



West Windsor-Plainsboro Regional School District
French - 6th Grade

Unit 1: La Rentrée (Bonne Rentrée)
Back to School (Wishing You a Happy Return to School)

Content Area: World Language

Course & Grade Level: French, Grade 6

Summary and Rationale

Grade 6 students who select French as their middle school world language are entry-level learners. Their first experiences with the language center on school life. They learn to communicate with their teacher and classmates, and describe the classroom and their personal possessions. With each topic, students compare their life with French teenagers' experience, looking for similarities and differences. They develop interpretive skills (listening and responding physically to the teacher's directions and instructions). Once they have internalized high frequency expressions, they start to respond verbally in French when asked personal questions. At the outset of the unit, they have no functional ability to communicate. By the end, most students will have progressed to the Novice Mid range. As such, they are able to communicate using memorized words and a few phrases to identify familiar objects and respond to very familiar questions about themselves, their classroom, and school friends.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPRET.1:	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NL.PRSNT.2:	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3:	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.4:	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Standard: Standards for Interpersonal Mode

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.IPERS.1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3:	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
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Standard: Standards for Presentational Mode

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2:	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3:	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4:	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5:	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6:	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standards: Reading and Writing

Key Ideas and Details (R1 & R2)

Craft and Structure (R4 & R5)

Text Types and Purposes (W3)

Production and Distribution of Writing (W4, W5 & W6)

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
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9.1.8.CR.2:	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CP.1:	Compare prices for the same goods or services.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users
Interdisciplinary Standards (Social Studies)	
6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Although most students have the same opportunities for courses and extracurricular activities in school, individual choices and attitudes determine the success of those experiences • Everyday situations encountered transmit cultural differences as well as similarities and thus provide insight into people and customs 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Am I unique? How? • How do my school experiences reflect my personality? • How is school life in French speaking countries similar and/or different from my experience in the United States? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Questions and answer phrases for getting to know you questions, i.e. Comment tu t'appelles ? Comment vous appelez-vous ? Je m'appelle...Comment vas-tu ? Comment allez-vous ? Comment ça va ? Ça va très bien, ça va bien, ça va comme ci, comme ça, ça va mal, ça va très mal. • Strategies to initiate and sustain conversation • Culturally appropriate greetings, titles, and gestures (Bonjour, salut, au revoir) • Expressions of preference (J'adore, j'aime beaucoup, j'aime, je n'aime pas, je déteste) • Names and gender of common school objects (un sac à dos ou un cartable, un classeur, des intercalaires, une feuille, une trousse, un stylo, un crayon, un taille-crayon, une gomme, une pochette, un cahier, un livre, un dictionnaire, une règle, une calculatrice, la colle, le scotch ou l'adhésif, les ciseaux, le correcteur, l'agrafeuse, le surligneur, les feutres, les crayons de couleur) • Names of school subjects (Les maths, l'anglais, les sciences, la cuisine, l'espagnol, les arts plastiques, le chinois, l'informatique, l'allemand, le déjeuner, la musique, la technologie, le français, la chorale, l'histoire géographique, l'EPS – Education Physique et Sportive, les SVT – Science et Vie de la Terre, la production télé, le théâtre, la récréation, le CDI – Centre de Documentation et d'Information, l'étude ou la permanence) • Days of the week and months of the year • Numbers 0-60 • Time expressions, both traditional and 24-hour • The cultural differences between schools in the US and schools in France • Commands for classroom procedures (regardez, levez la main, parlez, écrivez, écoutez, levez-vous, asseyez-vous, lisez, silence s'il vous plaît) <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use informal and formal greetings • Ask and answer questions to find out basic personal identity information • Express likes and dislikes about school subjects, and activities. 	

- Ask and answer questions about their school schedules
- Role-play scenarios that might occur at school (meeting new people, discussing classes and teachers, talking about daily schedules)
- Compare items in backpacks with a classmate
- Ask and answer questions to find out who has the same classes and teachers as you
- Identify people in the school based on roles in the school community
- Identify the similarities and differences that exist in French and American schools

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. In each unit, an Integrated Performance Based Assessment (IPA) or proficiency based assessments are used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback, and self-reflection.

Possible Assessments:

Interpretive: Collège Pablo Picasso

Interpersonal: Ça va ou Comment allez-vous? (optional)

Presentational: Mon Emploi du Temps

Resources

Suggested Resources:

- <http://www.france.learningtogether.net/europedrapeaux.html>: matching of French country names with their flags
- <http://users.skynet.be/providence/vocabulaire/francais/menu.htm>: hangman and other games for foods and many other topics
- <http://www.linguascope.com>: need to become member for more resources, but some fun activities dealing with the topic of en ville that are free as demo items at both beginner and intermediate levels
- <http://www.bonjourdefrance.com>: Comprehension section has many different reading passages on a variety of topics (clothing, food, etc.)-also can be heard with by downloading an audio player-at the end of each passage there is a mini quiz of 10 questions to check for understanding
- <http://www.languageguide.org/francais/lectures/>: Various readings both in written and oral form on different topics-one is a letter home to a girl's parents, one is about le lycee and another deals with the buying of a painting
- <http://www.languageguide.org/francais/>: Has vocabulary in French for many pictorial topics (note: the salutation section and a couple of others do just English/French translation, but most are by picture)
- <http://www.momes.net/Cinema/index.html>: This site has movie announcements and blurbs about the different current films in French. Each movie announcement can be clicked on and it gives more info on each film in the target language.
- <http://www.ltscotland.org.uk/mfle/c4modernlanguages/#>: Click on "Chez Mimi" and there are a lot of interactive games about weather, family, colors/house, physical description, clothing, etc.

