

French Grades 5-8 Curriculum mat Overview

The Bedminster Township French curriculum is designed as a proficiency based course in which students engage in meaningful interactions in the target language based on thematic units. Instruction focuses on what students can do with the language. The curriculum progresses by thematic units to recycle and build on vocabulary and communication skills in all 3 modes (interpersonal, interpretive, and presentational). Within each unit, students learn to communicate with their classmates and teacher in speech and writing at the word and memorized phrase level about real life, communicatively rich, and culturally focussed situations.

By the end of Grade 8, the goal is for students to move from the ACTFL novice-low to the novice-mid level of communication in all 3 modes (interpersonal, interpretive, and presentational) and to build upon the ACTFL World-Readiness standards, 21st Century Skills Map, and cultural competencies for language learners to instill an interest in becoming a lifetime language learner.

ACTFL Proficiency Statements:

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Subject Area: French
Grades 5 and 6

Bedminster Township School

Unit 1:

Enchanté: Nice to meet you!

Dates: Marking period 1

Pacing: 40 minutes on alternate days

Introductory Unit:

In this unit, students will identify classroom procedures, ask common classroom questions, and identify and respond to common classroom commands. Students will utilize memorized greetings, introductions, the French alphabet to communicate with others and identify cognates in authentic materials to begin developing reading competence and strategies in the target language.

Essential Questions/Enduring Understandings

- Recognizing and responding to common questions and commands one encounters in school and in day to day interpersonal meetings are building blocks of language acquisition and interpersonal communication.
- Why is learning to greet someone politely important to building connections?
- How can I interact with my teachers and classmates to build a classroom community in a new language?

Skill and Knowledge Objectives - Students will....

- develop familiarity with classroom routines and participate in a series of "getting acquainted" activities
- compare French/Francophone names to American first names and have chance to choose a French name
- introduce themselves and ask one another's name
- recognize and understand basic classroom commands (vous form) as well as common objects used with them
- interact with classmates and teachers appropriately using classroom commands.
- use basic conversational terms related to introductions, greetings/farewells, feelings
- develop a basic familiarity with non-verbal and verbal cues of different cultures that can influence communication and reasoning
- identify commands that would be appropriate or inappropriate to perform in the classroom or workplace without permission
- recite the French alphabet and use it to spell one's name
- pronounce and enunciate French vocabulary through the study of the French alphabet sounds and accent rules
- differentiate between the formal and informal ("tu" vs "vous") when introducing/greeting adults and peers
- define and identify cognates in authentic materials
- Recite the Pledge of Allegiance in French (in Homeroom only)
- sing the French song "Frère Jacques" and compare the French version to its English counterpart

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Teacher guided questions to create class stories/skits with new/high frequency terms.
 - Identify terms within the story
 - Answer comprehension questions in L1
- Unit Classwork/Homework (**Formative**)
- Unit Quizzes - (**Summative**)
 - Dictation quiz (alphabet)
- Given a situation, students will write the appropriate greeting/response for greetings/introductions/polite expressions
- Given a classroom command, students will act out the response (**Formative**)
- TPR commands Simon Dit - teacher and student led
- Read and interpret conversation between speakers meeting each other for the first time
- Watch a video in which French Middle School students introduce themselves and sort names on chart
- Watch a video about Le Cycle D'Eau (water cycle) in French and identify the cognates
- Cumulative written assessment (**Summative**)

Interpersonal:

- A/B Partner activities (Parlons Ensemble) (**Formative**)
 - Introductions
 - Greetings
- Role Play - Students will write and perform a skit in which they (**Summative**)
 - greet and take leave in a culturally acceptable manner
 - Introduce self and others
 - adjust intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response)
- Giving Commands - Students will direct the teacher to solve a problem using class commands

Presentational:

- L'appel (students take turns being "le/la prof" and take roll call) (**Formative**)
- Skit (small group) skit preparation and performance (**Summative**)
- Sing traditional song "Frère Jacques" (vocabulary and pronunciation development)
- Recitation of French alphabet in choice of format (3 options)
- Graph and summarize results from "Comment ça va?" survey
- Flipgrid recordings demonstrating understanding and use of new terms in context.

