French 1

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Unit 1: Getting to know My School and Others

Content Area: World Language
Course & Grade Level: French 1, 9-12

Summary and Rationale
As a high school student, I need to get to know my school and be able to communicate with others in order to be successful. I will be able to communicate with my peers in the target language inside and outside of the classroom.

Recommended Pacing
50 days with performance assessment for understanding before moving to the next Unit.

State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. In addition, using cross content area to teach the target language will be essential for learning.

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<td>7.1.IL.A.4</td>
<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
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### 7.1.IL.A.5
Demonstrate comprehension of short conversations and written information on a variety of topics.  
**This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.**

### 7.1.IL.A.6
Identify the main idea, theme, and most supporting details in readings from age and level appropriate, culturally authentic material.

### 7.1.IL.A.7
Infer the meaning of a few unfamiliar words in some new context

### 7.1.IL.A.8
Compare and contrast unique linguistic elements in English and the target language.

### CPI #7.1 B  
**Cumulative Progress Indicator (CPI)**  
**Strand B Interpersonal Mode**

#### 7.1.II.B.1
Use digital tools to participate in short conversations and to exchange information related to targeted themes.  
**This CPI supports Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening**

#### 7.1.II.B.2
Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  
**This CPI supports Anchor Standard 1 NJSLS-ELA Reading.**

#### 7.1.II.B.3
Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

#### 7.1.II.B.4
Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.  
**This CPI supports Anchor Standards 1 NJSLS-ELA Speaking & Listening**

#### 7.1.II.B.5
Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  
**This CPI supports Anchor Standards 1 NJSLS-ELA Speaking & Listening**

### CPI #7.1 C  
**Cumulative Progress Indicator (CPI)**  
**Strand C Presentational Mode**

#### 7.1.II.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.  
**This CPI supports Anchor Standards 4, 5, & 6 NJSLS-ELA Writing and Anchor Standard 4 Speaking & Listening**

#### 7.1.II.C.2
Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

#### 7.1.II.C.3
Use language creatively to respond in writing to a variety of oral or visual prompts.

#### 7.1.II.C.4
Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.  
**This CPI supports Anchor Standard 4 NJSLS-ELA Writing and Anchor Standard 4 Speaking & Listening**

#### 7.1.II.C.5
Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.

### Instructional Focus

**Unit Enduring Understandings:**

The cultural and academic differences between American schools and those in Francophone countries reflect a difference in course work and daily schedules. These differences paint a picture of the French people.

An individual’s personality and prior experience have an impact on daily routine and on levels of street knowledge concerning school. Students have control over their school experience. Personal choice, attitudes, and actions strongly influence academic and social successes and failure.
<table>
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<th>Unit Essential Questions:</th>
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<td>How do American and French school experiences reflect the cultural perspectives of these societies?</td>
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<tr>
<td>How can I make this school year a successful one for me? How do my friends, surroundings and academic choices define me?</td>
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<th>Objectives</th>
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<tr>
<td><strong>Students will know:</strong></td>
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<tr>
<td>* Culturally appropriate greetings</td>
</tr>
<tr>
<td>* What they need for daily success in French class</td>
</tr>
<tr>
<td>* Use informal basic classroom commands and phrases.</td>
</tr>
<tr>
<td>* Expressions of feelings and emotions</td>
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<tr>
<td>* Comparative expressions and structures</td>
</tr>
<tr>
<td>Use vocabulary expressions that are related to: School, subject and supplies, weather, seasons, time, nationalities, adjectives.</td>
</tr>
<tr>
<td>The use of regular and irregular verbs (avoir, etre, faire)</td>
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<td>Use of numbers by doing some basic math</td>
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<th>Students will be able to: Using the 3 Modes of Communication</th>
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<tr>
<td>Interview classmates and teacher in order to get to know the people in the class</td>
</tr>
<tr>
<td>Formulate questions and answers to gather information about their classmates</td>
</tr>
<tr>
<td>Compare and contrast two different schools, one from the United States and the other from a French speaking country</td>
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<td><strong>Core Text:</strong> Discovering French Bleu McDougal Littell</td>
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<th>Suggested Resources:</th>
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<td>Flash Cards for: Reviewing the last lesson, to remind students of some expressions learn in class.</td>
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<tr>
<td>Emotions</td>
</tr>
<tr>
<td>Necessary classroom objects and supplies</td>
</tr>
<tr>
<td>Worksheets on daily routines and emotions</td>
</tr>
<tr>
<td>Markers and crayons</td>
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<tr>
<td>Digital Voice Recorders for interpersonal task and assessments</td>
</tr>
<tr>
<td>Students can use the computer assign to them to record their voice or create their own video by using the target language.</td>
</tr>
<tr>
<td>The use of the internet during class, web sites with significant materials relating to the unit of studies.</td>
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# Unit 2: Things I Like to Do

