



West Windsor-Plainsboro Regional School District  
French 4/5 Curriculum B

**Unit 1: Exploring the French Educational and Professional World****Content Area: World Languages****Course & Grade Level: French 4/5, 9-12****Summary and Rationale**

Growing in French linguistic proficiency helps students to communicate with more people in the academic and professional world. Similarly, learning about French culture helps students gain a deeper understanding of cultural sensibilities and become better global citizens. In this unit, students will learn to express themselves when discussing the work environment, professions, and the education needed for different types of employment.

**Recommended Pacing**

45 days

**New Jersey Student Learning Standards for World Language****Standard: Standards for Interpretive Mode of Communication**

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new context
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

**Standard: Standards for Interpersonal Mode of Communication**

**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Standard: Standards for Presentational Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Differences and similarities exist between French and American culture.</li> <li>● Communicating in a French professional setting requires its own set of protocols.</li> <li>● The French work world is a reflection of France’s educational system.</li> <li>● Diversity is a source of new perspectives.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why is education important and how does it affect who I am?</li> <li>● How does the French work world reflect characteristics of French society?</li> <li>● How does a deeper understanding of French society help me become a better global citizen?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● the present tense</li> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● the conditional to make suppositions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en</li> <li>● direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● expressions with “avoir, faire, être”</li> <li>● infinitive structures (aimer/préférer/détester ... etc.)</li> <li>● partitives and expressions of quantities</li> <li>● reflexive verbs (se disputer, s’amuser, s’ennuyer, s’énerver, s’occuper de, se souvenir de etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> <li>● a variety of prepositions</li> <li>● vocabulary related to professions, work world and education.</li> <li>● interrogative expressions</li> <li>● relative pronouns “qui”, “que” and “où”.</li> <li>● the present participle</li> </ul>	

**Students will be able to:**

- Decipher authentic realia
- Engage in conversations related to the professional and academic world
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
- Make descriptions
- Give advice

**Evidence of Learning****Assessment**

Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

**Resources****Core Resources:**

- Film: "The Class"

**Suggested Resources:**

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- New Jersey Student Learning Standards – World Languages
- Discovering French Rouge
- Face à Face, various chapters and ancillary materials
- Imaginez, various chapters and ancillary materials
- TV5 monde
- Un jour une question - videos
- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about history and culture

<b>Unit 2: Our Evolving Society</b>	
<b>Content Area: World Languages</b>	
<b>Course &amp; Grade Level: French 4/5, 9-12</b>	
<b>Summary and Rationale</b>	
Each society has its own characteristics, some of which are universal. Recent advancements and societal changes present new challenges for communities and individuals. As a teen today, I know that individuals have responsibilities within society; what are my responsibilities? And what are the responsibilities of others?	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
<b>Standard: Standards for Interpretive Mode of Communication</b>	
<b>Intermediate Mid learners</b> understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new context
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<b>Standard: Standards for Interpersonal Mode of Communication</b>	
<b>Intermediate Mid learners</b> speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Standard: Standards for Presentational Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
6.1.12.HistoryCA.1 4.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.1 4.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Each society has its characteristics, some of which are universal.</li> <li>● Recent changes present new challenges for societies and individuals.</li> <li>● Individuals have responsibilities within society.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does society affect the individual?</li> <li>● What impact can an individual have on society?</li> <li>● How does a deeper understanding of society and its issues help the individual become a better citizen?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● ask questions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en, direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● the conditional to make suppositions</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● modal verbs: vouloir, pouvoir, devoir</li> <li>● expressions with "avoir, faire, être"</li> <li>● infinitive structures (aimer/préférer/détester ... etc.)</li> <li>● partitives and expressions of quantities</li> <li>● reflexive verbs (se disputer, s'amuser, s'ennuyer, s'énerver, s'occuper de, se souvenir de etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> <li>● a variety of prepositions</li> <li>● vocabulary related to society, human rights, children's right, the French revolution, social injustices and movements</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Decipher authentic realia</li> <li>● Engage in conversations related to our evolving society</li> </ul>	



- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
- Make descriptions
- Give advice

### Evidence of Learning

#### Assessment

Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

### Resources

#### Core Resources:

- Film: "Dîner de Cons"

#### Suggested Resources:

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- Song: Zaz "Je veux pas"
- New Jersey Student Learning Standards – World Languages
- Film: Documentary on the French revolution
- Discovering French Rouge
- Face à Face, various chapters and ancillary materials
- Imaginez, various chapters and ancillary materials
- TV5 monde
- Un jour une question - videos
- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about history and culture

### Unit 3: Nature and Environment

**Content Area: World Languages**

**Course & Grade Level: French 4/5, 9-12**

#### Summary and Rationale

As citizens of a global society, we must all be aware of the interactions between humans and the world around us, living and non-living. During this unit of study, students will learn to recognize, assess, understand, and make informed decisions about humans' impact on the environment. Further, they will examine their own daily choices and the ways those decisions impact the natural world.

