Course Title: French 1-B

Subject: French

Grade Level: 9-12

Duration: Full Year

Prerequisite: French 1-A and Teacher’s Recommendation

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 is designed for students who have completed French 1A. French 1B accommodates those students who require additional reinforcement to advance in the study of language. This course will focus on the integration of expanded vocabulary and the formations and usage of basic grammatical structures. An intense review of all that was covered in French 1A will take place within the first marking period. A greater cultural understanding is promoted through readings, films, magazines, newspapers, news broadcasts and web searches. Students will continue to utilize the mobile Language Lab to enhance listening and speaking skills. Communication will advance from the simple present to the past tense, thereby, enabling students to discuss past events. This program will provide individualization for students of varying abilities.

Author: Meredith Batastini
Date Submitted: Summer 2015
Course Name: French 1-B

Topic/Unit: Review

Approximate # Of Weeks: 2

Essential Questions:

1. Can I talk about my schedule and what I do each day?
2. Can I ask and answer questions using verbs like etre, avoir, venir, faire and aller?
3. Can I say what I like and do not like and ask other people their opinions?
4. How do I convert celsius to fahrenheit and why is that so important to do in France?
5. How do I tell time with military time and why is that so important in France?

Upon completion of this unit students will be able to:

● Talk about school and classes (7.1.NM.B.5)
● Express yourself on familiar topics such as giving the date, telling time, and describing the weather (7.1.NM.B.5)
● Talk about places and things by describing things you own, saying where things are, pointing things out and expressing preferences (7.1.NM.A.4)
● Carrying out simple conversations by asking and answering questions, talking about daily activities, talking about places where you go, and saying what you like (7.1.IL.A.5)

Common Core ELA Standards:

● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
● 2.RI.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 pieces in which they introduce the topic they are writing, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.
● 2.L.1 Demonstrate command of the conventions of standard grammar and usage when writing or speaking
● 2.L.1 Demonstrate command of the convention of standard capitalization, punctuation, and spelling when writing
● 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 appropriate facts and descriptive details in coherent.
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 6.3 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
● Practice asking and answering questions on the Lab with random partners.
● Review etre, avoir, faire, er verbs, aller and venir in writing, question and answer and teacher and student designed conversations.
● Ask and answer questions about time, weather, the day, the date, yours and others names.
● Have a simple conversations about your likes and dislikes in writing and with a partner.
● Design questions about your home and your town. Share the questions with a partner.
● Do a group presentation about the town of Glen Ridge. Each group presents a different aspect of the town.
● Do a TPR storytelling with visuals.
● Do a description of pictures using correct adjectives before and after the noun.
● Participate in a discussion about what you know so far about France and other French speaking countries.
● Make goals for this year using aller + an infinitive. Post the class goals and keep your personal goals in a booklet. Long term and short term goals will be set and checked periodically throughout the year.

Enrichment Activities:
• Find important terms needed to navigate French websites such as “Home”, “Menu”, and “Back.” Use these terms to create a visual model of a French website layout.
• Create a poster profiling a celebrity. Give information for their backgrounds, what they like to do or where they like to go, use adjectives and the verb avoir.
• Create a model or drawing of their real bedrooms and their dream bedroom and write a description of the objects found in both rooms. Then elaborate, adding details.
• Brainstorm adjectives that you would use to describe yourself. Then create a mobile with different pieces depicting what you look like and the things you like to do.

Methods of Assessments/Evaluation:
• Student Responses
• Tests and quizzes
• Oral evaluation
• Language lab, conversations, question and answer, random partner discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.
• Writing, speaking, listening, and reading performance tests.
• Writing portfolio.
• Activites pour tous workbook.
• Listening comprehension workbook activities.
• Tests de controle in the text
• Homework
• Cultural awareness quizzes.
• Simple speeches.
• TPR storytelling.

Resources/Including Online Resources
• Teacher Webpage
• D’accord
• Discovering French Nouveau bleu- text
• Discovering French Nouveau bleu- workbook.
• Activites pour tous- Discovering French Nouveau-bleu
• Warm-up activities.
• Powerpoint presentations on DVD.
• Language Lab.
• Google Apps for Education (GAFE)
Course Name: French 1-B

Topic/Unit: En Ville

Approximate # Of Weeks: 4

Essential Questions:
1. Can I ask for and give directions?
2. Can I describe my house and my family?
3. Can I talk about the city in which I live?
4. Can I make plans and invite others to join me?

