Demonstrate command of the conventions of standard grammar and usage when writing or speaking.
- 2.L.2 Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.
- 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 3.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding.

Interdisciplinary Standards (njcccs.org)

- Standard 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
- Standard 6.1 U.S. History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
• Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
• Listen to audio clips (21st Century Tech)
• Student conversations
• “Jacques dit” with -er verbs
• Question and answer with -er verbs
• Practice a phone conversation with partner and with the lab
• Flashcards with partners
• Identify important cities in France
• Write commands to your partner and act out using classroom expressions, example “shut the door, show me a book, give me a pencil”

Enrichment Activities:

• Create a letter for a pen-pal to a French speaking student in Haiti, Canada, or France.
• Discuss the cultural differences between high schools in France and America.
• Discuss how French teenagers portray and view American teenagers.
• Write your class schedule in French using the terms they use for grade levels in France as well as the appropriate names of subjects in French
• Look up TV schedules for TF1, France2, France 3, France 5, M6, and Canal +.

Methods of Assessments/Evaluation:
• Smartboard Lessons
• Online Tests/Quizzes
• Use of online dictionary
• Podcast
• www.classzone.com
• recording with smart phones
• pair/share
• Game involves movement - TPR
● Dry Erase/white boards
● Unit Test
● Dialogues
● Role-Playing
● Journals
● Project
● Multi-media presentation
● Weekly Assessments
● Homework
● Classwork
● Independent Work
● Interviews
● Group Discussions
● Hands-on Experiments/ Activities/ Observation

Resources/Including Online Resources
● Online Textbook Information
● Teacher Webpage
● Discovering French Nouveau Bleu
● Workbook - Discovering French Nouveau
● Activités pour Tous - Discovering French Nouveau
● Warm-up activities - Discovering French Nouveau
● Powerpoint presentations on DVD - discovering French Nouveau
● Tête-à-Tête speaking activities
● Teacher Homework webpage/blog
● Online textbook resources, online workbook, take home tutor, powerpoint presentations
● [www.classzone.com](http://www.classzone.com)
● Take home tutor
● quizlet.com
● lemondedespetits.com
● [www.youtube.com](http://www.youtube.com) for French songs
● Google Apps for Education
Course Name: French IA

Topic/Unit #4: Le monde personnel et familier

Approximate # Of Weeks: 7

Essential Questions:
1. Can I describe myself and my physical appearance?
2. Can I talk about my friends and other people’s personality traits?
3. Can I talk about my bedroom and describe what is inside of it?
4. Can I talk about things and how they work?
5. Can I talk about regular events?
6. Can I compare attitudes towards friendship in France and the U.S.?
7. Can I use French to write a letter?
8. How do I connect to music by learning about Haitian music styles?
9. How do I connect to English by learning English grammar terms?
10. What do French teens do during their free time? For example, what is mercredi après-midi?

Upon completion of this unit students will be able to:

To describe yourself and others. (7.1.NM.A.4)
To describe physical appearance, age, character traits, and nationality. (7.1.NM.A.4)
To describe your room and what is in it. (7.1.NM.A.4)
To describe where things are located. (7.1.NM.A.4)
To talk about possessions. (7.1.NM.A.4)
To talk about things that ones owns and doesn’t own. (7.1.NM.A.4)
To talk about whether or not they work or not. (7.1.NM.A.4)
To talk about where they were made. (7.1.NM.A.4)
To talk about what they look like. (7.1.NM.A.4)
To expand one’s conversational skills by getting someone’s attention, making generalizations, expressing opinions, talking about regular events, contradicting a negative statement or questions, and introducing a conclusion. (7.1.IL.A.4)
To talk about past events. (7.1.IL.A.4)

Common Core ELA Standards:
● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2RI.1 Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
- 3.RI.4 Determine the meaning of words and phrases in a text relevant to topic or subject area.
- 2.W.1 Write opinion piece in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking word (e.g. because, and also) to connect opinion and reasons.
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 3.W.7 Participate in shared research and writing projects.
- 2.L.1 Demonstrate command of the conventions of standard grammar and usage when writing or speaking.
- 2.L.2 Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- 3.SL.4 Tell a story or recount an experience with descriptive details, speaking audibly in coherent sentences.

**Interdisciplinary Standards (njcccs.org)**

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
- Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Activities – include 21st Century Technologies:**
- Draw three of their best friends and describe them in a 7 sentences based on appearance and personality traits.
- Describe cartoon characters.
- Play Bingo for “les objets et les affaires personnelles”
- Describe celebrities using adjectives.
● Draw and label their own bedroom.
● Illustrate a cartoon to describe the 5 prepositions.
● Watch the Video Modules on the DVD Discovering French Bleu for each lesson and answer comprehension questions.
● Describe what they have and what they don’t have.