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)
 - Choice board - varied activities to listen/practice various activities in French

Resources

Overhead Transparencies

You-Tube videos ([Learn French with Alexa](#) , Frère Jacques, [Alain le Lait "bonjour"](#)),

Authentic Music - [Claudio Capeo "Ca va"](#), [French names from Francophone world](#), [Frere Jacques Paxi - Le Cycle D'Eau](#)

[French Children's news - 1jour/1actu](#) - Cognate search

Audio CD (Sing, Dance, Laugh Eat Quiche)

Situation cards

Manipulatives (class objects, puppets, magnetic commands)

Whiteboards

Alphabet - Eye Chart, magnetic letters, Bingo, [The alphabet - military song](#), [L'alphabet fast song](#), [Alphabet - Comptine Africaine](#)

Greetings - Google slides (2x - 1/ Ca va only, 1/Tu vs Vous)

Teacher created resources

Authentic texts and supplemental readings

Online resources such as [quizlet.com](#), [vocaroo.com](#), online timer, [youtube](#)

Flipgrid

Bien Dit text and Workbook exercises for supplementation

Unit specific Quizlet sets

Inclusivity /LGBTQ (Grades 6-8) Resources

Gender neutral French names for students to choose included in choices (and noted as such) [Uni-sex names link](#)

- Gender neutral (non-binary) pronouns introduction

SEL Resources:

Brain Breaks (Ex. "En haut, en bas" game,

Physical Activity/Dance Integration Opportunities (Ex. [5 a Day Disco](#), [Cours de Danse avec Kevin](#), [Gym Direct](#)

Lesson - "How to Compliment your Classmates in French"

Unit #: 2

Il fait beau! It's a Beautiful Day

Dates: Marking Period 2

Pacing: 40 minutes on alternate days

Overview

In this unit, students will learn the numbers 0-40, days of the week, months of the year, seasons, and talk about the weather locally and in French speaking countries around the world.

Essential Questions/Enduring Understandings

- Early number fluency facilitates addressing basic needs, discussion of one's age, phone number and address and talking about the date.
- Students all around the world learn to express mathematical functions and one can use language to reinforce basic math skills early in the language acquisition process.
- Being able to express the date of occasions facilitates interpersonal communication.
- The format for abbreviating the date is not universally the same. One must recognize this difference to avoid costly mistakes (making reservations on the wrong date at hotel, expiry of foods etc.)
- Many day to day activities are impacted by the weather and climate change. The same is true around the world.
- Symbols are used internationally on weather maps. Daily forecasts are important for planning ahead.

Skill and Knowledge Objectives - Students will.....

- Identify orally and in writing the numbers 0-40
- perform simple math equations using common mathematical expressions in French
- give personal information including phone numbers and one's age
- identify colors of the rainbow
- differentiate between "I am" and "I have" in use of English vs French age phrases
- use the verb avoir in simple sentences and questions
- recognize French (and European) order of writing the date abbreviation is different from our own
- identify days and months orally and in writing and note that these are not capitalized in French
- create a calendar page for the month of their birthday
- Sing the French comptine "Lundi Matin"
- ask and respond to weather related questions
- describe weather conditions based on time of year in various parts of the world.
- make comparisons between seasons in NJ and in other countries at the same time of year.
- identify French speaking countries and their location on a world map.
- convert temperatures from degrees F to C.
- discuss careers that involve using temperature and when it is important to be able to convert temps. in real life situations.
- interpret a weather map.
- Use vocabulary related to climate change in simple sentences
- evaluate information presented in a weather podcast and illustrate a map with weather symbols accordingly
- use directional terms (N,S,E,W) in simple sentences

- research and perform a news program weather forecast for a French speaking country in French.

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Teacher guided questions and classmates' questions orally & in writing.
- Unit Classwork/Homework (Formative)
- Unit Quizzes - (Summative)
 - Numbers 0-40
 - Day/Month/Date
 - Season/Weather
- Create a detailed calendar page for one's birthday month. (Summative)
- Chaise Chaude (oral Q&A activity) - **Benchmark**
- Podcast Fill-in (Formative)

Interpersonal:

- A/B Partner Activities
 - weather forecast map (Formative)
- Parlons Ensemble (Formative) - student to student
 - Phone number (fictional)
 - Birthdays and age
 - Favorite weather/season

Presentational:

- Sing French traditional children's song "Lundi Matin"
- Performance Speaking Task: You are auditioning to be a meteorologist for a local tv station in a French speaking country (6th Grade)
 - weather forecast and map production for a French speaking country (Summative)

