

French

Grade 6

Prepared by:

Jeffrey Peters

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

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Born on **August 22, 2022**

TITLE

Course Description:

French 6 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 family and community, such as home, environment and nutrition. 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 grades 4 and 5.

Course Sequence:

- “Ma Maison est mon Château” - “My Home, My Castle” – 18 weeks
- “Vivre la Vie Écolo” – “Living Ecologically” – 11 weeks
- “Bon Appetit” – “Enjoy your Meal” – 7 weeks

Pre-requisite:

5th Grade French

Unit 1 - Overview**Content Area: French****Unit Title:** Unit 1: Ma maison est mon château**Grade Level: Grade 6, Novice-High Grade 8****Core Ideas:**

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different by examining the design and contents of homes. (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 news-clips, real estate advertisements, and short video clips that focus on home tours and descriptions of items in a home.

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 homes and items found in homes.

They use lists, chunks of language and memorized phrases to describe the rooms and items in their homes.

Unit 1 - Standards**Standards:** (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)****Interpretive Mode**7.1.NH.IPRET
.1

Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET
.3

Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET
.4

Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET
.7

Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET
.8

Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode7.1.NH.IPERS.
1

Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.
2

Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.
5

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode7.1.NH.PRSN
T.1

Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSN
T.2

Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSN
T.3

Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSN
T.5

When speaking and writing, use simple sentences and try to connect them with a few transition words.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect

Computer Science and Design Thinking

8.1.8.DA.1

Organize and transform data collected using computational tools to make it usable for a specific purpose.

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

NJSLSA.W2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
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Intercultural Statements (*Amistad, Holocaust, LGBT, SEL, etc...*)

Holocaust: Students will discuss how differences in income and socio-economic status can stem from historical oppression of minority groups such as Jewish people and BiPOC.

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

- Name types of furniture found in the home
- Name rooms in the home
- Common household items used in each room
- Characterize a home
- Ask questions related to:
 - Rooms in the home
 - Location of items in the home

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

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

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. Quizzes on Possessive Adjectives and Avoir
2. Informal speaking assessment of show-and-tell picture presentation
3. “La Maison de Mes Rêves » Project- Students create the house of their dreams, labeled in French
4. Question sheets on “Le Chateau de Ma Mère »

Alternative Assessments:

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

Resources/Materials:

1. Pictures of houses
2. PowerPoint presentation on the houses in France and Francophone countries
3. Sentence strips
4. Wipe-off boards / markers
5. Listening activities from CD's
6. SmartBoard for internet clips from united streaming
7. Teacher-created supplemental vocabulary and grammar practice sheets
8. Video – « Le Chateau de Ma Mère »

Key Vocabulary:

- les meubles: le miroir/la glace, le fauteuil, la chaise, le lit, la bibliothèque, la table, la commode
- la maison: la chambre, la salle à manger, la cuisine, la salle de bains, le garage, les toilettes, le salon, le grenier, le balcon, le jardin
- l'appartement, le château, la maison
- les propositions: sous, derrière, à côté de, sur, près de,
- dans, entre, devant, chez

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	Reproduce the descriptions of rooms and houses listening to the teacher	Students will listen to descriptions of rooms and houses to pick out the	2

		picture it represents. Students will use magnetized furniture to create a room according to the teacher's description. Students will fill the outline of the house with the rooms listening to the teacher's descriptions.	
Week 3-4	Describe and answer questions regarding their homes.	Pictures of actual houses- describe the house for your partner to draw (partner does not see the image). Students will discuss the possible socio-economic reasons for differences in homes.	2
Week 5-6	Ask and answer questions about where people are from and who someone is	Teacher-created supplemental practice sheets and listening activities containing native speakers talking about their houses. Quick Chat activities	2
Week 7-8	Recognize and identify houses in various cities in France along with Francophone countries	Mini-research on types of housing found in French-speaking regions, presentations in small groups. Each student must include housing from different levels of income. Students will discuss the possible reasons behind income differences in different regions.	2
Week 9-10	Say and write the possessive adjectives	Teacher-created supplemental practice sheets: i.e. questionnaire at the realtor's office	2
Week 11-12	Say the rooms of the house along with the possessive adjectives	Quick Chat: A guided tour of the house – real estate agent and a client	2
Week 13-14	Conjugate the verb avoir (to have) in all forms and apply it in sentences about the house	Sentence strip activities with avoir Avoir song on YouTube- Students sing along	2
Week 15-18	Prepare and present in class a digital presentation of a dream castle	Show the movie « Le Chateau de Ma Mère », have students answer questions to check comprehension. Students will work on their laptops to create rooms and furniture using google apps	3

