

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 6 French Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2014 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence			
Content Area	Exploratory French	Course Title/Grade Level:	Grade 6

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Alphabet, Accents & Classroom Expressions	6 Days
<u>Topic/Unit #2</u>	Greetings, Introductions & Common Courtesies	10 Days
<u>Topic/Unit #3</u>	Numbers 1-31	6 Days
<u>Topic/Unit #4</u>	Weekdays, Months, Seasons, Dates & Holidays	7 Day
<u>Topic/Unit #5</u>	French Culture, France & French Regions	4 Days

Topic/Unit 1 Title	Alphabet, Accents & Classroom Expressions	Approximate Pacing	6 Days
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> ● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. ● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. ● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). ● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings ● 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. ● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. ● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. ● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. ● 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 			

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills
<p>1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.</p> <p>Activity: Music and dance will be integrated into this unit. Students will learn a French canadian song in order to memorize the alphabet in French.</p> <p>1.3.P.A.1 Move the body in a variety of ways, with and without music.</p> <p>Activity: Students will learn a dance in order to remember the accents and what they look like in French.</p>	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>Activity: Students will have a group discussion about how learning a language can positively impact their ability to give back and help others.</p>
Computer Science & Design Thinking	
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.</p> <p>8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</p> <p>Activity: Students will use the website GoFormative to spell basic words and record letter sounds. They will use their data from their assignment to make a targeted study list.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I pronounce the alphabet in French? • What are the accents in French and what purpose do they serve? • What are some basic expressions that can help me speak French in class? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The pronunciation of the letters of the alphabet in French is different from the pronunciation of the letters of the alphabet in English. • In French there are accents which can change the pronunciation of different letters. 	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know:</p> <ul style="list-style-type: none"> • The pronunciation of the letters of the alphabet • The accents in French and how they are used • The spelling and pronunciation of basic classroom expressions 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify accents in different French words • Spell out their name phonetically in French • Follow and apply basic commands in French • Complete listening activities on pertinent vocabulary • Recognize vocabulary through games and TPR
<p align="center">ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will be given a written summative assessment on the alphabet, accents, and classroom expressions. The assessment will consist of identifying accents in French words, differentiating between statements that a teacher would say and statements that a student would say, multiple choice questions and spelling out words phonetically in French.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>In class, students complete exit tickets, listening activities, Kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Students will be tested aurally and orally versus having a written test.</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.</p>
<p align="center">RESOURCES</p>	
<p>Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire</p>	

Supplemental materials:

- [Quizlet](#)
- [Quizizz](#)
- [Edpuzzle](#)
- [Flipgrid](#)
- [Google Classroom](#)
- [Language Guide](#)
- [Languages Online](#)
- [Play Factile](#)
- [Kahoot](#)
- [Games for Language](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Greetings, Introductions & Common Courtesies	Approximate Pacing	10 Days
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> ● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. ● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. ● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). ● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings ● 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. ● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. ● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. ● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. ● 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 			
Interdisciplinary Connections:		Career Readiness, Life Literacies, and Key Skills	

<p>1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).</p> <p>Activity: Students will create a skit in French using both a formal and an informal register of French. In the first skit, students will pretend to be two friends in France. In the second skit, students will pretend to be two colleagues in a French business.</p>	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>Activity: Students create/edit their personalized learning plan to include learning a language. In their plan, they will write 3 sentences explaining why they included a language.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)</p> <p>Activity: Students will read an article about how to greet others in various French speaking countries. Students will practice using appropriate gestures and expressions with a partner.</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>Activity: Students will use an app called Puppet Pals when creating their skits for their summative assessment.</p>
<p align="center">Computer Science & Design Thinking</p>	
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.</p> <p>8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</p> <p>Activity: Students will interview their classmates about how they are feeling in French. They will put their data in a spreadsheet and create a bar graph or pie chart to show the general mood of the day. Students will then reflect on their experience using excel and write about how their experience could be improved.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I greet and say goodbye to someone appropriately in French? • How are greetings and introductions in French speaking countries different from the United States? • What do I say to introduce myself and someone else in a conversation? 	

- What can I say in French to express how I am feeling?
- When do I use a formal and informal register when speaking French?