Other Evidence of student achievement:

- Teacher Observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Resources

- *Google Slides (teacher prepared)*
- *Hand-outs (teacher made) - vocabulary lists + Vocab utile pour la meteo*
- *Picture dictionary blanks*
- *J'ai / Qui a? Cards 0-40*

- *ABC/1-10 Battleships game*
- *Bingo (0-20) and weather/season*
- *Manipulatives - Dice, math facts flashcards*
- *Days/Weeks flashcards (individual sets for small group work)*
- *"Lundi Matin" - Comptine Française Les Mois - month song*
- *Sample weather forecasts (in target language)*
- *Pleuvra-t-il Demain? - online book*
- *Metéo France and Metéo au Canada*
- *Metéo France - Climate Change resources*
- *Podcast - français facile (le temps)*
- *Paxi - Le Cycle D'Eau*
- *Trotro - Bonhomme de Neige (video)*
- *Maps - French speaking countries*
- *Maps - Info-Gap A/B partner activity*
- *Quizlet and Blooket - Unit sets number review and calendar/weather terms*
- *Quia - online review activities*
- *Conjugamos - online review activities*
- *Flipgrid*
- *Word search with related vocabulary*
- *Workbook and Teacher created practice pages*

Unit #: 3

Dans ma Salle de Classe

Dates: Marking Period 3

Pacing: 40 minutes on alternate days

Overview

In this unit, students ask and answer questions about their school and items in their classroom. Students use subject pronouns, the present tense of the verb avoir, prepositions, and adjectives that agree in number and gender with unit nouns to describe target vocabulary.

Essential Questions/Enduring Understandings

- Students spend much of their day in school. Talking about the class objects one uses every day to be a successful student provides meaningful context in which to explore introductory grammar structures.
- What classroom objects are used in most schools around the world?

- How can I describe common class objects with simple detail?

Skill and Knowledge Objectives: Students will.....

- participate in communication activities with classmates practicing asking and responding to authentic questions about classroom objects
- participate in communication activities with classmates practicing using verbs and other grammatical elements in complete sentences.
- describe the location of objects in a room using prepositions (in, on, under)
- label and use colors in simple sentences
- watch authentic videos showing life in schools around the world, including in the countries which speak the target language.
- identify shapes and describe the shape of objects
- compare and contrast school supplies that may differ from country to country (ex. notebooks, cartable)
- demonstrate knowledge of subject pronouns in French
- apply knowledge of the conjugation of the verb avoir
- use the expression "de" to show possession
- use negation in sentences (ne...pas)
- use adjectives with proper agreement with gender/number

The following items have been previously assessed and are being recycled in this unit:

- #'s 0-39
- Cognates
- Introductory Colors

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Responding to teacher guided questions regarding items needed for school
- Unit Classwork/Homework (Formative)
 - Identify lines by color on Paris subway map
- Unit Quizzes - (Summative)
 - Class objects
 - Color
 - Avoir and subject pronouns
- Chaise Chaude (oral Q&A activity) - Benchmark
- Identify the missing items
- Guided Writing
 - Dicter (teacher created) - (Formative)
 - Whiteboard practice (Formative)

Interpersonal:

- Oral practice
 - Partner A/B activities
 - Parlons Ensemble
 - Role-playing (skit writing in group)
- Simon Says - Group commands and TPR (Formative)
- Info gap (Formative)

Presentational:

- Role playing (skit performance in group) - "Es-tu pret?"
- Dans Mon Sac à Dos (show and tell) - (Formative)

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Resources

- Realia - classrooms objects, flashcards, posters, velcro shapes
- Youtube [Alexa - prepositions](#), Alain le Lion [Où est le chat](#), Pronoun practice with [Thomas](#), song [Zorb the Greek - pronouns](#), [Thomas - les couleurs](#),
- [The Verbe Avoir, J'ai un Crayon](#)
- Legos - multi-shape/color
- Google Slides - les fournitures scolaire
- [Paris Metro Map](#)
- Worksheets - colors, class objects, verb blanks , info-gap, workbook pages
- Picture dictionary (blanks)
- Classroom command song - (on CD- "Etienne") - choreography blank handout to accompany
- Fly swatter game - Tapette
- Bingo - class objects, shapes and colors
- Concentration/Memory game
- Dictée - teacher created
- Whiteboards for individual practice
- Unit specific Quizlet sets
- Flipgrid

Unit #: 4

Le Corps et La Santé (Anatomy and Health)

Dates: Marking Period 4

Pacing: 40 minutes on alternate days

Overview

In this unit students will identify physical characteristics, parts of the body and describe common health problems. Students will identify animals and use adjectives and parts of the body to describe them. Students will talk about activities they enjoy doing as part of a healthy lifestyle.

