

Week	Marking Period 1	Week	Marking Period 3
1	Geography and culture of France, and other francophone countries in Europe.	11	Ocean to Ocean: French Speaking Islands Around the World
2	How to Get Around Paris: Neighborhoods, landmarks, monuments, metro, shopping, food	12	Natural Disasters & Volunteerism
3	Versailles & The Regional Castles of France.	13	Haitian Immigration trends in US and NJ and the Influence of French Creole
4	Trading Places with a French Student: Compare trends in education, health habits, relationships family.	14	Environment at Risk: How to Protect the Natural Resources of Francophone Islands?
5	Trading Places with a French Student: Compare trends in education, health habits, relationships family.	15	Paul Gauguin's Legacy: Art of Tahiti & Other Islands
Week	Marking Period 2	Week	Marking Period 4
6	Our Closest French Neighbor: History, Geography and culture of Quebec. The Acadian Link to Louisiana. The secessionist movement.	16	Geography and the Arab/French culture of Tunisia, Algeria, Morocco. Health Crisis Focuses on West Africa. Extinction: Saving French Africa's Wildlife.
7			
8	Quebec's Winter Carnival: What to do, How to Prepare, How to Express Travel/Leisure Needs	17	What is Identity? Immigration issues in France and the US. The francophone presence in US. How to Find/Apply for a Bilingual Job.
		18	
9		19	Review for final exam
10		20	Final Exam

<b>Weeks</b>	<b>1-2</b>
<b>Topic</b>	Geography and culture of France, and its relationship to other countries in Europe/US
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Where in Europe is France, and what are its borders and topography?</li> <li>• What other francophone countries are in Europe? How do they relate to France and to each other?</li> <li>• What was the role of France and these other francophone countries in the building of the US?</li> <li>• What types of products/resources do we Americans use from these countries?</li> <li>• How does learning a new language help me to be a global citizen?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• French is one of the most important languages spoken outside of the US, and France plays a key role in the European Union, and in US-Euro relations.</li> <li>• There are vast opportunities to use French in other countries. Being a global citizen requires that I speak more than one language.</li> <li>• The United States is a great importer of products from Francophone countries.</li> <li>• As an American, I can trace many of this country's roots to France.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS WL. 7.1 IM.A. 1-8; 7.1 IM.B. 1-5; 7.1 IM.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will be able locate and identify all francophone countries in Europe, as well as their neighbors.</li> <li>2. Students will be able to compare/contrast cultural differences between those countries</li> <li>3. Students will be able to trace France's roots in the United States.</li> <li>4. Students will be able to list products/resources that the US imports from these countries</li> <li>5. Students will be able to reflect on the advantages of speaking French in the international community</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Review conjugation rules: Past tenses</li> <li>2. Review sentence structure: Agreements</li> <li>3. Review colloquialisms to describe location and placements</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Differences among European francophone countries</li> <li>2. The influence of bordering countries on different parts of France.</li> <li>3. Importance of second language acquisition in today's multi-cultural society.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>❖ Mapping activities: Placement, identification, description of European countries.</li> <li>❖ Listening Comprehension activities</li> <li>❖ Picture prompt activities</li> <li>❖ Reading activities (Sequencing and paraphrasing)</li> <li>❖ Writing activities (colloquialisms to describe locations, relational proximity)</li> <li>❖ Video activities (you tube importance of language acquisition)</li> <li>❖ Oral activities : descriptions of different countries' profiles</li> <li>❖ Cooperative learning activities</li> </ul>	

- ❖ Listening activities to reinforce pronunciation and diction
- ❖ T-chart pros and cons of bilingualism
- ❖ Dramatization
- ❖ Visual organizers
- ❖ Creation of maps with commercial resources
- ❖ Grammar charts and organizers conjugation of verbs
- ❖ Authentic newspaper articles
- ❖ Venn diagram of idiomatic expressions

### Assessments

- ❖ Map identification: Europe and its francophone countries
- ❖ Web Quest & Journal: Reflections on which European francophone countries to visit why?
- ❖ Persuasive essay: Why learn another language?
- ❖ Online assessment activities via Quia, Yabla, UTex
- ❖ Homework
- ❖ Class notes
- ❖ Daily oral participation: Describe locations and relative proximity of Euro countries. Exchange information with others about your heritage, nationality, languages spoken.
- ❖ Web quests
- ❖ Oral and written assessments by teacher generated questions, paired/group activities,
- ❖ Travel Poster of selected francophone country in Europe.

