

French

Grade 5

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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**Standards: (Content and Technology):****CPI#: Statement:****Performance Expectations (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 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.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.

Career Readiness, 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.

Interdisciplinary Connection (must include Companion Standard(s) R and W)

NJLSA.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.

NJLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Intercultural Statements (<i>Amistad, Holocaust, LGBT, SEL, etc...</i>)			
Holocaust: Students will discuss how differences in the way they spend their free time compared to other countries could be related to racial and religious differences between cultures across the globe.			
Unit Essential Question(s): (in target language): How do you: <ul style="list-style-type: none"> ● Express like and dislike (as memorized chunks) ● Give and respond to commands (as memorized chunks) ● Inquire about likes and dislikes and pastime activities 	Unit Enduring Understandings: <i>I will understand that...</i> The amount of leisure time available and how it is spent varies among cultures.		
Evidence of Learning			
Formative Assessments: <ol style="list-style-type: none"> 1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status. 2. Do-Nows – Collected after every 2 weeks 3. Quiz on all forms of <i>aimer</i> with questions 4. Informal speaking assessment of show-and-tell picture presentation 5. Exit slips Summative/Benchmark Assessment(s): <ol style="list-style-type: none"> 1. Paired conversations 2. Written goals for summer 3. One page composition 4. Surveys 5. Windsurfing/sport description 6. TV/movie list Alternative Assessments: <ol style="list-style-type: none"> 1. Orally provide answers to Teacher 2. Create a video of answers using Flipgrid 			
Resources/Materials: <ol style="list-style-type: none"> 1. Internet 2. French magazines, newspapers 3. Text/cultural essays, surveys 4. DVD 	Key Vocabulary: <ul style="list-style-type: none"> ● Conjugaison du verbe “aimer” – j’aime, tu aimes, il/elle aime, nous aimons,... ● Qu’est-ce que tu aimes ? J’aime + les choses... la pizza, l’école, le chocolat, le cinéma, les sports, les frites. Je n’aime pas /Je déteste les escargots, les maths, les devoirs. ● L’Impératif : Levez la main ! Asseyez-vous ! Faites attention ! Répétez ! Ouvrez les cahiers ! ● Qu’est-ce que tu aimes faire ? J’aime + activité ... jouer au tennis, jouer au baseball, étudier, nager, faire du ski, jouer au football, danser, manger. Je n’aime pas... jouer au golf, jouer au basketball, faire les magasins. 		
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s) <i>Students will be able to:</i>	Suggested Tasks/Activities:	Day(s) to Complete
Week 1-2	Understand some basic information when someone talks about likes and dislikes related to pastime activities and sports; understand some basic information found in short readings dealing with preferences	Teacher writes one of her weekend plans on an index card. Students will take turns guessing what teacher is going to do on weekend	2

	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: <ul style="list-style-type: none"> 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 Il/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 Notes:**Additional Resources:**

Click links below to access additional resources used to design this unit:

www.emcp.com

www.lespetitscitoyens.com (various issues with the games series)

teteabricoler.com – do it yourself project from a target culture

www.youtube.com (la ferme des célébrités, la ferme pédagogique)

<http://apprendre.tv5monde.com>

<http://epals.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

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.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.2 Respond with actions and/or gestures to oral and written directions, commands, and 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.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.

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.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 Readiness, 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.

Interdisciplinary Connection (must include Companion Standard(s) R and W)

NJLSA.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.

NJLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Intercultural Statements (<i>Amistad, Holocaust, LGBT, SEL, etc...</i>)	
Amistad: 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.	
<p>Unit Essential Question(s): (in target language): How do you name:</p> <ul style="list-style-type: none"> ● School subjects ● Activities associated with school ● Days of the week ● Months of the year ● Ordinal numbers ● Question words ● Numbers for telling time ● Use expressions associated with telling time (i.e. morning, afternoon, evening) ● Use the structures necessary to: <ul style="list-style-type: none"> ○ Express time ○ Ask memorized questions related to school activities in the present time frame ○ Respond to simple questions related to school activities in the present time frame 	<p>Unit Enduring Understandings: <i>I will understand that...</i></p> <p>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p>
Evidence of Learning	
<p>Formative Assessments:</p> <ol style="list-style-type: none"> 1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status. 2. Do-Nows – Collected after every 2 weeks 3. Informal speaking assessment of Quick Chats 4. Exit Slips <p>Summative/Benchmark Assessment(s):</p> <ol style="list-style-type: none"> 1. A cartoon strip to talk about a school day in the USA and a French-speaking country 2. A Venn Diagram 3. A completed questionnaire <p>Alternative Assessments:</p> <ol style="list-style-type: none"> 1. Orally provide answers to Teacher 2. Create a video of answers using Flipgrid 	
<p>Resources/Materials:</p> <ol style="list-style-type: none"> 1. You tube videos. 2. Google Earth 3. Wipe-off boards / markers 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 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Les classes: la biologie, les maths, le français, l'espagnol, l'anglais, l'EPS, la chimie, l'informatique, la géométrie, l'algèbre ● Les numéros 1 à 60 + du matin, de l'après-midi, du soir ● Quelle heure est-il ? Il est (numéro) heure(s). – l'heure officielle ● Les jours de la semaine : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche ● Les mois de l'année : janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, décembre.

**Les questions : Qui ? Avec qui ? Quoi ? Ou ?
Pourquoi? Quand ? Comment ? Combien ? A quelle
heure ?**

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) <i>Students will be able to:</i>	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 classroom. b. Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.	School”, “A school day from the future”	
Week 15-16	Use technology and words, phrases, and memorized sentences to: a. Tell how I spend my school day b. Tell how my peers in the target culture spend their school day c. Compare how our school day is similar and different	Students will create and present digital comic strips “A Day at School” describing a typical school day of two characters: an American student and a French student	2

Teacher Notes:**Additional Resources:**

Click links below to access additional resources used to design this unit:

www.emcp.com

websites to create cartoons or comic strip

www.youtube.com

<http://apprendre.tv5monde.com>

<http://epals.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

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**Standards:** (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)****Interpretive Mode**7.1.NM.IPRET
.2

Respond with actions and/or gestures to oral and written directions, commands, and 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 Mode7.1.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 Mode7.1.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.

Career Readiness, 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.

Interdisciplinary Connection (must include Companion Standard(s) R and W)

NJLSA.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 Statements (Amistad, Holocaust, LGBT, SEL, etc...)

Amistad: Week 8 and 9 assignment will include resources that show BiPOC owned businesses.

LGBTQ+: Week 8 and 9 assignment will include resources that show LGBTQ+ owned businesses.

Unit Essential Question(s): (in target language): How do you:

- Describe a clothing ensemble
- Tell your size
- Say if you like/dislike a clothing item
- Pay a compliment

Unit Enduring Understandings: *I will understand that...*

Student dressing styles in some ways are similar to and different from that of students in the target culture.

Evidence of Learning

Formative Assessments:

1. Temperature Gauges - Immediate, in-the-moment assessments that allow the teacher to get a sense of current student status.
2. Do-Nows – Collected after every 2 weeks
3. Informal speaking assessment of Quick Chats
4. Exit Slips

Summative/Benchmark Assessment(s):

1. Quiz vocabulary - clothing and colors
2. Shopping skit project- students use realia to create a skit
3. Fashion show performance-based rubric

Alternative Assessments:

1. Orally provide answers to Teacher
2. Create a video of answers using Flipgrid

Resources/Materials:

1. You tube videos.
2. Google Earth
3. Wipe-off boards / markers
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

Key Vocabulary:

- Qu'est-ce que tu portes ? Je porte une robe, un manteau, un anorak, des bottes, des sandales, un jean, un pantalon, un tee-shirt, un short, un maillot de bain, un pyjama, un imperméable, des tennis, une jupe, une ceinture, des lunettes de soleil
- Tu mets quelle taille de tee-shirt ?
- Tu fais quelle taille en pantalon ? Je fais du 42.
- Tu es beau. / Tu es belle.
- C'est chic.
- C'est charmant !
- J'adore ta robe !
- Tes lunettes sont super cool !

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) <i>Students will be able to:</i>	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/languageonline/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 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.tv5monde.com>

<http://epals.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