Essential Questions/Enduring Understandings

- Young people love to talk about themselves and their interests. These topics are foundations of building interpersonal relationships.
- Discussing one's health and well-being are important life skills to have in every language.
- How do I describe what I and others look like in French?
- How can I describe some common ailments in case I am sick in a French speaking country?

Skill and Knowledge Objectives - Students will....

- communicate with classmates through in-person paired activities, written dialogues, and online digital tools to identify parts of the human and animal body
- lead and follow games of "Simon Dit" to reinforce vocabulary
- sing the French song "Tête, épaules, genoux et pieds"
- apply vocabulary and conversational skills to effectively describe daily activities.
- conjugate -ER verb "aimer" and use in simple sentences with appropriate subject pronouns
- ask others about their preferred activities
- describe issues one might discuss with a doctor (or veterinarian)
- Identify common health concerns
- Use the verb avoir in the present tense with the expression "avoir mal a"
- Identify common animals (farm, pets, insects, fish) and describe them using colors and adjectives of size
- Listen to and read authentic children's literature with animals in the story.
- Use human and animal body vocabulary to create and describe a "fantastic creature".

The following items have been previously assessed and are being recycled in this unit:

- Colors
- Greetings
- Avoir
- Numbers 0-39

- Subject pronouns
- Weather ("Trotro Fait un Bonhomme de Neige")

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Teacher guided questions and classmates' questions orally & in writing.
- Unit Classwork/Homework (Formative)
- Labeling of skeleton drawing
- Unit Quizzes - (Summative)
 - Body parts
 - animals
- Chaise Chaude (oral Q&A activity) - **Benchmark**
- Song - Des Os Il en Faut- identify the parts mentioned in the song
- Identify parts of Disney characters in a chart
- Guided writing/drawing (listening comp) of "fantastic creatures"

Interpersonal:

- A/B partner activity (Formative)
- Skit writing (Je suis malade)
- Simon Dit - lead group and follow directions given by others (Formative)
- Create a "fantastic creature" for others to draw by written description/ Draw creatures classmates have described and share results

Presentational:

- "Tête, Épaules, Genoux et Pieds" (song) and lyrics - Flipgrid recording
- Song - "Des Os, Il en Faut" - oral repetition with rhyme scheme
- 5 a Day Disco (en français) - Youtube
- Simon Says (Formative)
- Skit presentation (Summative) "Je suis malade"
- Fantastic Creature creation (Summative)
- Complete Flipgrid recording

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Resources

- Realia - images of people, flashcards of body parts, animals and daily activities
- Youtube (Des Os Il en Faut), Le pouce en avant, 5 a Day Disco (en français), "Tête, Épaules, Genoux et Pieds"
- Legos - small family characters
- Plastic Skeleton
- Stuffed/plastic animals
- Authentic literature - fairy tales en français (3 Petits Cochon, Petit Chaperon Rouge, Ours Brun)
- Authentic videos- "Trotro Fait un Bonhomme de Neige"
- Google Slides - several topic based with songs and q&a, "Mon Extra-Terrestre"
- Worksheets - text and teacher created
- Picture dictionary (blanks)
- Classroom command song - (on CD- Etienne) - choreography blank hand'out to accompany
- Fly swatter game - Tapette
- Concentration - body parts
- Quizlet, Flipgrid,

Unit #: 5

Culture, Celebrations, and Geography

Dates: Throughout the year

Pacing: Holiday/timing dependant

Overview

Mini-units will be covered at intervals throughout the year and, when applicable, timed with relevant US holidays/celebrations and/or coupled with target vocabulary/themes.

Essential Questions / Enduring Understandings

- Celebrations are an important part of every culture
- Interpersonal and business relationships are deepened with an understanding of concepts, art, music, cultural practices, and history celebrated by people around the world
- The world is small. Geography plays an important role in history and culture.
- Where is French spoken in the world?
- How do people around the world celebrate holidays and life events?
- How is music in another language similar and different to music in my own language?
- How do people in other cultures express themselves through art, danse, film, and music?
- Listening to and talking about music with others fosters community.