Enduring Understandings:

- Greetings in French can vary greatly from country to country.
- Formal versus informal etiquette is imperative to understand in order to respect French cultural values and norms.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • The pronunciation and spelling basic greetings and introductions in French. • The meaning of basic greeting and introduction expressions in French. • Appropriate ways of greeting a French speaker 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify basic expressions for greetings and common courtesies in French through pictures • Ask and answer basic questions related to greetings and introductions. • Ask and answer basic questions related to common courtesies. • Role play an introductory skit with a partner • Complete listening activities on pertinent vocabulary • Recognize vocabulary through games and TPR

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will work collaboratively in order to create a comic strip, puppet show, video or skit that incorporates the vocabulary for greetings, introductions and common courtesies. Students will use both formal and informal registers in French.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	In class, students complete exit tickets, listening activities, kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to	Students will be tested aurally and orally versus having to present a skit/ video/ comic strip in front of the class.

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.
RESOURCES	
Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire	
Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide • Languages Online • Play Factile • Kahoot • Games for Language 	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Numbers 1-31	Approximate Pacing	6 Days
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> ● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. ● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. ● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings ● 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 			

<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills
<p>6.EE.A.1 Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Activity: In order to practice numbers in French, students will learn the basic math signs in French as well as complete basic math problems in French. Students will solve problems that require addition, subtraction, multiplication and division. Problems will incorporate order of operations and exponents in order to emphasize grade level skills in mathematics.</p>	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>Activity: Students will look for a job online. They will type in the word bilingual French in the search option to see the amount of jobs available that require language skills. They will reflect in a journal entry on their findings.</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>Activity: Students will create their own song to memorize the numbers using a website called Song Maker.</p>
Computer Science & Design Thinking	
<ul style="list-style-type: none"> • 8.1.8.DA.6: Analyze climate change computational models and propose refinements. • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. <p>Activity: Students will combine numbers 1-31 with temperature. They will identify how numbers 1-31 translate to in celsius. They will then analyze the average temperature in any region of France in 1970 and compare it with the average temperature in 2020.</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>Essential Questions:</p>	

- Why is it useful to know numbers in French?
- What are the basic math symbols in French?
- How are phone numbers different in France?
- What numbers do I dial if I have an emergency in a French speaking country?

Enduring Understandings:

- The format for phone numbers in French are different from phone numbers in the United States.
- Emergency phone numbers in France are different from emergency phone numbers in the United States.
- Knowing numbers are important in order to state your age, the date, your phone number and complete basic mathematical equations.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • The pronunciation and spelling of numbers 0-31 in French. • The basic format for phone numbers in France. • The numbers to dial in an emergency in France. • The pronunciation and spelling of basic mathematical symbols in French 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Complete basic math equations in French • Write a phone number in the correct format • Say a phone number in the correct format • Pronounce and spell numbers 1-31 correctly • Complete listening activities on pertinent vocabulary • Recognize vocabulary through games and TPR

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will be given a written formative assessment on numbers 1-31. The quiz will incorporate mathematical problems in French, sequencing questions, number identification questions, and listening comprehension.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	In class, students complete exit tickets, listening activities, kahoot and quizlet live in order to assess their grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested orally versus having a written test.

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.
RESOURCES	
Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire	
Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide • Languages Online • Play Factile • Kahoot • Games for Language 	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Weekdays, Months, Seasons, Dates & Holidays	Approximate Pacing	7 Days
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 			

- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills
<p>1.3.P.D.2 Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space</p> <p>Activity: Art will be integrated into this unit. In order for students to better understand the months of the year, they will draw a picture that they can associate with each month.</p>	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>Activity: Students will individually reflect on the role of language in evolving traditional and non-traditional careers through a journal entry.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>Activity: Students will learn about holidays that are specifically celebrated in France, why they are celebrated and typical traditions for each celebration through a webquest.</p>
Computer Science & Design Thinking	

8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Activity: In France, there are 11 official public holidays annually: five of them are civil holidays (New Year's Day, **May Day**, WWII Victory Day, **Bastille Day** and Armistice Day) and six have a religious origin, having been based on the Catholic calendar (Easter Monday, Ascension Day, Whit Monday, **Assumption Day**, All Saints' Day, and Christmas). Students will add 4 additional holidays that reflect France's changing religious demographics. They will say which holidays that they feel should be celebrated and justify their thoughts.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions

- How are French holidays different from American holidays?
- What are the days of the week in French?
- What are the months of the year in French?