#### Recommended Pacing

45 days

#### New Jersey Student Learning Standards for World Language

**Standard: Standards for Interpretive Mode of Communication**

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new context
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

**Standard: Standards for Interpersonal Mode of Communication**

**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Standard: Standards for Presentational Mode of Communication</b>	
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The environment plays an important role in our lives.</li> <li>● There are necessary measures to undertake for the preservation of nature and natural resources.</li> <li>● Mankind has a responsibility for safeguarding its environment.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are our responsibilities for protecting the environment?</li> <li>● How do environmental changes affect our lives?</li> <li>● What solutions can be envisioned in order to protect and save the environment?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● ask questions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en, direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● the conditional to make suppositions</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● modal verbs: vouloir, pouvoir, devoir</li> <li>● expressions with "avoir, faire, être"</li> <li>● infinitive structures (aimer/préférer/détester ... etc.)</li> <li>● partitives and expressions of quantities</li> <li>● reflexive verbs (se disputer, s'amuser, s'ennuyer, s'énerver, s'occuper de, se souvenir de etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> <li>● a variety of prepositions</li> <li>● vocabulary related to global warming, pollution, modes of transportation, environmental protection and preservation</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Decipher authentic realia</li> <li>● Engage in conversations related to the environment and natural world</li> </ul>	

- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
- Make descriptions
- Give advice

### Evidence of Learning

#### Assessment

Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

### Resources

#### Core Resources:

- Film: "Le jour d'après"

#### Suggested Resources:

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- Song: "Respire", "Aux arbres citoyens"
- New Jersey Student Learning Standards – World Languages
- Film: "Wall-E"
- Film: "An Inconvenient Truth"
- Film: "Erreur Boréale"
- Film: "The Human Footprint"
- Discovering French Rouge
- Imaginez, Chapter 10 and ancillary materials
- Face à Face, Chapter 5 and ancillary materials
- TV5 monde
- Un jour une question - videos
- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about history and culture

## Unit 4: Exploring French Culinary and Regional Diversity

**Content Area: World Languages**

**Course & Grade Level: French 4/5, 9-12**

### Summary and Rationale

A great variety of cuisine exists within a country's borders, and when a language unites countries across the world, one can observe similarities and differences across those communities' gastronomies. In this unit, students will learn that food is a 'people-connector.' Students will also learn that food and eating practices highlight cultural characteristics. Ultimately, students will understand that French identity is strongly revealed through its regional culinary specialties, and the larger Francophone world offers a strong gastronomical diversity that enriches global cuisine.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### Standard: Standards for Interpretive Mode of Communication

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new context
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

#### Standard: Standards for Interpersonal Mode of Communication

**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

**Standard: Standards for Presentational Mode of Communication**

**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

**Standard: Craft and Structure**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.R6	Assess how point of view or purpose shapes the content and style of a text.

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

**Standard: Global and Cultural Awareness**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● A great variety of cuisine and lifestyle exist within a country's borders.</li> <li>● Food is a people-connector and highlights cultural characteristics.</li> <li>● French identity is strongly revealed through its regional culinary specialties.</li> <li>● The Francophone world celebrates its gastronomical diversity</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does French cuisine reflect characteristics of French society?</li> <li>● How does understanding French cuisine help students discover and appreciate culinary aspects of their own culture?</li> <li>● How does food appear as a connector within society?</li> <li>● How does gastronomical culture vary throughout the Francophone world?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● the passé composé and imparfait</li> <li>● near future (aller and infinitive) and simple future (futur proche, futur simple)</li> <li>● ask questions</li> <li>● a variety of adjectives</li> <li>● the comparative and superlative of adjectives, verbs and nouns</li> <li>● pronouns y, en, direct/indirect object (simple)</li> <li>● subjunctive (impersonal expressions, will, opinion and emotion)</li> <li>● the conditional to make suppositions</li> <li>● il faut, il est important de, il est nécessaire de + infinitive</li> <li>● modal verbs: vouloir, pouvoir, devoir</li> <li>● expressions with "avoir, faire, être"</li> <li>● infinitive structures (aimer/préférer/détester ... etc.)</li> <li>● partitives and expressions of quantities</li> <li>● structures of questions using basic questions patterns and inversion</li> <li>● reflexive verbs (se disputer, s'amuser, s'ennuyer, s'énerver, s'occuper de, se souvenir de etc)</li> <li>● negative structures (ne....pas, ne...rien, ne...personne, ne....jamais, ne....nulle part, ne....plus, ne.....pas du tout)</li> <li>● a variety of regular and irregular verbs</li> <li>● a variety of prepositions</li> </ul>	



- vocabulary related to food, cooking, French vs. American foods per holidays, food customs and rituals in familiar / public settings, French geography pertaining to gastronomy, diets, healthy eating habits, food related illnesses

**Students will be able to:**

- Decipher authentic realia
- Engage in conversations about regional and global cuisines
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Express opinions and feelings
- Make descriptions
- Give advice

**Evidence of Learning**

**Assessment**

Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

**Resources**

**Core Resources:**

- Film: "Ratatouille"

**Suggested Resources:**

- Technology (internet resources, Videos, audio CDs, etc.)
- Authentic realia
- New Jersey Student Learning Standards – World Languages
- Film: "Julie and Julia"
- Film: "Chocolat"
- Imaginez, Chapter 5 and ancillary materials
- Face à Face, various chapters and ancillary materials
- TV5 monde
- Un jour une question - videos
- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about history and culture