**Content Area:** World Language  
**Course & Grade Level:** French 1, Grade 9-12

## Summary and Rationale
I am a unique individual with many talents and interests. The activities I am involved in reflect my individuality.

## Recommended Pacing
40 days with assessment for understanding before moving to the next unit.

## State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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| 7.1.I.A.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.  
*This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.* |

| 7.1.I.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  
*This CPI supports Anchor Standard 1 NJSLS-ELA Reading.* |

| 7.1.I.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.  
*This CPI supports Anchor Standard 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening* |

| 7.1.I.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  
*This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.* |

| 7.1.I.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics.  
*This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.* |

| 7.1.I.A.6 | Identify the main idea, theme, and most supporting details in readings from age and level appropriate, culturally authentic material. |
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new context.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

CPI #7.1 B Cumulative Progress Indicator (CPI)

Strand B Interpersonal Mode

7.1.IL.B.1 Recognize familiar words and phrase, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

This CPI supports Anchor Standard 6 NJSL ELA Writing and Anchor Standard 1 NJSL ELA Speaking & Listening.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

This CPI supports Anchor Standard 1 NJSL ELA Reading.

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.

This CPI supports Anchor Standard 1 NJSL ELA Speaking & Listening.

7.1. IL .B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

This CPI supports Anchor Standard 1 NJSL ELA Speaking & Listening.

CPI #7.1 C Cumulative Progress Indicator (CPI)

Strand C 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.

This CPI supports Anchor Standards 4, 5, & 6 NJSL ELA Writing and Anchor Standard 4 Speaking & Listening.

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. Tell or retell stories from age-and-level-appropriate, culturally authentic materials orally or in writing.

This CPI supports Anchor Standard 4 NJSL ELA Writing and Anchor Standard 4 Speaking & Listening.

7.1. IL .C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.

Instructional Focus

Unit Enduring Understandings:
. Adolescents are involved in various activities with respect to their personal interests, such as music, sports, food, hobbies, etc.
. One can engage in different activities in various places.

Unit Essential Questions
. Do the activities that I participate in accurately reflect who I am?
. How do my interests make me unique/different from other teens?

Objectives

Students will know:
Use vocabulary related to: Hobbies, sports, leisure activities, food, drink, places.
Use present tense regular-er verbs
Use present tense of the verb aimer, preferer, detester.
Use present tense of the verb aller, venir, revenir, faire.
Use the contractions with DE and A.
Use preposition such as: pres de, loin de, a gauche de a droite de, derriere, devant, a coter de, sur, sous, au dessus de, en dessous de, tout droit, dans, a l’interieur de, a l’exterieur de, avant, juste avant, apres, juste apres.
Definite articles: le, la, les, l’.
Indefinite articles: Un, une, des, d’.
Form questions
Use expressions of frequency

**Students will be able to: Using the 3 Modes of Communication**
- Describe their interests/likes/dislikes/desires
- Describe their leisure activities, sports, hobbies
- Talk about their preferences and those of others
- Describe their town
- Describe current events on a local/state/national level