Upon completion of this unit students will be able to:

● Describing your city including streets and public buildings, places you often go to and how you get around (7.1.NM.A.4)
● Finding your way around by asking and giving directions and indicating the floor of a building (7.1.NM.B.5)
● Describing your home and your family by giving your address, describing the inside and outside of your home and your family (7.1.IL.A.5)
● Making plans to do things in town by saying what you are going to do, asking others to come along, and saying where you’ve been (7.1.NH.B4)
● Expanding one’s conversational skills by contradicting someone, expressing doubt and expressing surprise (7.1.IL.A.5)

Common Core ELA Standards:
● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
● 3.RI.1 Determine the meaning of words and phrases in a text relevant to a topic or subject area.
● 2.W.1 Write opinion pieces in which they introduce the topic they are writing, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.
● 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.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
● 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding
3.SL.4 Tell a story or recount an experience with appropriate facts and descriptive details in coherent.

Interdisciplinary Standards (njcccs.org)

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  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.

- 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 map of the city where you live
- Using your map, give your partner directions to go from one place to another
- Create and perform a dialogue describing what you just did and what you will do in the near future
- Record a dialogue on the language lab using stress pronouns to show possession and possessive adjective to show possession
- Create a map of Paris and give directions to get from one monument to another and describe a building in detail using ordinal numbers
- Create a family tree and practice presenting your family and the family of a partner (using stress pronouns and adjective to indicate possession)
- Backpack activity game using possessive adjectives to describe one’s own possessions and those of partner
- Logique/pas logique game with possessive adjectives

Enrichment Activities:

- Choose and research a Parisian landmark. Create a small model of your landmark and add a paragraph presenting your research along with a map showing where your landmark is located. Present the landmark to the class.
• Create an audio-visual home tour showing your home or a home from a magazine.

Methods of Assessments/Evaluation:
• Student Responses
• Tests and quizzes
• Oral evaluation
• Language lab, conversations, question and answer, random partner
• discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.
• Writing, speaking, listening, and reading performance tests.
• Writing portfolio.
• Activites pour tous workbook.
• Listening comprehension workbook activities.
• Tests de controle in the text
• Homework
• Cultural awareness quizzes.
• Simple speeches
• TPR storytelling.

Resources/Including Online Resources
• Online Textbook Information:
• Teacher Webpage
• Google Apps for Education (GAFE)
• Discovering French Nouveau bleu- text
• Discovering French Nouveau bleu- workbook.
• Activites pour tous- Discovering French Nouveau-bleu
• Warm-up activities.
• Powerpoint presentations on DVD.
• Language Lab
Course Name: French 1-B

Topic/Unit: Le Shopping

Approximate # Of Weeks: 8

Essential Questions:

1. Can I identify and describe the clothing I wear?
2. Can I shop for clothing, give advice about clothing and ask a salesperson for help?
3. Can I compare clothing based on its price and my preferences?
4. How do I convert between dollars and euros? Why is this so important when I’m traveling in France?
5. How did department stores in America and France develop and grow?
6. Why and how has Algerian culture had such a profound influence on France?
7. How are sales different in France and America?

Upon completion of this unit students will be able to:

- Talk about clothing stating what people are wearing, whether the clothes fit, what they look like and describe what one’s preferences are (7.1.NM.A.4)
- Discuss shopping plans such as where to go and what to buy (7.1.NH.B4)
- Buy clothes by asking for help, finding out prices, deciding what to choose, comparing items, talking about what you need and what you like, and giving advice (7.1.NM.B.5)
- Expanding one’s conversational skills by emphasizing a remark, indicating approval, and introducing an opinion (7.1.IL.A.5)

Common Core ELA Standards:

- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- 3.W.7 Participate in shared research and writing projects
- 2.L.1 Demonstrate command of the convention of standard capitalization, punctuation, and spelling when writing
- 3.L.6 Use words and phrases acquired through conversations, reading, 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 or information presented orally or through other media

**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 6.3 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
- TPR storytelling – about buying clothing
- Create a conversation in a clothing store.
- Act out a skit at a clothing store.
- Clothing scavenger hunt
- Listen to yourself on the language lab after a digital recording is done of you reading a conversation.
- Go on the Internet and find French Department stores. What’s on sale?
- Create a poster and an advertisement for a clothing store.
- Watch a video segment about clothing.
- Do a fashion show in class.
- Draw flash cards with clothing.
- Use tete a tete in the back of the text to participate with a partner in a guided conversation.
- Research French designers
- Use adjectives before and after to describe photos, people and images.
- Bring in euros –discuss the French monetary system.
- Do a Web-quest on Algeria.
- Create a map.
- Create a catalog page from a catalog selling Halloween costumes. Identify the parts of the costume, describe them and give their prices.
- Do a group presentation dividing the group into activities, religion, geography etc.
- Make a bulletin board about Algeria.
- Do listening comprehension activities with the Language Lab.

