French Grade 5

Prepared by:

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Superintendent of Schools:

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Born on August 22, 2022

TITLE

Course Description:

French 5 is an introductory course that continues to develop the student's skills of listening, speaking, reading and writing through basic thematic vocabulary and grammatical structures. The course also highlights some of the cultural aspects of the language with regard to important aspects of a student life, such as fashion, school interests and hobbies. This will be accomplished through the use of text selections, ancillary materials, appropriate Internet sites, class reports and other media. This course is designed for students with prior instruction in the French language in grade 4.

Course Sequence:

- "À la mode" "Dressing in Style" 12 weeks
- "Un Jour à l'école" "A Day at School" 16 weeks
- "Qu'est-ce qu'il te plaît" "What makes you happy" 8 weeks

Pre-requisite: 4th Grade French

Unit 1 - Overview

Content Area: French

Unit Title: Unit 1: Qu'est-ce qu'il te plaît

Grade Level: Grade 5, Novice-Mid K-5

Core Ideas:

Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on pastime preferences.

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to pastimes preferences.

They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally appropriate gestures and intonations.

	Unit 1 - Standards			
	ntent and Technology):			
CPI#:	Statement:			
Performance Ex	xpectations (NJSLS)			
	Interpretive Mode			
7.1.NM.IPRET .1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.			
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.			
	Interpersonal Mode			
7.1.NM.IPERS .1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.			
7.1.NM.IPERS .2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.			
7.1.NM.IPERS .3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.			
7.1.NM.IPERS .4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.			
7.1.NM.IPERS .5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.			
	Presentational Mode			
7.1.NM.PRSN	Present basic personal information, interests, and activities using memorized words, phrases, and a few			
T.1	simple sentences on targeted themes.			
7.1.NM.PRSN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.			
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.			
7.1.NM.PRSN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.			
	ss, Life Literacies, and Key Skills			
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.			
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view			
	nce and Design Thinking			
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.			
Interdisciplinar	y Connection (must include Companion Standard(s) R and W)			
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			