**Unit 2: Chez Moi (Bon Anniversaire)
At My Home (Wishing You a Happy Birthday)**

Content Area: World Language

Course & Grade Level: French, Grade 6

Summary and Rationale

Culture is defined as a particular form of civilization, especially the beliefs and traditions particular to that society. Family culture is the unique way that a family functions – its beliefs, daily practices, and relationships. Every family is different, every family has its own culture yet there are similarities based on nationality and origin. Throughout this unit as students learn to identify, describe, and talk about families, they will compare their unique customs and perspectives with those of the French speaking world.

Recommended Pacing

45 days

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7.1.NM.IPRET.3:	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4:	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5:	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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Instructional Focus

Unit Enduring Understandings

- "Family" has many connotations and structures that are unique to individuals.
- Although "family" has a universal connotation, its definition can vary within a culture as well as from culture to culture.
- Family relationships and lifestyles reflect the values of a culture.

Unit Essential Questions

- What is a "family"?
- Are homes the same everywhere? If not, how are they different and why?

Objectives

Students will know:

- Names of nuclear, extended family members, pets
- Expression "il y a"
- Vocabulary to express family relationships
- Avoir + ans to express age
- Adjectives of nationality
- Je suis de + place to express origin
- Formal vs. informal address
- Descriptive adjectives
- Numbers 0-100
- Months of the year
- Names of rooms of the house
- Prepositions of location
- A few household items
- Typical activities at home
- Communication strategies
- Reaction statements
- Asking for repetition, clarification, more information
- Ask and answer formulaic questions
- Differences and similarities between families in francophone countries and in the United States

Students will be able to:

- Identify family members and explain the relationships among individuals
- Describe family members' physical appearance
- Introduce family members giving names, ages of each person, nationalities and country of origin
- Create a calendar including important events, birthdays, and holidays

- Describe the location of each room and some of the furnishings
- Describe an ideal room/home
- Compare American homes with those found in French-speaking countries
- Tell about activities that take place in each room of the house
- Compare attributes of francophone and American families

Evidence of Learning

Assessment

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Possible Assessments:

Interpretive: Torrey et Sa Famille

Interpersonal: Une Visite Chez Torrey

Presentational: Lettre à Torrey (Ma Famille et Ma Maison)

Resources

Suggested Resources:

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**Unit 3: Bon Appétit
Wishing You a Great Meal**

Content Area: World Language

Course & Grade Level: French, Grade 6

Summary and Rationale

Students will examine eating habits of teenagers in the United States and abroad. As they talk about their own likes and dislikes, they will compare foods, eating establishments, and cultural products and practices. The unit begins with an investigation of fast food restaurants in Francophone countries and the ways they reflect the cultural norms of the societies where they are located. During the course of the unit, they will learn the names of popular foods, compare food pyramids and eating habits, learn how to order something to eat and drink in a French cafe and restaurant, and explore websites of restaurants in France and in other parts of the French-speaking world. They will compare and contrast their perspectives with those of French teenagers. The students are building Novice Mid proficiency as described by the American Council on the Teaching of Foreign Languages.

Recommended Pacing

45 days

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Instructional Focus

Unit Enduring Understandings

- French and American teenagers share many experiences, yet they may be different in subtle and fundamental ways.
- Reading authentic texts such as menus and advertisements for restaurants, cafés, and fast food establishments can be challenging for beginning language learners and require specific comprehension strategies: identifying cognates and families of words, using pictures and text structures to make informed guesses.
- In order to negotiate everyday situations that they might encounter in restaurants, they must take risks with the expressions they know to make themselves understood.

Unit Essential Questions

- Do teenagers around the world have similar eating habits and dining experiences? If so, how? If not, why not?
- How do I get something to eat and drink in France when I do not know all the words?
- What do I do when I get stuck during a conversation with a French speaker?

Objectives

Students will know:

- Names of foods typically eaten for breakfast, lunch, and dinner
- Idiomatic expressions for expressing wants and preferences
- Singular forms of the irregular verb "avoir"
- Avoir faim/Avoir soif
- Numbers
- Expressions for ordering foods and drinks
- Expressions for paying for food and drinks at a restaurant or café (le repas, manger, préparer, cuisiner, payer, je voudrais, l'entrée, le plat principal, le dessert)
- The conversion from dollars to Euros
- Expressions used to extend, accept, and refuse an invitation
- Use the expressions, "Combien coûte...? Ça fait combien? L'addition s'il vous plaît".
- Discuss prices, using the expressions "Il coûte, elle coûte and ça fait."