**Enrichment Activities:**

- Create a magazine style fashion review in French by bringing in a photo of an outfit to critique.
- Create a flipbook using pictures from magazines.

**Methods of Assessments/Evaluation:**

- Student Responses
- Tests and quizzes
- Oral evaluation
- Language lab, conversations, question and answer, random partner discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.
- Writing, speaking, listening, and reading performance tests.
- Writing portfolio.
- Activites pour tous workbook.
- Listening comprehension workbook activities.
- Tests de controle in the text
- Homework
- Cultural awareness quizzes.
- Simple speeches.
- TPR storytelling.

**Resources/Including Online Resources**

- Online Textbook Information:
- Teacher Webpage
- Google Apps for Education (GAFE)
- Discovering French Nouveau bleu- text
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- D’accord
- Activites pour tous- Discovering French Nouveau-bleu
- Warm-up activities.
- Powerpoint presentations on DVD.
Course Name: French 1-B

Topic/Unit: Les Fêtes

Approximate # Of Weeks: 4

Essential Questions:
1. Can I discuss holidays in French by describing the traditions, the people who celebrate it and the meals involved?
2. Can I compare holidays in French speaking countries to holidays in the US?
3. Can I describe what happened at a recent holiday celebration in the past?
4. How do I describe what I hope will happen at future holidays?

Upon completion of this unit students will be able to:
- Identify terms for parties and celebrations as well as for different stages of life (7.1.NM.A.4)
- Describe Carnaval and France’s Bastille Day (7.1.NH.B4)
- Identify and describe different holidays around the French speaking world (7.1.NM.A.4)
- Correctly use demonstrative adjectives (7.1.NH.B4)
- Use the passe compose to describe events (7.1.NH.B4)

Common Core ELA Standards:
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.RI.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.1 Determine the meaning of words and phrases in a text relevant to a topic or subject area.
- 3.W.7 Participate in shared research and writing projects
- 3.L.5 Demonstrate understanding of word relationships in word meanings
- 3.L.6 Use words and phrases acquired through conversations, reading, 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 appropriate facts and descriptive details in coherent.

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● 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:
● Read and discuss holidays in France and in the rest of the French speaking world
● In small groups, choose a country that celebrates Carnaval, research its celebration and create an Internet home page that should include the dates, a list of events with short descriptions and any other relevant information.
● List the similarities and differences between the 4th of July in American and le jour de la Bastille in France. Read your list to the class.
● Listen to and discuss La Marseillaise.
● Listen to a conversation about a party and verify the true and false statements.
● Holiday vocabulary card game
● In small groups, act out a skit in which you depict one of the stages of life. The class will guess which stage of life you are performing.
● Game with demonstrative adjectives
● Charades with the passe compose
Enrichment Activities:

- Write a paragraph about what you did yesterday or last weekend. Peer edit your paragraph.
- Create a to-do list for the day. Then at the end of the day, use the past tense to say which items you accomplished and those that you did not.

Methods of Assessments/Evaluation:

- Student Responses
- Tests and quizzes
- Oral evaluation
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- Warm-up activities.
- Powerpoint presentations on DVD.
- Language Lab
Course Name: French 1-B

Topic/Unit: Le Temps Libre

Approximate # Of Weeks: 8

Essential Questions:
1. Can I describe a recent vacation, stating what I did, how I got there and how much time I spent there?
2. Where do people go in France to ski? To go to the beach? How are these places different than their counterparts in the United States?
3. Can I talk about what I do around the house and how I prefer to spend my free time?
4. Can I describe an event in the past tense using sequence words to indicate the order in which things happened?

Upon completion of this unit students will be able to:

- Discuss leisure activities such as going out with friends, sports, helping around the house, how you and others feel, and things you never do (7.1.NM.A.4)
- Describing vacation travel plans such as giving travel dates, how long to stay, how to travel and what to see (7.1.NM.B.5)
- Narrate what happened by saying what you did or did not do, where you went and when you returned, and the sequence in which you did those things (7.1.NH.B4)

Common Core ELA Standards:
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.RI.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 pieces in which they introduce the topic they are writing, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.
- 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.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.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 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

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Activities – include 21st Century Technologies:
• Listen to audio clips (21st Century Tech)
• Student conversations
• Listen to “Roller bladers” on CD.
• Do a web-quest on leisure time activities in France.
• Research winter sports in France on the Internet.
• Do a virtual tour of Chamonix, in the French Alps.
• Give a speech about a typical weekend in your life.
• Ask and answer questions about holidays on the Lab.
• Design and act out a skit about leisure time activities.
• Create a dialog with a friend.
• Write a composition about your favorite sport or game using extra vocabulary.
• Give a speech in the past tense.
• Describe a picture story orally and written in the past.
Do an internet search about French TV.
Go online and listen to several French songs.
Read about teens and their activities in Guadeloupe, Casablanca, Belgium, and Montreal.
Research one of these places and write a postcard as if you had just been there.
Design questions for you partner about a certain time in the past.
Practice reading and self correcting after digital recording on the Lab.
Choose a French painting and make up sentences with verbs using être or avoir in the passé compose with regular and irregular verbs about the painting.
Use the past tense to make up a poem or a rap song.