Teacher Notes:**Additional Resources:**

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

www.emcp.com

[www.century 21.fr](http://www.century21.fr)

www.youtube.com

<http://apprendre.tv5monde.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: Vivre la vie écolo**Grade Level: Grade 6, Novice-High Grade 8****Core Ideas:**

Students use the target language in the three modes of communication to explore products and practices of the target culture(s) as they relate to reuse, recycle, and reduce. (Assessment of the Interpretive mode may be in English; however, the text is always in the target language.)

They interpret authentic written and video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on environmental practices and products in the target culture(s).

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding environmental products and practices.

They use lists, chunks of language, and memorized phrases to compare environmental products and practices in the home and target cultures.

Unit 2 - Standards**Standards:** (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)****Interpretive Mode**

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5 Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode

7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.6 Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Presentational Mode

7.1.NH.PRSN T.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSN T.2 Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSN T.3 Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSN T.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSN T.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSN T.6 Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different

	regions in the United States.
Career Readiness, Life Literacies, and Key Skills	
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
Computer Science and Design Thinking	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
Interdisciplinary Connection (must include Companion Standard(s) R and W)	
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)	
Holocaust: Students will discuss how differences in community resources can stem from historical oppression of minority groups such as Jewish people and BiPOC.	
Unit Essential Question(s): (in target language): How do you: <ul style="list-style-type: none"> ● Symbols of recycling in target culture ● Vocabulary associated with symbols of recycling ● Recyclable categories ● Shapes and materials ● Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items ● Vocabulary of renewable resources, such as water, electricity, and paper ● The structures necessary to: <ul style="list-style-type: none"> ○ Give and respond to memorized commands associated with reduce, reuse, and recycle ○ Indicate frequency 	Unit Enduring Understandings: I will understand that... <ul style="list-style-type: none"> ● Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) ● Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
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. Informal speaking assessment of Quick Chats 4. Exit Slips 	
Summative/Benchmark Assessment(s): <ol style="list-style-type: none"> 1. Role play (rubric) 	
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. Recyclable objects 2. PowerPoint presentation on recycling in France 3. Sentence strips 	Key Vocabulary: le recyclage: la boîte, la bouteille de verre, le carton, disparaître, gaspiller, jeter, le papier, le plastique, trier, le verre recyclable

<ol style="list-style-type: none"> 4. Wipe-off boards / markers 5. Listening activities from CD's 6. Smart Board for internet clips from united streaming 7. Teacher-created supplemental vocabulary and grammar practice sheets 8. Video by Mickey 3D « Respire » 	<p>“Triman” l'eau, l'électricité, le papier</p>
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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	Recognize words associated with commonly recycled products (e.g. plastic, cans, paper, cardboard, batteries).	Teacher-selected listening and reading activities. TPR – students will point left, right or in front of them depending on the object material	2
Week 3-4	Identify common symbols of recycling and match them to the equivalent target language word. (e.g. water, electricity, paper).	Relay: two teams representing two cultures will compete to recycle correctly the materials whose names are written on the flashcards.	2
Week 5-6	Determine which products and practices related to recycling are the same and different in my community and in the target culture community.	View a video on “Faire le Tri” in France and recycling in the USA, complete a Venn diagram, discuss the racial differences of the communities and how that can effect the way a town provides it's citizens with resources	2
Week 7-8	Suggest and respond what their classmates and others should do with regard to reuse, recycle, and reduce (e.g. Given pictures of common household items, I can suggest what should be done with them).	Hands-on activities sorting objects according to the French concept “Faire le tri” Small group relay	2
Week 9	Ask and answer memorized questions (yes/no, either/or, and short response) about quantity, material, and of recycled products	Quick Chat Blindfold activity – guess what it is, by feeling an object and asking two questions about it Jigsaw activity	1
Week 10-11	Ask and answer memorized questions (yes/no, either/or, and short response) about personal practices related to reuse, recycle, and reduce.	A skit: parent teaching a child how to recycle	2

Teacher Notes:

Additional Resources:

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

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<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: Bon appetit**Grade Level: Grade 6, Novice-High Grade 8****Core Ideas:**

Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

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 and express preferences related to food preferences, products and practices.

