



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Documents

School: Township of Ocean Intermediate

Course: French – Grade 6

Department: World Language

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
September 2012	Loretta Kachmar-Will	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

Home of the Spartans!
#spartanlegacy



Week	Marking Period 1	Week	Marking Period 3
1	Review (Greetings, Introductions, calendar, time, numbers etc.)	21	Review (Greetings, Introductions, calendar, time, numbers etc.)
2		22	
3		23	
4	Review: Talk @ Self & others/singular	24	Review: Talk @ Self & others/singular
5		25	
6	Review : School Life/plural	26	Review : School Life/plural
7		27	
8	Ch 3: Actions & -er verbs	28	Ch 3: Actions & -er verbs
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11		31	
12		32	
13	Ch 4: The House & the Family	33	Ch 4: The House & the Family
14		34	
15		35	
16		36	
17		37	
18	Ch 5: Eating at a Café or Restaurant	38	Ch 5: Eating at a Café or Restaurant
19		39	
20		40	

Time Frame	Weeks 1-3
Topic	
Review: Greetings, introductions, leave-taking, classroom commands & expressions, numbers 0-39, expressions of courtesy, calendar, weather	
Essential Questions	
<ul style="list-style-type: none"> ❖ How do I greet people in the morning, in the afternoon, in the evening? ❖ How do I say goodbye? See you later, see you soon? ❖ What are the customs associated with greetings? ❖ What titles do I use to greet older people? ❖ What polite expressions do I use to ask to use the restrooms, the nurse, the locker etc..? ❖ How do I respond to classroom commands such as open books, close books, raise your hand, listen, respond etc...? ❖ How do I count to 39? ❖ How do I list the days of the week, months of the year? ❖ How do I describe basic weather expressions? ❖ What are some basic classroom expressions? ❖ How do I tell time to the ¼ hr, ½ hr, and hour? ❖ What is military time and how/where is it used in France? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ In today's multicultural society there are several languages used to communicate in the global community. ❖ The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society. ❖ Self-reflection is an important part of creating growth in language acquisition. ❖ Understanding other cultures creates cultural sensitivity and acceptance. ❖ Interpreting spoken and written language is essential to good communications and building rapports. ❖ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives 	
Alignment to NJSLs	
World Language: 7.1.NM.A.1. 2. 3.4.5 7.1. NM.B.1. 2.3. 4.5 7.1. NM.C.1.2.3.4.5	
2014 NJSLs Technology: 8.1.8.A.1,2, 8.1.2.A.2	
Key Concepts and Skills	
Communication	
Students will understand and communicate at the word level independently	
<ol style="list-style-type: none"> 1. Greet others 2. Say goodbye 3. Classroom Expressions 4. Count 0-39 5. List/Label days of the week and months of the year 6. Describe basic weather expressions 	

7. Tell time to the $\frac{1}{4}$ hr, $\frac{1}{2}$ hr, and hour
8. Convert to and from military time

Grammar

1. Use of “vous” with an adult

Culture

1. Increase in cultural sensitivity
2. Other aspects of culture such as music are incorporated into the classroom activities

Learning Activities

- ❖ Audio activities : situational dialogues, Google Voice assignments
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn vocabulary
- ❖ Reading activities
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Greet and say goodbye
- ❖ Use of basic expressions of courtesy such as please and thank you
- ❖ Count 0- 39
- ❖ Express the days of the week and months
- ❖ Speak about some basic weather expressions
- ❖ Utilize the definite articles and indefinite articles in conjunction with nouns
- ❖ Discuss uses & convert to & from military time

Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include greetings; salutations, expressions of politeness, classroom expressions and commands

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communicatio n	X	Collaboratio n
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Science SCI.K-2-2.5.4.2.Fa, SCI K-2.5.4.2.F.1, LA.K..ELA-Literacy.RF.K.1d, LA.1..ELA-Literacy.L.1.1f, LA.2..ELA-Literacy.RI.2.5, MA.K..Math.Content.K..A.1, MA.K..Math.Content.K..A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Technology 8.1.8.A.1,2, 8.1.2.A.2, Reading History: Integration of Knowledge and Ideas RH.6-8.7

Technology Integration

- ❖ **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**
C. Communication and Collaboration
- ❖ Teacher created presentations using i.e. PowerPoint/Google Slides
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments