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, History, Mathematics, Science, Legal Studies

### 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**  
 Yabla, Quia, UTex, Skype, Voki, Voice Thread, Youtube, Google voice/doc, Elmo, Google Earth, Google Maps, Powerpoint, cell phones.

<b>Weeks</b>	<b>3-4</b>
<b>Topic</b>	<b>Unit 2: How to Get Around Paris: Neighborhoods, landmarks, monuments, metro, shopping, food</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the arrondissements (neighborhoods) of Paris and how is the city laid-out?</li> <li>• What is the history of Paris?</li> <li>• What are some of the landmarks in Paris, and where are they located?</li> <li>• What is the history behind the key monuments of Paris?</li> <li>• How does one use the Paris Metro?</li> <li>• What are the different neighborhoods known for?</li> <li>• Where are affordable places to stay and eat in Paris for a student traveling there?</li> <li>• How to communicate needs so a Parisian can understand you.</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Paris is rich with famous historical monuments and national landmarks.</li> <li>• Paris is a multi-ethnic city with neighborhoods defined by different characteristics.</li> <li>• The Paris Metro is very accessible and the easiest way for a visitor to get around.</li> <li>• It is important to try to speak a world language with the same intonation and accents of the natives so as to be understood outside of the classroom.</li> <li>• Paris is accessible to visitors, regardless of budget</li> </ul>	
<b>NJCCCS WL 7.1 IMA. 1-8; 7.1 IM.B. 1-5; 7.1 IM.C. 1-5</b>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will be able to identify Paris landmarks.</li> <li>2. Students will be able to describe the history of key Parisian monuments</li> <li>3. Students will be able to navigate the city of Paris by Metro, using the map to chart travel to different neighborhoods of ethnic and cultural interest.</li> <li>4. Students will be able to compare and contrast affordable lodging and eating venues.</li> <li>5. Students will be able orally make their needs/questions understood by a non-English speaker</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Commands: Tell others what to do</li> <li>2. Form questions: Ask for necessary information.</li> <li>3. Future: Say what you will do</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Landmarks of Paris and their locations</li> <li>2. History and location of national monuments.</li> <li>3. The characteristics of Paris' differing neighborhoods.</li> <li>4. Planning an affordable trip to Paris</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>❖ CLOSE Reading Comprehension activities: newspaper articles</li> <li>❖ Picture prompt activities: Monuments and landmarks</li> <li>❖ Mapping activities: The Paris Metro and how to get around</li> <li>❖ Video activities: you tube videos of various neighborhoods</li> <li>❖ Oral activities: Asking Questions 3 different ways</li> <li>❖ Grammar charts and organizers: future tense</li> <li>❖ Cooperative learning activities: skit creation (4 emergency scenarios in Paris)</li> <li>❖ Listening activities to reinforce pronunciation and diction</li> </ul>	

- ❖ Writing activities ( compositions, lists, journal entries)
- ❖ Oral activities: describe best places to eat and stay in your favorite neighborhood
- ❖ Podcasting : how would you spend a week in Paris?

**Assessments**

- ❖ Cooperative learning group projects
- ❖ PowerPoint Presos: Parisian neighborhoods
- ❖ Utilize Google Voice
- ❖ Daily oral participation
- ❖ Vocabulary quizzes
- ❖ Audio/ video programs
- ❖ Personal Journal Creation: My Paris Scrapbook
- ❖ Persuasive essay: Convince your friend to visit Paris
- ❖ Skit performance: 4 Emergency Situations and How to Ask for/Give Help.

