



HORSE PIKE
SCHOOL DISTRICT
RING EXCELLENCE IS OUR STANDARD
T ACHIEVEMENT IS THE RESULT

Department of World Languages
FRENCH 2

Course Content and Standards (NJSL 2014):

Unit 1: Soyez à la mode (Be in style) (Reprise, Unité 7)

Vocabulary: (7.1.NH.A.1,A.2, A.3, A.4, A.5, A.7, B.3, B.5, C.3)

- Body parts
- Clothing and accessories
- Descriptions of clothes: adjectives, sizes, and fit
- Expressing and asking for opinions

Grammar: (7.1.NH.A.3,A.4, A.7, A.8, C.1, C.2)

- Stem-changing verbs (*acheter*)
- the verb *mettre* (to put on / to wear)
- the verb *vouloir* (to want)
- Comparisons

Culture: (7.1.NH.A.1,A.3, B.1, B.2, C.5)

- French fashion styles and icons
- French shopping stores and sales
- French currency

Unit 2: Un voyage au Québec (A trip to Québec) (Unité 2, Unité 8)

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.2, B.4, B.5, C.1, C.2)

- Traveling
- Airport
- Hotel
- Geography Terms

Grammar: (7.1.IL, A.4, A.8, C.2)

- *passé composé*
- the verb *voir* (to see)
- the verb *partir* (to leave)
- the verb *sortir* (to go out)
- the verb *dormir* (to sleep)
- geographical prepositions

Culture: (7.1.IL.A.1, A.3, A.8, B.3, C.1)

- Carnaval in Québec
- Québec tourist sites

Unit 3: La routine quotidienne (Daily Routine) (Unité 5)

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.5, C.2, C.3)

- Daily Routine
- Chores
- Toiletry Items

Grammar: (7.1.IL.A.4, A.8, B.3, B.4, C.2, C.3)

- Reflexive Verbs: present, passé composé, imperative
- the verb *vouloir* (to want)
- the verb *pouvoir* (to be able to)
- the verb *devoir* (to have to)
- the verb *falloir* (to be necessary)

Culture: (7.1.IL.A.1, C.1, C.5)

- French toiletry items and brands
- French self-care practices
- French and American bathrooms

Unit 4: Bon appétit! (Unité 3)

Vocabulary: (7.1.IL.A.1, A.2, A.4, A.5, A.7, B.1, B.2, B.3, B.4, B.5, C.2, C.3)

- Food stores in town
- Foods and meals
- Pricing and costs
- Ingredients and recipes
- Table setting

Grammar: (7.1.IL.A.3, A.8, C.1, C.3)

- the verb *prendre* (to have)
- the verb *boire* (to drink)
- the verb *offrir* (to offer)
- Imperative (commands)
- Partitive
- Introduction to object pronouns

Culture: (7.1.IL.A.1, A.3, B.3, C.4, C.5)

- French foods and meals
- Food shopping in France
- Classic French recipes

Course Pacing:

- | | |
|----------------------------|------------------|
| ● Marking Period 1: Unit 1 | Novice-High |
| ● Marking Period 2: Unit 2 | Intermediate-Low |
| ● Marking Period 3: Unit 3 | Intermediate-Low |
| ● Marking Period 4: Unit 4 | Intermediate-Low |

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present tense.
4. Create a variety of unit-based projects including those which require the use of technology.

5. Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Discovering French, Today! Blanc*
 Supplemental Materials: *Discovering French, Today! Blanc* Workbook, *Activités pour tous*,
 Communicative Activities
my.hrw.com Online Resources
[Google Drive Folder of Resources](#)
[Teacher’s Discovery La Nourriture Unit](#)

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework	25%
Projects	15%
Minor Assessments	25%
Major Assessments	35%
*Two per marking period	

**Course Standards Key:
 New Jersey Student Learning Standards (NJSL)
 World Languages**

Language Target Level: Novice-High (Unit 1) and Intermediate-Low (Units 2-4) Level Learner:

- *Novice High:* Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate Low:* Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.NH/IL.A. = Interpretive Mode
- 7.1.NH/IL.B. = Interpersonal Mode
- 7.1.NH/IL.C. = Presentational Mode