Enrichment Activities:

- Design a postcard from a French speaking country. Use relevant vacation vocabulary to create a message for the back of your postcard.
- Research and create a map of Morocco. Learn about activities and sports that are common in Morocco. Find out more about its crafts, music, art and politics. Learn how Morocco gained its independence from France.
- Write a story based upon vocabulary using avoir
- Create a scrapbook from a favorite or “ideal” vacation
- Create a segment for a news broadcast on weather, a sports story, a commercial or an interview

Methods of Assessments/Evaluation:

- Student Responses
- Tests and quizzes
- Oral evaluation
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Resources/Including Online Resources

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Language Lab
Google Apps for Education (GAFE)

Course Name: French 1-B
Topic/Unit: Les Repas

Approximate # Of Weeks: 8

Essential Questions:
1. Can I identify the foods and drinks?
2. Can I express which foods and drinks I prefer?
3. Can I shop for food at a market indicating the quantity I would like and asking for prices?
4. Can I order food at a restaurant and ask the waiter to bring things to the table?
5. Can I describe what I do for others?
6. Can I plan a meal and ask someone to help me?
7. What are school cafeteria’s like in France? How are they different from the US?
8. What are meals like in France? How are they different than the United States?

Upon completion of this unit students will be able to:

- Talk about your favorite foods by stating what you like or don’t like and what you can, should and want to eat (7.1.NM.A.4)
- Shopping for food by making a shopping list, interacting with vendors, and asking for prices (7.1.NH.B4)
- Planning a meal by asking others to help you and setting the table (7.1.IH.B.5)
- Eating out with friends by ordering food, asking the waiter/waitress to bring things for others, talking about people you know, talking about what others said or have written (7.1.IH.B6)

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 pieces in which they introduce the topic they are writing, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.
- 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.1 Demonstrate command of the convention of standard capitalization, punctuation, and spelling when writing
3.L.5 Demonstrate understanding of word relationships in word meanings
3.L.6 Use words and phrases acquired through conversations, reading, and responding to texts, including using adjectives and adverbs to describe
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Activities – include 21st Century Technologies:
- Write and perform a skit at a French open air market.
- Exchange and proofread each other’s skits.
- Create a menu for a French restaurant.
- Research French cafés and restaurants on the Internet.
- Make French crepes.
- Create a poster with the food categories.
- Collect recipes from the French Caribbean islands.
- Create a painting, drawing or other visual in the fashion of Martinique or Guadeloupe art.
- Prepare a French recipe and share it with the class.
- Use lire, dire, écrire, in commands.
- French meal categories game.
- Food bingo
- Placement drawing with food and descriptions
- Flash cards with partners: utensils, food, & drink.
- Read about the parts of a French meal and about eating in a French school cafeteria
- Take a virtual tour of a French restaurant.
- Research French food exports.
- Take a virtual tour of Deauville.
- Take part in a conversation on the Lab with varied partners
- Digitally record students on the Lab and have them self assess

**Enrichment Activities:**

- Research cuisine from a French region or French speaking country and then prepare a menu from that region or country. On your menu, make sure you have options from all courses of a French meal.
- Create a funny skit between a waiter and a difficult client. Perform the skit.
- Create a poster that illustrates the difference between the partitive and indefinite article (a whole and part of a whole).

**Methods of Assessments/Evaluation:**

- Student Responses
- Tests and quizzes
- Oral evaluation
- Language lab, conversations, question and answer, random partner discussion, self evaluation-listening to yourself after being digitally recorded reading a passage.
- Writing, speaking, listening, and reading performance tests.
- Writing portfolio.
- Activites pour tous workbook.
- Listening comprehension workbook activities.
- Tests de controle in the text
- Homework
- Cultural awareness quizzes.
- Simple speeches.
- TPR storytelling.

**Resources/Including Online Resources**

- Online Textbook Information:
- Teacher Webpage
- Discovering French Nouveau bleu- text
- Discovering French Nouveau bleu- workbook.
- Activites pour tous- Discovering French Nouveau-bleu
• Warm-up activities.
• Powerpoint presentations on DVD.
• Language Lab
• Google Apps for Education (GAFE)