Enduring Understandings:

- Different cultures celebrate different holidays.
- The date is written differently in different countries.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- The spelling and pronunciation of the days of the week in French
- The spelling and pronunciation months of the year and the seasons in French
- The proper format for writing the date in French
- French holidays & celebrations

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Complete listening activities on pertinent vocabulary
- Ask and answer basic questions about birthdays
- Ask and answer basic questions about the weekdays
- Write the days of the week, seasons, and the months of the year in French.
- Pronounce the days of the week and the months of the year in French.
- Recognize vocabulary through games and TPR
- Compare and contrast French holidays with American holidays

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will take a summative assessment that encompasses writing out dates in French, identifying different weekdays on a calendar, matching seasons with their appropriate definition, ordering a conversation and answering basic questions in French.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	In class, students complete exit tickets, listening activities, kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students will be tested orally and aurally about their learning instead of having a written test.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.
RESOURCES	
Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire	
Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide 	

- [Languages Online](#)
- [Play Factile](#)
- [Kahoot](#)
- [Games for Language](#)

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	All About The Francophone World	Approximate Pacing	8 days
STANDARDS			
NJSLS World Language			
<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 			

- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).
- **7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.
- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings
- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- **7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.
- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections:	Career Readiness, Life Literacies, and Key Skills
<p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>Activity: Through a collaborative effort with the physical education department, students will learn to play a French sport called pétanque. Students will participate in a pétanque tournament with the 6th grade gym class.</p> <p>Amistad Law: N.J.S.A. 18A 52:16A-88</p> <p>Activity: Students will learn about James Armistead, a black man who acted as a double agent to provide the French with key information which helped defeat the British in the revolutionary war.</p>	<p>9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.</p> <p>Activity: Students will compare the exchange rate between the Euro, the US dollar, the Moroccan Dirham, and the Canadian dollar. We will talk about the way this impacts their income and purchasing capacity.</p> <p>• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a,</p>

<p>Holocaust Law: N.J.S.A. 18A:35-28</p> <p>Activity: Students will learn about the importance of D-Day and the massive implication that it had on the world. Students will be able to explain who the key players were, why D-day happened, and what the consequences were to the Nazi's in their own words. Students will receive information on this event through a variety of sources including authentic videos, articles, and virtual field trips.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</p> <p>C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.</p> <p>Activity: Students will do a research project on a famous Francophone and his or her contributions to society. Students will have an opportunity to research individuals from underrepresented groups such as the LBGTQ community.</p>	<p>1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>Activity: Students will create a digital presentation on a region of France and a famous Francophile.</p>
<p align="center">Computer Science & Design Thinking</p>	
<p>8.2.8.ED.5: Explain the need for optimization in a design process.</p> <p>8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</p> <p>8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).</p> <p>8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.</p> <p>Activity: Situation: Students went on a trip to Paris, but lost their toy model of the Eiffel tower. Students will create a scaled model using ratios and proportions along with the engineering and design loop.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> Which countries around the world speak French? 	

- Where is France?
- What are the different regions of France?
- Why is it important to learn about France and the French language?
- How is French related to my academic interests and leisurely hobbies?
- How have the French and the US been connected in international conflict?
- How do French people influence the world today?

Enduring Understandings:

- Learning French leads to a better understanding of one's own language, increases vocabulary, and aids in cultural knowledge.
- France has links to many other content areas such as history, philosophy and art.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • The location of France and the countries which surround it • The basic shape and geographical features of France • The different regions of France and their specialities • Cultural foods and sports that are typical to France • Reasons for French tourism • How France and the US collaborated in key wars. • The role of the US in France in WWII. • How French people of all backgrounds influence the world today. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify the different regions in France • Label France and its' neighboring countries on a map • Present a culinary speciality from a region of their choice • Present a tourist attractions from a region of their choice • Describe the impact of the US in France during World War II. • Present an influential Francophone of their choice along with their contributions to society

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Students will create an online presentation or a poster about the regions of France. Students will present their learning to the class about their chosen region.</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>In class, students complete exit tickets, listening activities, kahoot and quizlet live in order to assess their knowledge of grammar and vocabulary acquisition.</p>

Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<p>Students will be tested orally about their knowledge of France versus having to create a poster/presentation.</p>
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.</p>
RESOURCES	
<p>Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire</p>	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide • Languages Online • Play Factile • Kahoot • Games for Language 	
Modifications for Learners	
<p>See appendix</p>	