Novice- High

Interpretive Mode

- 7.1.NH.A.1 - Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 - Reserved - This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 - Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 - Identify some unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational Mode

- 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Intermediate Low

Interpretive Mode

- 7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 - Reserved: This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

- 7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 - Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
- 7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 2

Unit 1

Soyez à la mode

Updated: July 2018

[New Jersey Student Learning Standards \(2014\)](#)

Unit Summary:

Unit Overview:

This unit will prepare students to go shopping for clothing in France. Students will learn about clothing, different clothing styles, and French sizing. They will be able to ask for what they want, pay for it in euros, and then describe what they bought. They will learn about major French department stores, as well as specialized boutiques and when sales happen in France.

Enduring Understandings:

- Fashion styles in French and francophone countries may be different than in the US.
- Shopping in boutiques/markets in Europe is different than shopping at a mall in the US.
- Pricing can be very different in Europe.
- Where a person lives influences their fashion style, sense, and choices.
- French fashion icons have a global impact of what we see and wear today.
- What you wear reflects your style and taste.

Unit Learning Targets/ Goals/

I Can...

- ask for various clothing items

<p>Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational Can-Do Statements</i></p>	<ul style="list-style-type: none"> ● ask what size a clothing item is ● say what size clothing I wear in the US and in France ● ask if something is on sale ● tell someone there is a sale ● ask what colors or sizes a clothing item is ● tell someone what color or size I want ● ask someone how much something costs ● give compliments about a clothing item or outfit ● give a negative about a clothing item or outfit ● say how I like my clothes to fit on me ● say what clothes I normally wear during the different season of the year ● say what clothes I normally wear for certain activities ● say why I like a particular clothing item or outfit ● ask a friend their opinion about a clothing item or outfit ● tell where I like to go shopping ● identify different parts of the body ● say what I wear on different parts of the body ● say what body parts I use to do different activities
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K-12 6-12 9-12</i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.NH.A.1, 7.1.NH.A.2, 7.1.NHA.3, 7.1.NHA.4, 7.1.NHA.5, 7.1.NH.A.7, 7.1.NH.A.8</p> <p>Interpersonal: 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NHB.3, 7.1.NHB.4, 7.1.NHB.5</p> <p>Presentational: 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Novice High</p>

<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Read an article about French fashion and answer questions <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about their clothing style and preferences <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a portfolio of outfits (first day of school, a wedding, and a weekend event) and describe what you chose and why
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> ● <i>achever</i> (stem changing verbs) ● the verb <i>mettre</i> (= to put on/to wear) ● adjective comparisons <p>Vocabulary: (Reprise, Unité 7)</p> <ul style="list-style-type: none"> ● body parts ● clothing ● accessories ● descriptions of clothing items ● sizes and fit ● expressing and asking for opinions
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the</i></p>	<p>Resources Google Drive Folder</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Explore a French department website and answer questions about what is for sale and prices ● Explore a French website and shop for an outfit for an event ● Listen to a French speaker talk about clothes they bought (“haul” videos) ● Compare and contrast American and French clothing styles, shops, and fashion expectations ● Use flashcards to practice vocabulary ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions

<p><i>unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Play Loto game ● Read an advertisement and answer questions ● Study and analyze an infographic about French shopping habits ● Watch an authentic French movie and discuss and answer questions (Coco Before Chanel) <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about your personal style, what you like to wear to different events, and where you go shopping ● Info gap describing what people are wearing ● Discuss with a partner what you spend your money on ● Role play with a partner a shopkeeper and customer looking for an item of clothing ● Discuss and compare in groups what people are wearing ● “Text” a friend about what you are going to wear this weekend <p>Presentational:</p> <ul style="list-style-type: none"> ● Participate in a fashion show ● Use Padlet/FlipGrid to describe what you are wearing ● Create an advertisement for a clothing store ● Describe and compare the outfits of two celebrities ● Write your friend a short note saying what you are going to wear this weekend ● Write to a friend who is visiting you about what they should pack for their stay with you
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Fine Arts – fashion design ● History - Coco Chanel and her influence on women’s clothing ● Math – prices, currency exchange ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 2

Unit 2

Un voyage au Québec

Updated: July 2018

[New Jersey Student Learning Standards \(2014\)](#)

Unit Summary:

Unit Overview:

This unit will prepare students for travel to Quebec, Canada. They will learn how to read travel schedules, pack appropriately for a trip, choose and book a hotel room, and navigate the city of Quebec during their famous Carnaval festival.