Time Frame	Weeks 4-5
Topic	
Describing self and others, asking and telling where someone is from, asking and telling who someone is, using definite and indefinite articles, using questions words, using adjectives, noun and adjective agreement, using of the subject pronouns to respond, the forms of etre in the singular, the use of negation, numbers 39-69.	
Essential Questions	
<ul style="list-style-type: none">❖ How do I describe myself, people and things?❖ How do I ask and tell where someone is from?❖ How do I ask and tell who someone is?❖ How do I talk about students from France and Martinique?	
Enduring Understandings	
<ul style="list-style-type: none">❖ In today’s multicultural society there are several languages used to communicate in the global community.❖ The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today’s society.❖ Self- reflection is an important part of creating growth in language acquisition.❖ Understanding other cultures creates cultural sensitivity and acceptance.❖ Interpreting spoken and written language is essential to good communications and building rapport.❖ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.	
Alignment to NJCLS	
2014 NJCLS World Language: 7.1.NM.A.1. 2. 3.4.5 7.1. NM.B.1. 2.3. 4.5 7.1. NM.C.1.2.3.4.5	
2014 NJCLS Technology: 8.1.8.A.1,2, 8.1.2.A.2	
Key Concepts and Skills	
Communication <ul style="list-style-type: none">1. Students will understand and communicate at the word level independently2. Describe themselves.3. Ask and state where someone is from.4. Classroom Expressions5. Count 39-696. Use negation properly.	
Grammar <ul style="list-style-type: none">1. Use être in the singular.	
Culture <ul style="list-style-type: none">1. Increase in cultural sensitivity2. Other aspects of culture such as music are incorporated into the classroom activities	
Learning Activities	
<ul style="list-style-type: none">❖ Audio activities : situational dialogues❖ Comprehension activities	

- ❖ Picture sequences
- ❖ Flashcards to learn vocabulary
- ❖ Reading activities
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count 39-69

Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include talking about themselves and others

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

LA.1..ELA-Literacy.L.1.1b, MA.2.4.1.2 A.1.a, LA.1..ELA-Literacy.L.1.1c, MA.2.4.1.2 A.3, WORK.5-8.9.1.8.2, WORK.5-8.9.1.8.2, Reading History: Integration of Knowledge and Ideas RH.6-8.7

Technology Integration

- ❖ **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- ❖ Teacher created presentations using i.e. PowerPoint/Google Slides
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments

Time Frame	Weeks 6-7
Topic	
Describe people and things, talk about more than one person or thing, tell what subjects you take in school and express some opinions about them, count numbers 70-100, the forms of être in the plural forms, the use of Tu vs Vous /speak to people formally and informally, talk about French-speaking people in the United States.	
Essential Questions	
<ul style="list-style-type: none"> ❖ How to describe and talk about school subject? ❖ How to talk about in school and after school activities? ❖ How to count 70-100 ❖ How to speak to people formally and informally? ❖ How to talk about French-speaking people in the United States? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ In today’s multicultural society , there are several languages used to communicate in the global community. ❖ The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today’s society. ❖ Self-reflection is an important part of creating growth in language acquisition ❖ Understanding other cultures creates cultural sensitivity and acceptance. ❖ Interpreting spoken and written language is essential to good communications and building rapport. ❖ Making interdisciplinary connections as one reads, writes or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. 	
Alignment to NJSLs	
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Key Concepts and Skills	
Communication	
Students will understand and communicate at the word level independently	
<ol style="list-style-type: none"> 1. To talk about school courses 2. To talk about activities in school and out of school 3. To count to 100 4. To speak formally and informally 	
Grammar	
<ol style="list-style-type: none"> 1. Form appropriate syntax 2. Use the appropriate form of the definite and indefinite articles and adjectives in the plural to describe people and things 3. Use the present tense of the verb être (to be) to describe people and things 4. Use the appropriate form of you (tu vs vous) 	
Culture	
<ol style="list-style-type: none"> 1. Increase in cultural sensitivity 2. Comparison of after school life of teens in different parts of the United States (Vermont, 	

Louisiana and teen with Haitian influence.)

Learning Activities

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count to 100
- ❖ Speak formally and informally

Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include talking about school activities and after school activities, friends and subjects.