**Enrichment Activities:**

● Read and watch videos about Haiti - its people, the music, its culture, and its food.
● Discuss French automobiles including the difference between scooters and mobylettes, obtaining licenses and permits, and attending driving school.
● Play Animal Bingo.
● Learn idiomatic expressions such as “Hungry as a wolf, clever as a monkey…” in French.

**Methods of Assessments/Evaluation:**

● Smartboard Lessons
● Online Tests/Quizzes
● Use of online dictionary
● Podcast
● [www.classzone.com](http://www.classzone.com)
● recording with smart phones
● pair/share
● Game involves movement - TPR
● Dry Erase/white boards
● Unit Test
● Dialogues
● Role-Playing
● Journals
● Project
● Multi-media presentation
● Weekly Assessments
● Homework
● Classwork
● Independent Work
● Interviews
● Group Discussions
● Hands-on Experiments/ Activities/ Observation

**Resources/Including Online Resources**

● Google Apps for Education
● Online Textbook Information:
- Teacher Webpage
- Discovering French Nouveau Bleu
- Tête àTête speaking activities
- Workbook - Discovering French Nouveau
- Activités pour Tous - Discovering French Nouveau
- Warm-up activities - Discovering French Nouveau
- Powerpoint presentations on DVD - discovering French Nouveau
- Teacher Homework webpage/blog
- Online textbook resources, online workbook, take home tutor, powerpoint presentations
  - [www.classzone.com](http://www.classzone.com)
- Take home tutor
- quizlet.com
- lemondedespetsits.com
- [www.youtube.com](http://www.youtube.com) for French songs
Course Name: French IA

Topic/Unit: #5: En Ville

Approximate # Of Weeks: 7

Essential Questions:
1. Can I describe a city, public buildings, and places of interest?
2. Can I ask for and give directions?
3. Can I state my address?
4. Can I talk about the inside and outside of my house?
5. Can I indicate the floor?
6. Can I talk about places I go to?
7. Can I talk about my family?
8. Can I talk about my town?

Upon completion of this unit students will be able to:

To describe your own city including streets and public buildings, places you go to often, and how you get around. (7.1.NH.C.5)

To find your way around by asking and giving directions and indicating the floor. (7.1.NH.C.3)

To describe your home and your family including your address, the inside and outside of your home, and your family. (7.1.NH.C.3)

To make plans to do things in town. (7.1.NH.C.3)

To state what you are going to do and asking others to come along. (7.1.NM.B.5)

To expand one’s conversational skills by contradicting someone, express doubt, express surprise, and to talk about past events. (7.1.IL.A.4)

Common Core ELA Standards:
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 3.RI.10 By the end of the year, read and comprehend informational texts.
- 2.W.1 Write opinion piece in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking word (e.g. because, and also) to connect opinion and reasons.
- 3.W.7 Participate in shared research and writing projects.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3.SL.4 Tell a story or recount an experience with descriptive details, speaking audibly in coherent sentences.

**Interdisciplinary Standards (njcccs.org)**

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.
- **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
- **Standard 6.2 World History, Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**

- Create a Town Map on a Shower Curtain and have students walk on the roads to state directions.
- Skits for asking and telling directions.
- Creating a blueprint for your dream home.
- Dancing to learn “to the left, to the right, straight ahead!” - TPR activity with French music.
- Answering personal questions about your daily life.
- Sentence scramble game with irregular verbs.
- Using google maps to tour the streets of Paris.
● Using “aller” to indicate where you are going and what you are going to do.
● Using “venir” to state where you are coming from with forms of “de.”
● Expressing surprise and how to contradict someone within class dialogues.

**Enrichment Activities:**

● Doing a project on the Châteaux in France in the Loire Valley.
● Discussing the Arrondissements in Paris and the street signs named after famous authors and, artists, and politicians.
● Supplementary vocabulary for the places in the town.
● Presenting a video introducing the rooms of your house in French.

**Methods of Assessments/Evaluation:**

● Smartboard Lessons
● Online Tests/Quizzes
● Use of online dictionary
● Podcast
  ● [www.classzone.com](http://www.classzone.com)
● recording with smart phones
● pair/share
● Game involves movement - TPR
● Dry Erase/white boards
● Unit Test
● Dialogues
● Role-Playing
● Journals
● Project
● Multi-media presentation
● Weekly Assessments
● Homework
● Classwork
● Independent Work
● Interviews
● Group Discussions
● Hands-on Experiments/ Activities/ Observation

**Resources/Including Online Resources**

● Google Apps for Education
● Online Textbook Information:
  ● Teacher Webpage
  ● Discovering French Nouveau Bleu
  ● Workbook - Discovering French Nouveau
- Activités pour Tous - Discovering French Nouveau
- Warm-up activities - Discovering French Nouveau
- Powerpoint presentations on DVD - discovering French Nouveau
- Teacher Homework webpage/blog
- Tête àTête speaking activities
- Online textbook resources, online workbook, take home tutor, powerpoint presentations
- www.classzone.com
- Take home tutor
- quizlet.com
- lemondedespetits.com
- www.youtube.com for French songs