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

Unit 3 - Standards**Standards:** (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSL)****Interpretive Mode**

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.1 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).

Interpersonal Mode

7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

Presentational Mode

7.1.NH.PRSN T.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSN T.2 Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSN T.3 Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSN T.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect

Computer Science and Design Thinking

8.1.8.DA.1 Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connection (must include Companion Standard(s) R and W)			
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas		
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL, etc...)			
Holocaust: Students will discuss the differences of foods eaten in different regions of the US and Europe. This will help drive a discussion of cultural differences and facilitate an understanding of cultures different from the students'.			
Unit Essential Question(s): (in target language): How do you:		Unit Enduring Understandings: I will understand that...	
<ul style="list-style-type: none"> ● Names of common vegetables, fruits, grains, proteins, and dairy items ● Colors ● Names of common 'empty calorie' foods ● Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) ● Adjectives to describe size and shape of food ● Questions related to describing food 		Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)	
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. Dictation for the food vocabulary 3. Do-Nows – Collected after every 2 weeks 4. Informal speaking assessment of Quick Chats 5. Exit Slips 			
Summative/Benchmark Assessment(s):			
<ol style="list-style-type: none"> 1. « Pyramide Alimentaire » presentation 			
Alternative Assessments:			
<ol style="list-style-type: none"> 1. Orally provide answers to Teacher 2. Create a video of answers using Flipgrid 			
Resources/Materials:		Key Vocabulary:	
<ol style="list-style-type: none"> 1. Food pictures/props/utensils 2. Food pyramid 3. 3-D puzzles 4. DVD 5. Internet 6. Skit props 		les fruits: la pomme, le poire, les cerises, les fraises, les bananes, la pamplemousse, les oranges, les légumes: l'artichaut, le poivron, les haricots, le chou-fleur, les carottes, le maïs, la laitue, les petits pois, la pomme de terre, les tomates le poisson, le bœuf, le poulet, le lait, le fromage, le yaourt, le beurre les couleurs : blanc(he), rouge, noir(e), gris(e), rose, jaune, vert(e), bleu(e), violet(te),	
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	Understand some basic information as found in short readings, audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.	Teacher-selected listening and reading activities. TPR showing thumbs up or down or wave their hand depending on how much they like the food item.	1

		Students will practice the food vocabulary using http://www.education.vic.gov.au/languagesonline/french/french.htm	
Week 2	Identify common symbols of recycling and match them to the equivalent target language word. (e.g. water, electricity, paper).	Videos of a French and a Senegalese family's typical meals. TPR – students will point left, right or I front of them depending on when the food items are eaten: breakfast, lunch, dinner	1
Week 3-4	Ask and answer memorized questions (yes/no, either/or, and short response) about food preferences.	Blindfold activity – guess what it is, by feeling an object and asking two questions about it Questionnaire Round robin	2
Week 5	Ask and answer memorized questions (yes/no, either/or, and short response) about a meal time in my culture and the target culture.	Hands-on activities sorting pics of foods according to the meal time. Quick Chat. Students will create a graphic organizer to compare food practices.	1
Week 6-7	Use a graphic organizer to categorize foods popular in the United States and the target culture.	Students will research and present a food pyramid using brands and labels of food items found in the USA and in the target culture	2

Teacher Notes:**Additional Resources:**

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www.emcp.com

<http://www.education.vic.gov.au/languagesonline/french/french.htm>

www.youtube.com

<http://apprendre.tv5monde.com>

<http://maryglasgow.com>

<http://prezi.com>

Differentiation/Modification Strategies

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Special Education Student/504

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- 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