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communicatio n	X	Collaboratio n
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

LA.K..ELA-Literacy.RF.K.1d, LA.1..ELA-Literacy.L.1.1f, LA.2..ELA-Literacy.RI.2.5, MA.K..Math.Content.K..A.1, MA.K..Math.Content.K..A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Reading History: Integration of Knowledge and Ideas RH.6-8.7

Technology Integration

- ❖ **8.1 Educational Technology** (8.1.8.A.1,2, 8.1.2.A.2): All students will use digital tools to aess, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
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- ❖ Use of data projector and Elmo as appropriate and available
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DEPARTMENT: World Language

COURSE: Sixth Grade French

❖ Online assessments

Time Frame	Weeks 8-11
Topic	
Numbers 100-1,000, school objects/ supplies /subjects/in and after school activities/ negation/ likes and dislikes/ Differences between schools in the US and France.	
Essential Questions	
<ul style="list-style-type: none"> ❖ What supplies do I need for school? ❖ What subjects do I like or dislike in school? ❖ How do I talk about what I do in school? ❖ How do I talk about what I and others do in school and after school? ❖ How to talk about what I don't do? ❖ How to talk about what I and others like to do? ❖ How I discuss schools in France? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ In today's multicultural society there are several languages used to communicate in the global community ❖ The need to know another language for travel, professional growth , entertainment, multimedia purposes, and daily interactions is an essential tool in today's society. ❖ Self- reflection is an important part of creating growth in language acquisition. ❖ Understanding other cultures creates cultural sensitivity and acceptance. ❖ Interpreting spoken and written language is essential to good communications and building rapport. ❖ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. 	
Alignment to NJSLs	
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2014 NJSLs Technology: 8.1.8.A.1,2, 8.1.2.A.2	
Key Concepts and Skills	
Communication	
Students will understand and communicate at the word level independently	
<ol style="list-style-type: none"> 1. To obtain and provide information about their courses 2. To talk about self and others 3. To talk about school and after school activities 4. To talk about what one likes to do or don't like to do 5. To talk about the difference between US vs. France' schools 6. To count 100-1,000 	
Grammar	
<ol style="list-style-type: none"> 1. Form appropriate syntax 2. Use of appropriate form of the definite and indefinite articles and adjectives to describe people and things 3. Use of the present tense of the regular ER verbs to communicate in various situations 4. Use of the negative with the indefinite articles 5. Use of the verb + the infinitive to discuss likes and dislikes 	

Culture

1. Increase in cultural sensitivity
2. Comparison of a American school day and a French school day

Learning Activities

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count to 1,000
- ❖ Utilize of negation
- ❖ Utilize the present tense of the ER verbs
- ❖ Utilize the verb + the infinitive

Assessments

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count to 1,000
- ❖ Utilize of negation
- ❖ Utilize the present tense of the ER verbs
- ❖ Utilize the verb + the infinitive

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

LA.K..ELA-Literacy.RF.K.1d, LA.1..ELA-Literacy.L.1.1f, LA.2..ELA-Literacy.RI.2.5, MA.K..Math.Content.K..A.1, MA.K..Math.Content.K..A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Reading History: Integration of Knowledge and Ideas RH.6-8.7

Technology Integration

- ❖ **8.1 Educational Technology** (8.1.8.A.1,2, 8.1.2.A.2): All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
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- ❖ Kahoot
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- ❖ Online assessments

Time Frame	Weeks 12-17
Topic	
Talk about family and relationships, describe your home and neighborhood, tell your age and find out someone's age, tell what belongs to you and others, describe more people and things, talk about families and homes in French speaking countries.	
Essential Questions	
<ul style="list-style-type: none"> ❖ How do I describe and talk about members of my family? ❖ How do I describe and talk about my home and my neighborhood? ❖ How do I talk about the rooms of the house/ apartment? ❖ How do I tell my age and ask someone's age? ❖ How do I tell what belongs to me and others? ❖ How do I describe more people and things? ❖ How do I talk about pets? ❖ How do I talk about families and homes in French speaking countries? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ In today's multicultural society there are several languages used to communicate in the global community ❖ The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society ❖ Self-reflection is an important part of creating growth in language acquisition ❖ Understanding other cultures creates cultural sensitivity and acceptance ❖ Interpreting spoken and written language is essential to good communications and building rapport ❖ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives 	
Alignment to NJSL	
2014 NJSL World Language: 7.1.NM.A.1. 2. 3.4.5 7.1. NM.B.1. 2.3. 4.5 7.1. NM.C.1.2.3.4.5	
2014 NJSL Technology: 8.1.8.A.1,2, 8.1.2.A.2	
Key Concepts and Skills	
Communication	
Students will understand and communicate at the word level independently	
<ol style="list-style-type: none"> 1. Talk about themselves and others 2. Talk about family members and other relationships 3. Talk about one's home and neighborhood 4. Tell one's age and ask someone's age 5. Talk about what belongs to someone or oneself 6. To describe more people and things 7. Talk about family homes in French speaking countries 	
Grammar	
<ol style="list-style-type: none"> 1. Form syntax 2. Use appropriate forms of the verb avoir (to have) in the present form to express possession 	