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>X</b>	Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

History, Language Arts, Reading, Visual Arts, Science

**Suggested Materials**

- ❖ Textbook/Workbook: Grammar
- ❖ Audio: Quia, Yabla, YouTube
- ❖ Video: Quia, Yabla, YouTube
- ❖ On line assessment materials: UTex, Quia and Yabla
- ❖ Teacher generated materials
- ❖ Internet travel and student sites
- ❖ Maps and other realia of monuments/landmarks
- ❖ Metro Maps

**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** Quia, Yabla, UTex, Voki, Voice Thread, YouTube, Google classroom/voice/doc/earth/maps, PowerPoint, cell phones.

<b>Weeks</b>	<b>5</b>
<b>Topic</b>	<b>Versailles and The Regional Palaces of France</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What cultural and geographical characteristics distinguish each region of France?</li> <li>• Why were so many castles built and what were they used for?</li> <li>• Why is Versailles considered the greatest of the palaces?</li> <li>• Do some French people still live in castles?</li> <li>• How can an American stay/live in a French castle?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Castles were built to defend territories in different French regions.</li> <li>• The regions of France have very different cultural and geographical characteristics.</li> <li>• Castles were also built to house royalty when they were away from the main court.</li> <li>• Versailles is considered one of the greatest palaces of the world.</li> <li>• Many of the castles are open to the public; some can be rented for a visit.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS WL. 7.1 IM.A. 1-8; 7.1 IM.B. 1-5; 7.1 IM.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will be able list and locate all the French regions.</li> <li>2. Students will be able to compare/contrast regional differences.</li> <li>3. Students will be able describe Versailles, and create a presentation of favorites sections.</li> <li>4. Students will be able to identify at least 3 additional castles, and describe their history and use. They will create an in-depth presentation one castle.</li> <li>5. Students will be able to explain how to book a stay in a castle, and simulate a reservation.</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Review prepositions</li> <li>2. Review comparatives and superlatives</li> <li>3. Use past tenses effectively, switching between imperfect and preterite.</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Regional differences in language, costume, food, music, celebrations.</li> <li>2. Court life at Versailles.</li> <li>3. The rooms of Versailles and their influence on decorative arts.</li> <li>4. Castles as homes today and in the past.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>❖ Mapping activities: Locate each region</li> <li>❖ Listening Comprehension activities</li> <li>❖ Picture prompt activities</li> <li>❖ Reading/Writing activities</li> <li>❖ Online research and electronic booking of a stay/visit to a castle.</li> <li>❖ Virtual Video tours of castles.</li> <li>❖ Oral activities: tours of castles.</li> <li>❖ Listening activities to reinforce pronunciation and diction</li> <li>❖ Dramatization of court life</li> <li>❖ Visual organizers</li> </ul>	

- ❖ Grammar charts and organizers conjugation of verbs
- ❖ Authentic newspaper articles
- ❖ Web Quests of castles

**Assessments**

- ❖ Map identification: Describe French regions and specialties
- ❖ Personal journal: Reflections on which region to visit and why?
- ❖ Prezi: My Favorite French Castle
- ❖ Online assessment activities
- ❖ Homework
- ❖ Oral: Book a Reservation at a Castle/Explain How to Book a Castle
- ❖ Oral: Describe court life, and the features of Versailles that are used today in decorative arts..
- ❖ Web quests
- ❖ Written assessments by teacher generated questions, paired/group activities,

**21<sup>st</sup> Century Skills**

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

**Interdisciplinary Connections**

Geography, History, Sociology, Visual Arts, Science, Legal Studies

**Technology Integration**

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<b>Weeks</b>	<b>6-7</b>
<b>Topic</b>	<b>Trading Places with a French Student: Compare French/US Youth &amp; Culture</b>

**Essential Questions**

- How are French and American youth the same and how do they differ in tastes and concerns?
- How is the high school/college experience different in the two countries?
- How are the issues of health and well-being and personal relationships handled differently in the two countries?