Enduring Understandings:

- Traditional festivities in other countries are celebrated differently than in the US.
- Public transportation in other countries and cities is often more reliable and available than in the US.
- Taking a trip requires significant planning and preparation.
- An area's climate can affect how its inhabitants live and the activities they enjoy.
- Traveling to another country is an excellent way to learn about and experience other cultures.

Unit Learning Targets/ Goals/ Outcomes

I Can...

- follow a simple conversation when individuals talk about their vacations
- understand when someone talks about activities they enjoy doing on vacation
- find and use tourist information from city guides

<p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational Can-Do Statements</i></p>	<ul style="list-style-type: none"> ● understand signs with travel information ● understand information I find on an internet travel site and travel magazine ● understand the main idea and many details in a travel show or audio tour ● make a reservation for a hotel, restaurant, or tour ● ask for information while traveling ● can give directions to a place someone would like to visit ● follow directions to someplace I would like to visit ● describe what to do and see in Quebec ● describe what to buy or where to eat in Quebec ● resolve a problem I encounter while traveling ● describe what I did/ saw/ bought/ ate / visited on a recent trip ● compare two places ● express my opinion about where to travel and what to do there
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K–12 6–12 9–12</i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Intermediate Low</p>
<p>Performance Assessments: <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Analyze a website for a Canadian hotel and answer questions <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about a imaginary trip to Québec they took <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a multi-media rich presentation describing a real or imaginary vacation you took (AdobeSpark)

<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> • <i>passé composé</i> (Unité 2) • the verb <i>voir</i> (= to see) • the verb <i>partir</i> (= to leave) • the verb <i>sortir</i> (= to go out) • the verb <i>dormir</i> (= to sleep) • geographical prepositions (Unité 8 Leçon 30) <p>Vocabulary: (Unité 2, Unité 8 Leçon 29C)</p> <ul style="list-style-type: none"> • airport vocabulary • hotel vocabulary • Québec Carnival • Québec tourist sites • geography terms (river, mountain, city, country, etc)
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Explore Quebec tourist sites and answer questions based on their content • Watch videos about Carnival in Quebec and answer questions • Listen to a French speaker introduce Quebec and the places in it • Compare and contrast Quebec and an American city • Listen to Dorothée “Dans Ma Valise” • Watch excerpts from film “Les Vacances de Petit Nicolas” and answer comprehension and discussion questions • Use flashcards to practice vocabulary • Quizlet Live game • Watch videos on EdPuzzle and answer questions • Play Loto game • Listen to podcasts of people talking about Quebec and answer questions • Look at a map, read directions, and answer questions about where you are in Quebec • Listen to a French speaker describe where they go and what they do on vacation and answer questions • Listen to someone say what they did over the weekend and put the events in order <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about where you went, what you did, what you wore, and your opinion about a trip • Design your ideal vacation then describe it to a partner • Interview classmates about their favorite trips and why • Role play working in a hotel and ask and answer questions about booking a room • Role play working at a travel agency and ask and answer questions about what people like to do on their travels

	<ul style="list-style-type: none"> ● Interview your classmate about what they did over the weekend <p>Presentational:</p> <ul style="list-style-type: none"> ● Talk about what you did on a trip ● Use Padlet/FlipGrid to talk about what you like to do on vacation ● Use Padlet/FlipGrid to tell what you did last night ● Create a brochure about Quebec ● Write your friend a postcard saying what you did on your trip to Quebec ● Write a short email to a friend giving them all your travel information for a trip to Quebec ● Create a storyboard explaining something that happened in the past
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Social Studies and Geography – map reading ● Social Studies/ Sociology - exploring and comparing another culture ● Math – prices, currency exchange ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● English – outlining, organizing, and writing a story

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 2

Unit 3

La routine quotidienne

Updated: July 2018

[New Jersey Student Learning Standards \(2014\)](#)

Unit Summary:

Unit Overview:

In this unit students will learn to describe what their life is like on a day-to-day basis and discuss their daily routines and household responsibilities. Students will explain which personal products and items they typically need to get ready, as well as the chores they have to complete. Students will compare the daily life of a typical American teenager to that of a teenager in France and francophone countries.