3. Use of appropriate possessive adjectives
4. Use of irregular adjectives describing more people and things

Culture

1. Increase in cultural sensitivity
2. Comparison between French homes and American homes

Learning Activities

- ❖ Audio activities; situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Utilize possessive adjectives to express possession
- ❖ Utilize the verb avoir (to have) to express age and possession

Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include talking about themselves, families, their friends
- ❖ Ch 4 Project (Family album, Family Tree, or House) Digital or hard copy

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

LA.K..ELA-Literacy.RF.K.1d, LA.1..ELA-Literacy.L.1.1f, LA.2..ELA-Literacy.RI.2.5, MA.K..Math.Content.K..A.1, MA.K..Math.Content.K..A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Reading History: Integration of Knowledge and Ideas RH.6-8.7

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- ❖ Teacher created presentations using i.e. PowerPoint
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available

DEPARTMENT: World Language

COURSE: Sixth Grade French

- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments

Time Frame	Weeks 18-20
Topic	
Order basic food or a beverage at a café or restaurant, tell what you and others are going to do, tell where you and others are going to go, give locations, tell what belongs to you and others, describe more activities, compare eating habits in the US and in the French speaking world	
Essential Questions	
<ul style="list-style-type: none"> ❖ How do I order basic food and beverages at a café or restaurant? ❖ How do I identify food items? ❖ How do I use expressions specific to ordering in a restaurant? ❖ How do I tell other what I am going to do? ❖ How do I tell what others are going to do? ❖ How do I give locations? ❖ How do I tell what belongs to me and others? ❖ How do I describe ❖ How are eating habits customs in the US differ from eating customs in France and other francophone countries? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ In today's multicultural society there are several languages used to communicate in the global community. ❖ The need to know another language for travel, professional growth, entertainment, multi-media purposes and daily interactions is an essential tool in today's society. ❖ Self- reflection is an important part of creating growth in language acquisition. ❖ Understanding other cultures creates cultural sensitivity and acceptance ❖ Interpreting spoken and written language is essential to good communications and building rapport ❖ Making interdisciplinary connections as one reads, writes, speaks, or listen in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives 	
Alignment to NJSLs	
<p>2014 NJSLs World Language: 7.1.NM.A.1. 2. 3.4.5 7.1. NM.B.1. 2.3. 4.5 7.1. NM.C.1.2.3.4.5</p> <p>2014 NJSLs Technology: 8.1.8.A.1,2, 8.1.2.A.2</p>	
Key Concepts and Skills	
Communication	
<p>Students will understand and communicate at the word level independently</p> <ol style="list-style-type: none"> 1. Order basic food at beverage at a café or restaurant 2. Tell what you and others are going to do 3. Tell what you and others are going to go 4. Use the metric system to talk about measurements 5. Give locations 6. Tell what belongs to you and others 7. Describe more activities 8. Comparing eating habits in the US and France and other French speaking countries 	

Grammar

1. Form syntax
2. Use the present tense of the irregular verb Aller (to go) to express where people go
3. Use the present tense of aller followed by the infinitive of another verb to indicate near future
4. Contractions of the prepositions a and de + the definite article to form the partitive
5. Use the present tense of prendre (to take)

Culture

1. Increase in cultural sensitivity
2. Comparison of American eating customs and French eating customs

Learning Activities

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Utilize the verbs aller, and prendre
- ❖ Express the near future by using aller + infinitive of another verb
- ❖ Express unit of measurement using the metric system

Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include ordering food at a restaurant or a cafe

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

LA.K..ELA-Literacy.RF.K.1d, LA.1..ELA-Literacy.L.1.1f, LA.2..ELA-Literacy.RI.2.5, MA.K..Math.Content.K..A.1, MA.K..Math.Content.K..A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Reading History: Integration of Knowledge and Ideas RH.6-8.7

Technology Integration

- ❖ **8.1 Educational Technology (8.1.8.A.1,2, 8.1.2.A.2):** All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually

and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- ❖ Teacher created presentations using i.e. PowerPoint
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
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- ❖ Google Voice
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