**Enduring Understandings**

- Youth culture does vary from country to country.
- The French baccalaureate exam ensures that the high school experience in France is tracked much differently than in the United States.
- Youth in both countries struggle with eating, addiction and exercise issues.

**Alignment to NJCCCS**

NJCCCS WL. 7.1 IM.A. 1-8; 7.1 IM.B. 1-5; 7.1 IM.C. 1-5

**Key Concepts and Skills**

**Communication**

1. Students will be able to compare/contrast differences between youth.
2. Students will be able describe the baccalaureate exam, and tell how it tracks a different experience for high school students.
3. Students will discover that youths in other cultures suffer from similar relationship issues and threats to well-being.

**Grammar**

1. Effectively use the conditional tense.
2. Use comparatives and superlatives
3. Develop a bank of adjectives to use to describe self and others.

**Culture**

1. The culture of the baccalaureate exam and the atmosphere created for students.
2. How student and family life is affected by the bac.
3. Similarities and differences in health and social perspectives.

**Learning Activities**

- ❖ Charting and graphing data
- ❖ Picture prompt activities
- ❖ Reading activities
- ❖ Writing activities
- ❖ Listening Comprehension activities
- ❖ Oral activities: tours of castles.
- ❖ Pronunciation exercises.
- ❖ Dramatization of the bac exam
- ❖ Oral: How to ask/talk about health and wellness
- ❖ Grammar charts and organizers conjugation of verbs
- ❖ Authentic newspaper articles

**Assessments**

- ❖ Oral Q & A's with teacher, and in small groups
- ❖ Skits in which students simulate convos with French students about their lives.
- ❖ Letter writing to French students
- ❖ Oral and written assessments by teacher generated questions, paired/group activities

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

Geography, Mathematics, Sociology, English, Performing Arts, Visual Arts, Science, Legal Studies

**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**  
 Quia, Yabla, Quizlet, Voki, Voice Thread, YouTube, Google voice/doc/earth/maps, Prezi, PowerPoint, cell phones.



<b>Weeks</b>	<b>8-10</b>
<b>Topic</b>	Students learn about the geography, history and culture of Québec and how to participate in leisure activities and travel by car in Québec. They will also learn about the link between Acadia and Louisiana.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Where is Québec, and what is its history?</li> <li>• Where is Acadia and what is its link to Louisiana in the United States?</li> <li>• What are some of the landmarks in Québec?</li> <li>• What is the essential vocabulary for car rental and car travel in Québec?</li> <li>• What are some specific driving skills needed to drive in Québec?</li> <li>• What is the significance of Winter Carnival and how can I participate in it?</li> <li>• What are the most popular sports in Québec?</li> <li>• What is useful vocabulary for renting winter sports gear?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will understand geographical landmarks and culture of Québec</li> <li>• Describe the link between the Acadians and the Cajuns of Louisiana</li> <li>• Quebec is a close neighbor, and easily accessible by car for vacations.</li> <li>• Winter Carnival is an event popular worldwide, and one that is easily accessible to Americans.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS 7.1 I.M.A. 1-8; 7.1 I.M.B. 1-5; 7.1 I.M.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. How to discuss the geography, history and culture of Québec</li> <li>2. To discuss/ learn some driving skills particular to Québec</li> <li>3. Students will acquire useful vocabulary to rent winter sports equipment/a vehicle in Québec</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Relative Pronouns</li> <li>2. Conditional /Conditional Past tenses</li> <li>3. Near Future vs. Simple Future</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Foods of Québec</li> <li>2. Winter sports and rentals</li> <li>3. The Acadian tragedy of Evangeline and the songs/poems written about her.</li> <li>5. Authentic literature and television programs of Québec</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>❖ Comprehension activities: newspaper articles on traffic/driving rules</li> <li>❖ Picture prompt activities: winter sports</li> <li>❖ Literature and Poetry: Evangeline by recitation and by song.</li> <li>❖ Video activities: YouTube videos</li> <li>❖ Provide written driving directions</li> <li>❖ Oral activities : compare and contrast cultural differences</li> <li>❖ Grammar charts and organizers: future tense</li> <li>❖ Writing and reading narratives</li> <li>❖ Cooperative learning activities :skit creation (traveling scenario)</li> <li>❖ Listening activities to reinforce pronunciation and diction</li> <li>❖ Power Point on traffic signs and rules</li> <li>❖ Dramatization: American traveler stopped by Canadian officer</li> </ul>	