Enduring Understandings:

- How teenagers get ready for their day can vary by country.
- One's daily routine differs (clothing and accessories) based on various occasions.
- Young people from other countries have various household responsibilities in their daily lives.
- People notice when you take pride in your appearance.
- Expectations and contributions of family members can vary.

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the end of this unit, and in what context?

I Can...

- tell someone when I get up in the morning
- tell someone when I go to bed each day
- talk about what I do in the mornings to get ready for school
- describe what items I use when I get ready in the morning or at night
- say what I normally do on the weekends
- describe what I normally do after school

<p><i>Interpretive, Interpersonal and Presentational Can-Do Statements</i></p>	<ul style="list-style-type: none"> ● compare my routine during the week with my weekend routine ● say what chores I have to do at home ● describe what I have to do at school and work ● ask someone about their daily routine ● explain what my family members do to get ready in the morning ● tell someone what to do or not to do to get ready ● tell what I did this morning to prepare for the day ● say what I did last night to get ready for bed ● understand a commercial for various personal items and toiletries ● understand when people talk about their daily routines ● follow commands when people tell me what to do
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K–12 6–12 9–12</i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.5</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Intermediate Low</p>
<p>Performance Assessments: <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template is useful for creating Interpretive activities.</p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Watch a video of a teenager describing their daily routine and answer questions <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about what do to get ready every day and who does the chores at home <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a video of your daily routine

<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> ● reflexive verbs (present, imperative, <i>passé composé</i>) ● the verb <i>vouloir</i> (= to want) ● the verb <i>pouvoir</i> (= to be able to) ● the verb <i>devoir</i> (= to have to) ● the verb <i> falloir</i> (= to be necessary) <p>Vocabulary: (Unité 5)</p> <ul style="list-style-type: none"> ● daily routines ● chores ● toiletry items ● body parts
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder</p> <p>Teacher's Discovery IPA Daily Routine</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a French speaker describe their daily routine and answer questions ● Listen to teacher narrate “Mr. Bean Gets Up Late for the Dentist” video and answer yes/no and either/or questions, work in groups to answer questions ● Compare and contrast the routine of an American and French teenager ● Use flashcards to practice vocabulary ● Quizlet Live game ● Play Flyswatter Game ● Watch videos on EdPuzzle and answer questions ● Play Loto game ● Listen to a daily routine being described and put events in correct order ● Act out commands for your partner to identify ● Hot Potato Game ● Watch a video about le Savon de Marseille and answer questions ● Look at advertisements for French toiletry items and answer questions <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Survey classmates on what chores they have to do at home and which chores they prefer ● Finding Differences activity with toiletry items ● Simulated conversations in pairs and groups about what you do to get ready in the morning and who does certain chores at your house ● Draw your bathroom and toiletry items then describe where everything is to your partner ● Interview a partner about what time they do various activities ● Interview a partner about what they did this morning and last night ● Talk a Mile a Minute w/ partner

	<ul style="list-style-type: none"> ● Find Someone Who Activity <p>Presentational:</p> <ul style="list-style-type: none"> ● Write a short description of your morning or evening routine ● Write a short description about what others are doing in pictures and/or videos ● Answer questions about what you did this morning to get ready ● Use Padlet/FlipGrid to show your daily routine ● Create an advertisement for a French toiletry item ● Write and illustrate a storyboard of your daily routine
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Health – hygiene habits ● Math – bar graphs/diagrams comparing when students get up, what toiletry brands are most popular, what chores are most common, etc... ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● English – sequencing writing words

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 2

Unit 4

Bon appétit

Updated: July 2018

[New Jersey Student Learning Standards \(2014\)](#)

Unit Summary:

Unit Overview:

This unit will prepare students to go shopping for food in France. Students will learn about food that they enjoy, the Food pyramid, what the French and Francophone people eat, their opinions and customs on the different meals and types of food. They will be able to ask for what they want, pay for it in euros, and then describe what they bought. They will also understand recipes and prepare a recipe. They will learn how French people deal with food waste.