NJSLSA.W3	Write narratives to develop real or imagin				
	chosen details, and well-structured event s				
	Statements (Amistad, Holocaust, LGBT, SE				
	dents will discuss how differences in the way		other countries could		
	acial and religious differences between culture				
	l Question(s): (in target language): How do		I will understand		
you:		that	1 11		
	ke and dislike (as memorized chunks)	The amount of leisure time available	le and how it is spent		
	respond to commands (as memorized chunks)	varies among cultures.			
• Inquire ab	out likes and dislikes and pastime activities				
		of Learning			
Formative As	sessments: erature Gauges - Immediate, in-the-moment as	ssessments that allow the teacher to get	a sense of		
-	ident status.	ssessments that anow the teacher to get	a sense of		
	ows – Collected after every 2 weeks				
	on all forms of <i>aimer</i> with questions				
	al speaking assessment of show-and-tell pict	ure presentation			
5. Exit sl					
a	• • • • • • • • • • • • • • • • • • • •				
	enchmark Assessment(s):				
	1 conversations				
	en goals for summer				
-	age composition				
4. Surve					
•					
	surfing/sport description				
6. TV/m	surfing/sport description ovie list				
 TV/m Alternative A 1. Orally 	surfing/sport description ovie list				
 TV/m Alternative A 1. Orally 2. Create 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid	Key Vocabulary:			
 TV/m Alternative A 1. Orally 2. Create 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials:	Key Vocabulary: Conjugaison du verbe "aime 	r" – i'aime, tu aimes.		
 TV/m Alternative A 1. Orally 2. Create Resources/Ma 1. Intern 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et	Conjugaison du verbe "aimer	r" – j'aime, tu aimes,		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	• Conjugaison du verbe "aimer il/elle aime, nous aimons,	•		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et	• Conjugaison du verbe "aimer il/elle aime, nous aimons,	ime + les choses la		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	 Conjugaison du verbe "aimer il/elle aime, nous aimons,… Qu'est-ce que tu aimes ? J'a 	time + les choses la cinéma, les sports, les		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le 	time + les choses la cinéma, les sports, les		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main 	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous !		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! 0 	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers !		
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 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! O Qu'est-ce que tu aimes faire jouer au tennis, jouer au base 	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager,		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description novie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! O Qu'est-ce que tu aimes faire jouer au tennis, jouer au base faire du ski, jouer au football 	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager, l, danser, manger. Je		
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 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o DVD 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid terials: et h magazines, newspapers cultural essays, surveys Suggested Student Learning Objective(s)	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! C Qu'est-ce que tu aimes faire jouer au tennis, jouer au base faire du ski, jouer au football n'aime pas jouer au golf, j faire les magasins. 	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager, l, danser, manger. Je		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/a DVD Lesson Name/Topic 	surfing/sport description ovie list seessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers cultural essays, surveys Student Learning Objective(s) Students will be able to:	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! C Qu'est-ce que tu aimes faire jouer au tennis, jouer au base faire du ski, jouer au football n'aime pas jouer au golf, j faire les magasins. Pacing Guide	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager, l, danser, manger. Je ouer au basketball, Day(s) to Complete		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/a DVD Lesson Name/Topic 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid nterials: et h magazines, newspapers cultural essays, surveys cultural essays, surveys Student Learning Objective(s) Students will be able to: Understand some basic information when	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! C Qu'est-ce que tu aimes faire jouer au tennis, jouer au base faire du ski, jouer au football n'aime pas jouer au golf, j faire les magasins. Pacing Guide Suggested Tasks/Activities:	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager, l, danser, manger. Je ouer au basketball,		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/a DVD Lesson Name/Topic 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid aterials: et h magazines, newspapers cultural essays, surveys Student Learning Objective(s) Students will be able to: Understand some basic information when someone talks about likes and dislikes	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! O Qu'est-ce que tu aimes faire jouer au tennis, jouer au base faire du ski, jouer au football n'aime pas jouer au golf, j faire les magasins. Pacing Guide Suggested Tasks/Activities: 	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager, l, danser, manger. Je ouer au basketball, Day(s) to Complete		
 TV/m Alternative A Orally Create Resources/Ma Intern Frenc Text/o 	surfing/sport description ovie list ssessments: provide answers to Teacher a video of answers using Flipgrid nterials: et h magazines, newspapers cultural essays, surveys cultural essays, surveys Student Learning Objective(s) Students will be able to: Understand some basic information when	 Conjugaison du verbe "aimer il/elle aime, nous aimons, Qu'est-ce que tu aimes ? J'a pizza, l'école, le chocolat, le frites. Je n'aime pas /Je déte maths, les devoirs. L'Impératif : Levez la main Faites attention ! Répétez ! C Qu'est-ce que tu aimes faire jouer au tennis, jouer au base faire du ski, jouer au football n'aime pas jouer au golf, j faire les magasins. Pacing Guide Suggested Tasks/Activities:	time + les choses la cinéma, les sports, les este les escargots, les ! Asseyez-vous ! Ouvrez les cahiers ! ? J'aime + activité eball, étudier, nager, l, danser, manger. Je ouer au basketball, Day(s) to Complete		