- ❖ Writing activities ( compositions, lists, journal entries)
- ❖ Podcasting : how would you spend your winter vacation in Quebec?
- ❖ Webquest driving in Québec popular winter sports
- ❖ Audio activities: trying to decipher the Canadian French accent

**Assessments**

- ❖ Utilize Google Voice
- ❖ Daily oral participation
- ❖ Sports vocabulary quiz
- ❖ Skits
- ❖ Audio/ video programs
- ❖ Personal Journal creation: travel and winter topics
- ❖ Persuasive essay: Convince your friend to participate in your favorite past time
- ❖ Skit performance: Cop/driver in Québec
- ❖ Skit performance : Taxi/client interactions with oral directions
- ❖ Convos: winter sports rental in Québec

**21<sup>st</sup> Century Skills**

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

**Interdisciplinary Connections**

Geography, History, Language Arts, Reading, Visual Arts, Science, Math

**Suggested Materials**

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia
- ❖ Printed media

**Technology Integration**

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 Quia, Yabla, YouTube, Skype, Voki, Voice Thread, blog, Glogster, Google voice/doc/ earth/maps, Prezi, PowerPoint, cell phones

<b>Weeks</b>	<b>11-12</b>
<b>Topic</b>	Francophone islands around the world, and the risks to their environments. The natural disasters of Haiti and its immigrant population in the US/NJ. Art of the islands, with a focus on Paul Gauguin.

**Essential Questions**

- What are the French speaking islands around the world?
- What are some major natural resources of these islands and how are they threatened?
- What are the immigration trends from Haiti to the US/NJ and what is our relationship with the island nation?
- Who was Paul Gauguin and why is his art of the islands so famous?

- Students will be able to engage in conversations and discussions regarding the geography and culture of the French speaking islands, as well as the art.
- Students will compare and contrast the environmental threats affecting each area.
- Students will be able to talk about Haiti and its immigration history to the United States.
- Students will be able to describe natural disasters that have had a dire impact on Haiti.

### **Alignment to NJCCCS**

**NJCCCS WL 7.1 IM.A. 1-8; 7.1 IM.B. 1-5; 7.1 IM.C. 1-5**

### **Key Concepts and Skills**

#### **Communication**

1. How to discuss the geography, travel and culture of Francophone islands.
2. Students will acquire useful vocabulary to describe natural resources, natural disasters and threats to the environment.
3. Students understand how natural disasters in Haiti have led to the growing immigrant population in the US.
4. Students will understand the relationship between French and Creole, and be able to express basic needs in Creole.