Enduring Understandings:

- Food is an important aspect of every culture.
- Where a person lives influences their food choices and shopping habits.
- Pricing can be very different in Europe.
- Food habits (ex; mealtimes, portions, snacking) can be strongly influenced by a person's culture.
- Shopping for, preparing, cooking, and eating food can be a rewarding and pleasurable experience.

Unit Learning Targets/ Goals/

I Can...

- discuss meals and table settings

<p>Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational Can-Do Statements</i></p>	<ul style="list-style-type: none"> ● identify foods and beverages ● discuss food preferences with others ● compare and contrast French and American supermarkets ● talk about what I eat for each meal and which meal I prefer ● shop for food ● ask prices ● read authentic documents for information: including the food pyramid, a shopping circular, recipes, infographics ● use “<i>je voudrais</i>” to politely ask for things ● talk about what I want to buy and eat ● discuss quantities of food ● purchase food at a supermarket or store ● ask others their food and drink preferences ● read stories/emails/charts and answer questions about these materials ● read for pleasure and develop cultural awareness of French and francophone eating habits ● present a recipe
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K-12 6-12 9-12</i></p>	<p>NJSLS 2014</p> <p>Interpretive: 7.1.IL.A.1,7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.ILA.5, 7.1.IL.A.7, 7.1.IL.A.8</p> <p>Interpersonal: 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.B.5</p> <p>Presentational: 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4, 7.1.IL.C.5</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Intermediate Low</p>

<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Read a French menu and answer questions ● Listen to a French recipe being prepared and answer questions <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and/or each other, students will ask and answer questions about their food preferences, where they go food shopping, and what they like to eat and drink at particular meals <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a cooking video where you identify the ingredients in a recipe and give instructions
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar:</p> <ul style="list-style-type: none"> ● the verb <i>prendre</i> (= to have w/ food) ● the verb <i>boire</i> (= to drink) ● the verb <i>offrir</i> (= to offer) ● imperative ● partitive ● object pronouns (likes/dislikes - commands) <p>Vocabulary: (<i>Unité 3</i>) (The Francophone Experience "<u>La Nourriture Thematic Unit</u>")</p> <ul style="list-style-type: none"> ● stores in town ● foods: fruits, vegetables, meats, desserts, drinks ● meals ● ingredients and recipes ● pricing and cost ● table setting
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p>	<p>Resources Google Drive Folder</p> <p>La Nourriture Teacher's Discovery Unit</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Read and discuss "La nourriture et les boissons" Unité 3 Culture p. 152-153 ● "Bon appétit" video and comprehension questions (Teacher's Discovery) ● Explore, analyse and discuss the Food Pyramid ● Listen to "Petit Ours Brun se perd au marché" ● Compare and contrast food and meal choices of the French/Americans ● Read and answer questions from "Petit Ours Brun se perd au marché" ● Use flashcards to practice vocabulary ● Watch YouTube video "aller au Marché" and answer questions.

<p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Quizlet Live game ● Watch videos on EdPuzzle and answer questions ● Play Loto game with food vocabulary ● Watch “Zou Custot” and answer questions pertaining to the video ● Watch “Comment faire le crêpes” and answer questions pertaining to this video ● Documentary: “Food, Beware” <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about their food preference, where they like to eat and what they generally eat at meals ● Survey their classmates about their eating habits and discuss with their groups ● Plan a meal plan with their partners for a special occasion of their choice ● Role play food shopping in various shops in town and coming in to buy an item ● Role play being a customer and waiter in a restaurant ● Have a conversation discussing favorite meal you have ever had ● Describe your favorite meal while your partner listens and illustrates <p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about what they eat and do not eat and at which meal ● Use Padlet/FlipGrid to do discuss their food preferences and where and what they like to eat ● Create a video or performance of a recipe ● Write a shopping list including what stores they need to purchase each item ● Write an email to a French exchange student who is coming to visit, asking about their food preferences and any dietary restrictions ● Create a storefront in groups and present to the class what you can buy in your store
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Math – prices, currency exchange ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● FACS- food, preparing a recipe, reading and understanding a recipe ● Science - food waste and the environment