	related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.	Read survey of percentages about French teenagers preferences for spending leisure time. Read French TV guides and movie advertisements and make a list of TV shows and movies that are American. View a DVD about the popularity of windsurfing in France		
Week 3-4	 Use digital tools and face-to-face communication to: a. Introduce myself and others using the verbs <i>être</i> and <i>aimer</i>. b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports. 	Survey classmates and prepare a similar survey for how American teenagers spend their free time. Compare results and discuss similarities and differences. Students will discuss what could be the cause of these similarities and differences as they relate to race and religious differences between cultures. Speculate why some percentages are different, then write 5-8 imperative sentences describing how to do your favorite sport or activity and share with a partner. Have the partner act out the sport, then have the class to answer questions II/Elle aime? Vous aimez? Vos parents aiment?	2	
Week 5-6	Categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.	In pairs, students will talk about weekend plans. Students will browse through "Mon Espace" on Mary Glasgow's website and categorize weekend activities in the Target Culture and compare them to the USA	2	
Week 7-8	Use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes preferences related to pastime activities	Students will create a digital presentation of 5 favorite activities to do in the summer and share it in class	2	
Teacher Note	es:		<u> </u>	
www.emcp.co www.lespetits teteabricoler.c www.youtube http://apprend http://epals.co http://marygla	low to access additional resources used to design om scitoyens.com (various issues with the games s com – do it yourself project from a target cultu e.com (la ferme des celebrités, la ferme pedago lre.tv5monde.com om asgow.com	series) re		
 Give tests orally Give instructions/directions in writing and orally 				

- Give tests ordiny
 Give instructions/directions in writing and orally
 Assign a buddy, same language or English speaking
 Allow errors in speaking
 Allow errors in writing

- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Allow open book tests
- For each question, indicate page number in textbook where answer is found
- Rephrase questions, directions, and explanations
- Use group projects rather than individual work
- Reduce multiple choices to two
- Provide study guides and/ or outlines
- Provide video on subject
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

At-Risk Students

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

Special Education Student/504

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit 2 - Overview

Content Area: French

Unit Title: Unit 2: Un Jour à l'école

Grade Level: Grade 5, Novice-Mid K-5

Core Ideas:

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

They interpret authentic written and/or video/audio texts such as blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life in the target culture(s).

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

Unit 2 - Standards

Standards: (Content and Technology):			
CPI#:	Statement:		
Performance Expectations (NJSLS)			
	Interpretive Mode		
7.1.NM.IPRET	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally		
.1	authentic materials and other resources related to targeted themes.		
7.1.NM.IPRET	Respond with actions and/or gestures to oral and written directions, commands, and		
.2	requests that relate to familiar and practiced topics.		
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.		
7.1.NM.IPRET	Demonstrate comprehension of brief oral and written messages found in short culturally authentic		
.5	materials on global issues, including climate change.		
	Interpersonal Mode		
7.1.NM.IPERS .1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.		
7.1.NM.IPERS	Give and follow simple oral and written directions, commands, and requests when participating in		
.4	classroom and cultural activities.		
7.1.NM.IPERS	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during		
.5	leave-takings, and in daily interactions.		
	Presentational Mode		
7.1.NM.PRSN	Present basic personal information, interests, and activities using memorized words, phrases, and a few		
T.1	simple sentences on targeted themes.		
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits		
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.		
Career Readine	ess, Life Literacies, and Key Skills		
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.		
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view		
Computer Science and Design Thinking			
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.		
Interdisciplinar	ry Connection (must include Companion Standard(s) R and W)		
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant		
	connections from it; cite specific textual evidence when writing or speaking to support conclusions		
	drawn from the text.		