#### **Grammar**

1. How to talk about art using metaphors, etc.
2. Sequence of narrative.
3. Creole as derived from French.

#### **Culture**

1. Paul Gauguin's Tahitian Art and its impact on the world. .
2. Familiarization of the foods of the Caribbean
- 3: International aid to Haiti
4. Authentic literary pieces of the Caribbean

### **Learning Activities**

- ❖ Map creation: Francophone islands around the world
- ❖ Reading Comprehension-Recipes/Current Events/Menu/Travel Magazines
- ❖ Audio activities-Online newscast
- ❖ Eco-tourism: Create travel brochure for an island whose environment is threatened.
- ❖ Pair activity-E-mail creation with travel suggestions
- ❖ Travel itinerary creation
- ❖ Paul Gauguin: Imitate his painting in watercolor.
- ❖ Translating Creole to French
- ❖ Dramatization-Restaurant role-play
- ❖ Picture prompt activities-pictures of Caribbean cuisine
- ❖ Video activities-sports and popular places
- ❖ Visual organizers-where to and not to travel in the Caribbean
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Writing activities (compositions, emails, journal entries)
- ❖ Personal journal creation-restaurant experiences/sports topics
- ❖ Class superlatives with popular vacation spots and activities
- ❖ Cooperative learning activities-brochure
- ❖ Writing and reading narratives
- ❖ Authentic newspaper articles
- ❖ Graphic organizer-information activity on 3 Caribbean countries
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Power points-Cultural compare/contrast the Caribbean islands
- ❖ Web quests-Restaurant menu search
- ❖ Research: Traditional Dances of the Caribbean

- ❖ Interactive games: Guess which country?
- ❖ Recordings of oral speaking

**Assessments**

- ❖ Skits-restaurant role-play
- ❖ Finalized travel-brochure
- ❖ E-mail creation with travel suggestions
- ❖ Personal journals
- ❖ Persuasive essay: Convince your friend which of the islands is best and why?
- ❖ Power point: Compare/Contrast Caribbean islands
- ❖ Menu creation
- ❖ Podcast-cooking show
- ❖ Class superlatives
- ❖ Audio/video programs
- ❖ Homework
- ❖ Oral presentations
- ❖ Online interactive activities
- ❖ Web quests

**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

History, Geography, Performing Arts, Culinary Arts, Visual Arts, Social Sciences.

**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 Quia, Yabla, YouTube, Skype, Voki, Voice Thread, blog, glogster, Google voice/doc/ earth/maps, Prezi, PowerPoint, cell phones

<b>Weeks</b>	<b>13-16</b>
<b>Topic</b>	<b>UNIT 4:</b> Francophone countries in Africa, focusing on the culture and history of the Arab-French Maghreb, as well as the West African countries and their health issues.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the Francophone countries in Africa? What countries are in the Maghreb?</li> <li>• What are some major geographical landmarks of Francophone countries in Africa?</li> <li>• What are some popular traditional dishes of Francophone countries in Africa?</li> <li>• How have health issues put West Africa on the map?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to engage in conversations and discussions regarding the art, theater, museum, geography, and culture of Francophone countries in Africa.</li> <li>• Students will be able to analyze and discuss the health threats to the West African countries..</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCS: WL 7.1.IM.A.1–8; 7.1.IM.B. 1-5; 7.1.IM.C. 1- 5	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. How to discuss the geography, history and culture of Francophone countries in Africa</li> <li>2. Students will be able to explain what is the arab/french culture of the Maghreb?</li> <li>3. Students will be able to analyze and discuss the health threats to the West African countries.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Geographical prepositions</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. The role of international relief agencies in West Africa: Doctors without Borders.</li> <li>2. The Arab-French influence on food, language, attire today around the world.</li> <li>3. Ramadan and its significance to those of Muslim heritage.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>❖ Map creation: Francophone countries in Africa</li> <li>❖ Reading Comprehension- authentic newspaper articles</li> <li>❖ Listening Comprehension activities</li> <li>❖ Power point vocabulary introduction</li> <li>❖ Foldable (pocket book, vocabulary book, tab book etc.)</li> <li>❖ Video activities</li> <li>❖ Visual organizers</li> <li>❖ Audio activities: Distinguish the continental French accent from the African</li> <li>❖ Interactive online quizzes and games</li> <li>❖ Reading activities</li> <li>❖ Writing activities (poetry, compositions, lists, emails)</li> <li>❖ Class debates: Solutions to world health threats, stemming from Africa.</li> <li>❖ CLOZE activity</li> <li>❖ Cooperative learning activities</li> <li>❖ Authentic newspaper</li> <li>❖ Listening activities to reinforce pronunciation and diction</li> </ul>	