**Resources:**

**Core Text: Discovering French Bleu McDougal Littell**

**Suggested Resources:** Will be use occasionally: Discovering French Bleu, Unit 1, (Lessons 1-4) Unit 2, (Lessons 5-8) Unit 3, (Lessons 9-11) Unit 4, (Lessons 13-16) Unit 6, (Lessons 21-23) and ancillary materials

- Web sites with relevant information to the topics or the unit
- Technology (Internet resources, CD, videos, audio CDs, etc.)
- Authentic materials, visual and hands on.
### Unit 3: My Home and My Family

**Content Area:** World Language  
**Course & Grade Level:** French 1, Grade 9-12

#### Summary and Rationale

Family is an important aspect of my life. The relationships that I have with my family members contribute in shaping who I am. My roots reflect my identity.

#### Recommended Pacing

30 days with performance assessment for understanding before moving to the next unit.

#### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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**CPI #7.1 B**

**Cumulative Progress Indicator (CPI)**

**Strand B**  
Interpersonal Mode

| 7.1.IL.B.1 | Recognize familiar words and phrase, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.  
This CPI supports Anchor Standard 6 NJSL-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening |
| 7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  
This CPI supports Anchor Standard 1 NJSL-ELA Reading |
| 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.  
This CPI supports Anchor Standard 1 NJSL-ELA Speaking & Listening |
| 7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  
This CPI supports Anchor Standard 1 NJSL-ELA Speaking & Listening |

**CPI #7.1 C**

**Cumulative Progress Indicator (CPI)**

**Strand C**  
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.  
This CPI supports Anchor Standards 4, 5, & 6 NJSL-ELA Writing and Anchor Standard 4 Speaking & Listening |
| 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. Tell or retell stories from age-and-level-appropriate, culturally authentic materials orally or in writing.  
This CPI supports Anchor Standard 4 NJSL-ELA Writing and Anchor Standard 4 Speaking & Listening |
| 7.1.IL.C.5 | Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation. |

**Instructional Focus**

**Unit Enduring Understandings:**

- Family relations contribute to their personal development
- Family members have differences and similarities in appearances and personality.

**Unit Essential Questions**
. How does what I display in my bedroom (objects/decorations) indicate my preferences/personality?

**Objectives**

**Students will know:**
- Use vocabulary related to: Hobbies, sports, leisure activities, food, drink, places.
- Use present tense regular-er verbs
- Use present tense of the verb aimer, preferer, detester.
- Use present tense of the verb aller, venir, revenir, faire.
- Use the contractions with DE and A.
- Use preposition such as: pres de, loin de, a gauche de a droite de, derriere, devant, a coter de, sur, sous, au dessus de, en dessous de, tout droit, dans, a l’interieur de, a l’exterieur de, avant, juste avant, apres, juste apres.
- Definite articles: le, la, les, l’.
- Indefinite articles: Un, une, des, d’.
- Form questions
- Use expressions of frequency

**Students will be able to: Using the 3 modes of communication**
- Use vocabulary related to family, rooms in the house and basic furniture, descriptions (physical appearance and personality), colors
- Use possessive adjectives
- Use verbs in the present tense
- Use expressions of frequency
- Use prepositions to describe locations

**Students will be able to:**
- Describe their home
- Talk about their family
- Describe themselves and others
- Describe their room.

**Resources:**

**Core Text:** Discovering French Bleu McDougal Littell

**Suggested Resources:**
Will be used only as a resource: Discovering French Bleu, McDougal Littell, Unit 2 (Lesson 7); Unit 5 (Lesson 17); Unit 6 (Lesson 21,24) and ancillary materials that are relevant to the unit working on.

Web sites with relevant information to the topics or the unit

Technology (Internet resources, CD, videos, audio CDs, etc.)