chosen details, and well-structured event sequences. Intercultural Statements (Antistid, Holocause, LGHT, Ski, etc) Amistaid: Interviews shown during weeks 9 and 10 will include BiPOC youth, in order to include viewpoints from many perspectives. LGBTQ+: Interviews shown during weeks 9 and 10 will include LGBTQ+ youth, in order to include viewpoints from many perspectives. LGBTQ+: Interviews shown during weeks 9 and 10 will include LGBTQ+ youth, in order to include viewpoints from many perspectives. LGBTQ+: Interviews shown during weeks 9 and 10 will include LGBTQ+ youth, in order to include viewpoints from many perspectives. LGBTQ+: Interviews during weeks 9 and 10 will include LGBTQ+ youth, in order to include viewpoints from many perspectives. Collection statistic during the second statistic during the week • Activities associated with school Days of the week • Months of the year • Ordinal numbers • Question words • Statistic at the second view of the second view o	NJSLSA.W3		experiences or events using effective technique, well-			
Amistati: Interviews shown during weeks 9 and 10 will include BiPOC youth, in order to include viewpoints from many perspectives. LGBTQ1: Interviews shown during weeks 9 and 10 will include LGBTQ1 youth, in order to include viewpoints from many perspectives. LGBTQ1: Interviews shown during weeks 9 and 10 will include LGBTQ1 youth, in order to include viewpoints from many perspectives. LGBTQ1: Interviews shown during weeks 9 and 10 will include LGBTQ1 youth, in order to include viewpoints from many perspectives. LGBTQ1: Interviews shown during weeks 9 and 10 will include LGBTQ1 youth, in order to include viewpoints from many perspectives. Unit Essential Question(s): (in target language): How do you name: School subjects Activities associated with school Dusy of the week Months of the year Ordinal numbers Question works Numbers for telling time Use expressions associated with telling time (i.e. morning, afternoon, evening) I use the wreature cauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status. Do-Nows - Collected after every 2 weeks School astry to talk about a school day in the USA and a French-speaking country A completed questionnaire Accompleted questionnaire Accompleted questionnaire A completed questionnaire Northow das						
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 4. Overhead transparencies 5. Digital Comic Strips generators 6. Smart Board for internet clips from united streaming 7. Teacher-created supplemental vocabulary and grammar practice sheets 8. Les numéros 1 à 60 + du matin, de l'après-midi, du soir 9. Quelle heure est-il ? Il est (numéro) heure(s). – 1'heure officielle 9. Les jours de la semaine : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 9. Les mois de l'année : janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, 	C					
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mai, juin, juillet, aout, septembre, octobre,	Jeadi, vendredi, suntanene					
no vemere, decemere.			novembre, décembre.			

		Les questions : Qui ? Avec qui ? Pourquoi? Quand ? Comment ? C	
		heure ?	
	Suggested	Pacing Guide	
Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Week 1-2	Identify the time school starts and finishes from listening and reading activities	Students will skim and scan target language authentic materials to identify classroom items and furniture and their location. Use physical response to demonstrate understanding of classroom routines.	2
Week 3-4	Identify the subjects that students study during the school day from listening and reading activities	Silent ball with numbers. Telling time bingo. Small and large group activities to identify school subjects and times (Fly swatter, Charades)	2
Week 5-6	Identify the favorite and least favorite teacher and class from reading and listening activities	Interpreting school schedules from French-speaking regions from around the world. Use physical response to demonstrate understanding of classroom routines.	2
Week 7-8	Determine how their school day and the school day of a student in the target culture are similar and different.	Recycle expressions describing physical and personal characteristics. Recycle expressions for likes and dislikes to talk about favorite subjects and teachers	2
Week 9-10	Use physical and verbal response to demonstrate understanding of classroom routines.	Watch interviews with French- speaking students from around the world. Students show will include BiPOC and LGBTQ+ youth. Recycles expressions for greetings/farewells, introducing yourself, telling your age and asking/answering how you are doing. Fill out a Venn diagram Ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language. using Skype, or text messaging, playing "Telephone", true/false, Round Robbin, "Speed Dating" pair activity.	2
Week 11-12	Fill out a schedule based on oral and written description	Filling out questionnaires using clock appointment pair activities. Role play where students will what country their partner is from based on their answers regarding the school schedule	2
Week 13-14	Use digital tools and face-to-face communication to: a. Ask simple, memorized questions (yes/no, either/or, and short response)	Students will develop and present quick chat scenarios regarding school routine, such as "My Best Day in School", "My Worst Day in	2