- ❖ Teacher tube videos
- ❖ Web quests-foods
- ❖ Recordings of oral speaking

### Assessments

- ❖ Report/Oral Preso on African Country of Choice
- ❖ Personal journal entry
- ❖ Persuasive essay-which Francophone African country would you visit, and why?
- ❖ Oral debates: Solutions to health issues stemming from West Africa
- ❖ Homework
- ❖ Short plays: The tragedy of one African family struck by Ebola.
- ❖ Online assessment activities
- ❖ Web quests-foods
- ❖ Power point presentations-vocabulary

### 21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

Geography, History, Health & Medicine, Ecology, Science, Visual Arts, and Science.

### 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**  
 Quia, Quizlet, Yabla, Skype, Voki, Voice Thread, blog, YouTube, Glogster, Google Classroom, Prezi, Powerpoint, cell phones

<b>Weeks</b>	<b>17-18</b>
<b>Topic</b>	<b>UNIT 5:</b> Current French influence in the United States, the role of immigration on cultural identity in the US and France and the roles that media, technology and communication play in spreading culture. How to find/apply and interview for a bilingual job in US and beyond.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Where are the major Francophone communities located in the United States/NJ?</li> <li>• What are some major historical, cultural, culinary, linguistic, and scientific influences of French in the United States?</li> <li>• How can I find a bilingual job in the US and beyond?</li> <li>• How can I apply and interview for a bilingual job?</li> <li>• What are the common trends of Francophone population immigration to the United States today?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to engage in conversations and discussions regarding the geography, history and culture of the Francophone population in the United States.</li> <li>• Students will discover how to find/apply for a bilingual job anywhere.</li> <li>• Students will be able to interview for a bilingual job with a French speaker.</li> <li>• Students will learn about the immigration of different Francophone populations into the United States.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCS: WL 7.1.IM.A.1-8; 7.1.IM.B. 1- 5; 7.1.IM.C. 1-5	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. How to discuss the geographical, historical and cultural influences of Francophone populations in the United States</li> <li>2. Students will be able to compare and contrast the trends and patterns of different immigrant groups in the United States</li> <li>3. Students will apply and interview for a bilingual job.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Introductions, formal etiquette, how to self-promote</li> <li>2. Passive voice, adverbs</li> <li>3. Job experience and desires</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Growth in the Francophone population in New Jersey</li> <li>2. Job applications for bilingual candidates in French</li> <li>3. Research well-known Francophone American figures in sports, politics, music, theater and media and their contributions</li> <li>4. Discuss Francophone communities near you</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>○ Audio activities</li> <li>○ Cultural reading</li> <li>○ Prepare a news broadcast</li> <li>○ Watch a TV program or newscast in French</li> <li>○ Visual organizers-origins of different Francophone groups in the US</li> <li>○ Written job application</li> <li>○ Oral job interview</li> <li>○ Writing activities (poetry, compositions)</li> </ul>	

- Cooperative learning activities
- Writing and reading narratives
- Authentic newspaper articles
- Listening activities to reinforce pronunciation and diction
- Song analysis-current bilingual Francophone pride
- Web quests-searching immigration trends
- Final exam review

**Assessments**

- Present a news broadcast
- Present video interview
- Analyze video interview information
- Written job application
- Oral job interview
- Cover letter writing
- Audio/video program
- Reports/projects
- Online assessment activities
- Web quests
- Final exam

**21st Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

Sociology, Linguistics, History, Geography, Media, Social Studies, Literature, Performing Arts and Mathematics

**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** Skype, Voki, Voice Thread, blog, YouTube, Google Classroom, Prezi, PowerPoint, cell phones.