Authentic materials, visual and hands on. Authentic materials: TV news broadcasts, radio broadcasts, newspapers, magazines, journals

Okapi and Astrapi magazines

National Standards document Standards for Foreign Language Learning in the 21st Century Languages and Children: Making the Match (Curtain and Pesola)

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**Unit 4: My Social World**

**Content Area: World Language**

**Course & Grade Level: French 1, Grade 9-12**

**Summary and Rationale**

As a teenager, Friends and Wardrobe are important parts of my daily life and reflect who I am.

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**Recommended Pacing**

40 days with assessment for understanding before moving to the next unit.

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**State Standards**

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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*This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.*
| 7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. **This CPI supports Anchor Standards 1 NJSLS-ELA Reading.** |
| 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. **This CPI supports Anchor Standards 6 NJSLS-ELA Writing and Anchor Standard 1 NJSLS-ELA Speaking & Listening.** |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. **This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.** |
| 7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. **This CPI supports Anchor Standards 1, 2, & 3 NJSLS-ELA Reading.** |
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| 7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new context |
| 7.1.IL.A.8 | Compare and contrast unique linguistic elements in English and the target language. |

**Cumulative Progress Indicator (CPI)**

| Strand B | Interpersonal Mode |
| 7.1.IL.B.1 | Recognize familiar words and phrase, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. **This CPI supports Anchor Standards 1 NJSLS-ELA Reading.** |
| 7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. **This CPI supports Anchor Standards 1 NJSLS-ELA Reading.** |
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**Cumulative Progress Indicator (CPI)**

| Strand C | Presentational Mode |
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| 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. Tell or retell stories from age-and-level-appropriate, culturally authentic materials orally or in writing. **This CPI supports Anchor Standards 4 NJSLS-ELA Writing and Anchor Standard 4 NJSLS-ELA Speaking & Listening.** |
| 7.1.IL.C.5 | Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation. |
Instructional Focus

Unit Enduring Understandings:
- Friends have similarities and differences in appearance and personality
- Our choice of clothing, accessories and possessions reflects our personality

Unit Essential Questions
- How do my clothes and possessions reflect my personality?
- How are my friends, family members similar to/different from me?

Objectives

Students will know:
Use vocabulary related to: Hobbies, sports, leisure activities, food, drink, places.
Use present tense regular-er verbs
Use present tense of the verb aimer, preferer, detester.
Use present tense of the verb aller, venir, revenir, faire.
Use the contractions with DE and A.
Use preposition such as: pres de, loin de, a gauche de a droite de, derriere, devant, a coter de, sur, sous, au dessus de, en dessous de, tout droit, dans, a l’interieur de, a l’exterieur de, avant, juste avant, apres, juste apres.
Definite articles: le, la, les, l’.
Indefinite articles: Un, une, des, d’.
Form questions
Use expressions of frequency

Students will be able to: Using the 3 modes of communication
Use vocabulary: clothing, personality traits, physical characteristics, colors, body parts
Use adjective agreement and placement

Students will be able to:
Identify and describe clothing and accessories
Describe people (physical appearance and personality)
Express prices
Ask for information, i.e. clothing
Role-play clothing purchases

Resources:
Core Text: Discovering French Bleu McDougal Littell

Suggested Resources:

Discovering French Bleu, McDougal Littell, Unit 5 (Lessons 19-20); Unit 7 (Lessons 25-26) and ancillary materials.

Web sites with relevant information to the topics or the unit

Technology (Internet resources, CD, videos, audio CDs, etc.)

Authentic materials, visual or hands on. Authentic materials: TV news broadcasts, radio broadcasts, newspapers, magazines, journal

Okapi and Astrapi magazines

National Standards document: Standards for Foreign Language Learning in the 21st Century

Languages and Children: Making the Match (Curtain and Pesola)

Important resources websites that are going to be useful to complete these tasks.

www.youtube.com

www.dotsub.com

http://www.wwitv.com/portal.htm

www.languagesonline.co.uk

www.languageresources.co.uk

http://www.ecopibes.com

http://www.ecopibes.com/red/aleman.htm

http://www.ecopibes.com/red/frances.htm

http://www.state.nj.us/atoz.htm#w and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.

www.francophonie.fr