	about things found in a school and	School", "A school day from the	
	classroom.	future"	
	b. Answer simple questions (yes/no,		
	either/or, and short response) about things		
	found in my school and classroom.		
Week 15-16	Use technology and words, phrases, and	Students will create and present	2
	memorized sentences to:	digital comic strips "A Day at	
	a. Tell how I spend my school day	School" describing a typical school	
	b. Tell how my peers in the target	day of two characters: am American	
	culture spend their school day	student and a French student	
	c. Compare how our school day is		
	similar and different		
Teacher Note	S:		
Additional R	esources:		
Click links bel	low to access additional resources used to des	ign this unit:	
www.emcp.co			
websites to cre	eate cartoons or comic strip		
www.youtube			
	re.tv5monde.com		
http://epals.co			
http://marygla	sgow.com		
	Differentiation/M	odification Strategies	
English Lang	uage Learners	-	
	ests orally		
	nstructions/directions in writing and orally		
	n a buddy, same language or English speaking	2	
	errors in speaking		
	errors in writing		
	ot writing in first language		
	ight key vocabulary		
•	e amount of work required		
	s comprehension through demonstration or ot	her alternative means (gestures, drawin	gs)
	open book tests		5-7
	ich question, indicate page number in textbool	k where answer is found	
	ase questions, directions, and explanations		
1	roup projects rather than individual work		
-	e multiple choices to two		
	le study guides and/ or outlines		
	le video on subject		
	extended time to answer questions, and perm	nit drawing, as an explanation	
	or participation at any level, even one word	nt drawing, us an explanation	
e necep	r paracipation at any level, even one word		
At-Risk Stud	ents		
	mar Tutor		
	e Enrichment activities		
	utoring		
	Ø		
Gifted and T	alented Students		
	or Activities		
	int as teacher's helpers		
* *	n additional Internet activities		
- 100181			
Special Educe	ation Student/504		
	ential Seating		
	citical Scatting		

- Strategic/flexible grouping and pairing
- Ample wait time before calling on students

- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking

Unit 3 - Overview

Content Area: French

Unit Title: Unit 3: À la mode

Grade Level: Grade 5, Novice-Mid K-5

Core Ideas:

Students use the target language in the three modes of communication to explore teen fashion in the home and target cultures (i.e. clothing items, styles, and preferences). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

They interpret authentic written and/or video/audio texts such as blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life in the target culture(s).

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

	Unit 3 - Standards
	ntent and Technology):
CPI#:	Statement:
Performance Ex	xpectations (NJSLS)
	Interpretive Mode
7.1.NM.IPRET	Respond with actions and/or gestures to oral and written directions, commands, and
.2	requests that relate to familiar and practiced topics.
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
	Interpersonal Mode
7.1.NM.IPERS .1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS .4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS .5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS .6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
	Presentational Mode
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
	ss, Life Literacies, and Key Skills
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
	nce and Design Thinking
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
Interdisciplinar	y Connection (must include Companion Standard(s) R and W)
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Intercultural St	atements (Amistad, Holocaust, LGBT, SEL, etc)
	8 and 9 assignment will include resources that show BiPOC owned businesses.