Students will be able to:

- Identify common foods found at restaurants and cafés in France
- Order food from authentic French menus
- Express hunger and thirst

- Ask for the price of foods and beverages
- Order food and beverages
- Express preferences
- Discuss the prices of items
- Pay the bill.
- Convert American dollars into Euros using current exchange rates.
- Extend and accept and refuse invitations

Evidence of Learning

Assessment

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Possible assessments:

Interpretive: Café des Chats

Interpersonal: Café Role Play

Presentational: Une Invitation

Resources

Suggested Resources:

- menus, big picture flashcards of foods
- <http://www.quickhamburger.fr/>
- <http://users.skynet.be/providence/vocabulaire/francais/menu.htm>: hangman and other games for foods and many other topics
- <http://www.bonjourdefrance.com>: Comprehension section has many different reading passages on a variety of topics (clothing, food, etc.)-also can be heard with by downloading an audio player-at the end of each passage there is a mini quiz of 10 questions to check for understanding
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- <http://www.itscotland.org.uk/mfle/c4modernlanguages/#>: Click on "Chez Mimi" and there are a lot of interactive games about weather, family, colors/house, physical description, clothing, etc. Unit 4: B

**Unit 4: Bon Voyage (Bonnes Vacances)
Happy Travels (Wishing You a Happy Vacation)**

Content Area: World Language

Course & Grade Level: French, Grade 6

Summary and Rationale

As summer vacation is approaching, students consider why people travel, what their destinations say about their likes and dislikes, and some differences in how French and Americans view vacation time.

Recommended Pacing

45 days

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Instructional Focus

Unit Enduring Understandings

- How people spend their vacations is determined by geography, weather, and available time and money.
- Scanning authentic texts such as brochures and advertisements can be challenging for beginning language learners and requires specific comprehension strategies: identifying cognates and families of words, using pictures and text structures to make informed guesses.
- In order to negotiate everyday situations you might encounter conversation with native speakers, second language learners must take risks with the expressions they know to make themselves understood.
- Vacation experiences are often determined by the country/culture in which we live.

Unit Essential Questions

- Does everyone go on vacation? Why or why not?
- If I met French-speaking people while on vacation, would I be able to have a conversation with them?
- Would I understand them when they spoke in French or even in English?
- How do I make myself understood in French?
- If I had to search French texts for information about vacation sites, would I be able to find pertinent information?

Objectives

Students will know:

- Weather expressions
- Names of seasons of the year
- Basic French geography
- Leisure and daily activities
- Irregular verb faire and the corresponding idiomatic expressions for weather and activities
- Adjectives to describe places where people vacation (à la mer, à la montagne, à la campagne, à la ville)
- Negation in French
- Question formation and question words
- Narration in the present

Students will be able to:

- Report the weather
- Research French weather using on-line resources to gather information on the conditions in different regions in the country and the world
- Identify some regions and cities and French mountain ranges
- Students will listen to authentic weather reports in order to get the gist of the announcement and be able to report on the weather conditions
- Students will describe weather in each season
- Discuss what activities they do during each season and express preferences among seasons
- Handle situations encountered in planning and going on vacation.
- Ask and answer questions about another's family vacations, preferences, and recent trips.

- Identify the dates of various French holidays and plan appropriate activities
- Plan and describe an upcoming vacation

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. In each unit, an Integrated Performance Based Assessment (IPA) or proficiency based assessments are used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback, and self-reflection.

Possible Assessments:

Interpretive: Maison à louer

Interpersonal: Dialogue du Voyage

Presentational: Mon voyage à ?

Resources

Suggested Resources:

- Travel brochures, weather website, posters, actual postcards, train/airline schedules, tickets
- www.meteo.fr
- <http://www.education.gouv.fr/index.php>
- <http://www.education.gouv.fr/prat/calendrier/calendrier.php>
- <http://www.kiechle.com/france/index.htm?educat/educat.htm>
- <http://users.skynet.be/providence/vocabulaire/francais/menu.htm>: hangman and other games for foods and many other topics
- <http://www.linguascope.com>: need to become member for more resources, but some fun activities dealing with the topic of en ville that are free as demo items at both beginner and intermediate levels
- <http://www.bonjourdefrance.com>: Comprehension section has many different reading passages on a variety of topics (clothing, food, etc.)-also can be heard with by downloading an audio player-at the end of each passage there is a mini quiz of 10 questions to check for understanding
- <http://www.languageguide.org/francais/lectures/>: Various readings both in written and oral form on different topics-one is a letter home to a girl's parents, one is about le lycée and another deals with the buying of a painting
- <http://www.languageguide.org/francais/>: Has vocabulary in French for many pictorial topics (note: the salutation section and a couple of others do just English/French translation, but most are by picture)