LGBTQ+: We	ek 8 and 9 assignment will include resources t	hat show LGBTQ+ owned businesses.	
Unit Essentia	l Question(s): (in target language): How do	Unit Enduring Understandings:	I will understand
• Tell your s	like/dislike a clothing item	<i>that</i> Student dressing styles in some wa different from that of students in th	
	Evidence	of Learning	
studen 2. Do-No 3. Inform 4. Exit S Summative/B 1. Quiz v 2. Shopp 3. Fashic Alternative A 1. Orally	sessments: erature Gauges - Immediate, in-the-moment as at status. bws – Collected after every 2 weeks nal speaking assessment of Quick Chats lips enchmark Assessment(s): vocabulary - clothing and colors bing skit project- students use realia to create a on show performance-based rubric	esessments that allow the teacher to get	a sense of current
 Googl Wipe- Overh Digita Smart stream Teach 	ube videos. e Earth off boards / markers ead transparencies l Comic Strips generators Board for internet clips from united	 Key Vocabulary: Qu'est-ce que tu portes ? Je manteau, un anorak, des bott jean, un pantalon, un tee-shin de bain, un pyjama, un impe une jupe, une ceinture, des lu Tu mets quelle taille de tee-s Tu fais quelle taille en panta Tu es beau. / Tu es belle. C'est chic. C'est charmant ! J'adore ta robe ! Tes lunettes sont super cool 	tes, des sandales, un rt, un short, un maillot rméable, des tennis, unettes de soleil shirt ? lon ? Je fais du 42.
	Suggested I	• Tes functies sont super cool Pacing Guide	!
Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Week 1-2	Identify, say, write, and identify articles of clothing	Self-study unit to practice pronunciation and identify clothing items using http://www.education.vic.gov.au/lan guagesonline/french/french.htm	2
Week 3-4	Describe and answer questions regarding what they and other students are wearing using clothing and colors.	Create original sentences regarding what you are wearing Describe celebrity's clothing using images Teacher-created supplemental practice sheets and listening activities	2
Week 5-7	Describe and ask/answer questions regarding what they and others have to do	Kinesthetic "scavenger hunt" activities using clothing and colors.	3

	in different situations.	Teacher-created supplemental practice sheets and listening			
		activities			
Week 8-9	Use all interrogative words to ask/answer questions in a variety of situations, ie, going shopping in different types of stores.	Create "shopping" dialogue between a customer and a salesperson using clothing with interrogative words. Students will perform a webquest on several actual French clothing websites. Websites will include BiPOC and/or LGBTQ+ owned businesses. Discuss the role of sustainability in the global clothing market.	2		
Week 10-12	Create and present an original Fashion show representing current school fashion trends	Fashion show – create with other students and present to class.	3		
Teacher Notes:					
Additional R	Additional Resources:				
Click links below to access additional resources used to design this unit:					
www.emcp.com					
http://www.education.vic.gov.au/languagesonline/french/french.htm					
www.youtube.com					
http://apprendre.ty5monde.com					

http://apprendre.tv5monde.com http://epals.com

http://epais.com

http://maryglasgow.com

Differentiation/Modification Strategies

English Language Learners

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Allow open book tests
- For each question, indicate page number in textbook where answer is found
- Rephrase questions, directions, and explanations
- Use group projects rather than individual work
- Reduce multiple choices to two
- Provide study guides and/ or outlines
- Provide video on subject
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

At-Risk Students

- Grammar Tutor
- Online Enrichment activities
- Peer tutoring

Gifted and Talented Students

- Anchor Activities
- Appoint as teacher's helpers
- Assign additional Internet activities

Special Education Student/504

- Preferential Seating
- Strategic/flexible grouping and pairing
- Ample wait time before calling on students
- Student self-assessment, self-monitoring of progress
- Speaking: Provide sentence starters, processing time, cues and prompts, embedded choices, practice time; repeating/ simplifying of directions; clear visual, verbal and demonstrative modeling; think/Pair/Share
- Have students set personal growth goals
- Groups/Pairs: teach rules and expectations; skills of independence bridging phrases, disagreeing agreeably, voice level; strategies for moving in and out of groups; signal for getting teacher's attention
- Allow: flexible grouping; adequate/extra time; assign group roles; ample use of visuals; kinesthetic activities; rhythm, music, body movements; teach vocab in context, and in small chunks; break down assignments into manageable parts/tasks
- Reading: Use peer tutoring; label main ideas; label 5 W's; visual imagery; graphic organizers
- Allow: Highlighting of key words/concepts; silent pre-reading; partner reading
- Teach: Pre-reading strategies; 'During' reading strategies; Post-reading strategies; Use of manipulatives; Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities
- Writing: Shorten task; Require lists rather than sentences. Allow: note-taking; visual representation of ideas; collaborative writing; Brainstorm word bank; Pre-writing with graphic organizers. Provide: Model of writing; Structure for writing; Fill-in-blank form for note-taking