Skill and Knowledge Objectives: Students will.....

- Identify culture-specific holidays, as found in culturally authentic films/video/audio/written texts.
- Identify customs and traditions of target cultures, as found in culturally authentic films/video/audio/written texts.
- Explore how members of the target culture/language celebrate important life events.
- Compare celebrations in the home and target culture.
- Learn about French speaking artists, including fine artists, singers, performers, e'tc.
- Learn authentic songs.
- Locate France on a map and identify its major land/water formations
- Locate French speaking countries on a map (incorporated in weather unit)
- Prepare a presentation on a famous French monument located in or around Paris
- Participate in Manie Musicale - a francophone music competition - with schools from around the world. (See article.) In this unit, students will participate in an international competition modeled after March Madness basketball using a bracket of 16 contemporary songs by Francophone artists. They will reflect on the essential question, "What makes a song good?" By the end of the unit, students will be able to express their opinions about songs, music, and videos, demonstrate increased understanding of and respect for the artistic contributions of diverse cultures, and do simple analyse and comparisons of music-related authentic texts. They will connect with other communities of French speakers and improve their novice level language skills.

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Respond to teacher guided questions and classmates' questions orally & in writing.
- Unit Classwork/Home work (Formative)
- Authentic readings about cultural celebrations from around the world
- Guided reading questions
- Fill in map of France with important geographical features
- Identify words and phrases in song lyrics
- Mardi Gras - Compare contrast traditions

Interpersonal:

- Create holiday greeting cards for family members in French
- Design and send "Des notes pour le St. Valentin" to classmates
- Internet based research activities (Parisian Monuments/ Toussaint)
- Use a "chamat" to discuss classmates' opinions about music and stories.
- Design a "thankful" turkey with French terms from a list to express what one is thankful for
- Participate in Poisson d'avril practice of placing paper fish on back

Presentational:

- Songs in target language/from the target culture (formative)
 - "C'est l'Halloween"

- "En Été" - (weather unit)
- "Frère Jacques"
- Create a Toussaint tombstone of a famous French/French speaking person from the past
- Act out a skit which takes place among family members at a holiday celebration (summative)
- Weather forecast for French speaking country (group presentation) - Summative
- Parisian Monument presentation
- Complete various Flipgrid recordings demonstrating understanding and use of new terms.
- Manie Musicale Choice Board for creative end of unit presentation

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Resources

- L' Halloween - Realia, Google Slide Presentation, Teacher created story (Un Halloween a Bedminster - varied by grade level), songs and accompanying lyrics, word search
- Toussaint - Project and rubric, Google Slide presentation, [Youtube - Géraldine explique la Toussaint](#)
- Le Jour de L'Action de Grâce (au Canada) - vocabulary worksheets, google slides, wordsearch
- Les Fetes d'Hiver (winter holidays) - Supplies for students to create "coupons" for cost-free, meaningful gifts for family members using the target language, Cinq Bonhommes de Neige (mini-book) materials and art supplies
- Le St. Valentin - vocabulary worksheets, notecard and art supplies
- Le Poisson d'avril - supplies to make fish, [T'Choupi video](#)
- Bingo - various thematic units
- Word Searches (target vocabulary)
- French language Films (with subtitles) Possible titles include - "Ratatouille", "Belle et Sébastien", "A Monster in Paris", "Être et Avoir"
- Authentic French music (all genres) including info-gap activities: [Lyricsgaps](#)
- Geography - Map of France - major geographic features
- Internet resources for Paris Monument research: "[Paris Perfect](#)" Sites, [44 Paris sites](#), [A view on cities](#): , <http://en.parisinfo.com/what-to-see-in-paris/monuments>
- Manie Musicale - Spotify and Youtube year specific playlists, Maps, [Chatmat](#) to speak about songs and videos, teacher created materials specific to each year's competition

Unit #: 1

Comment vas-tu et ta Famille? How are you and your family?

Dates: Marking Period 1

Pacing: 40 minutes on alternate days

Overview

In this unit, students will first review and build on lessons from grades 5 and 6 and subsequently learn how to identify and describe themselves, friends, members of their family, and famous people including information such as one's age, physical and mental characteristics.

Essential Questions / Enduring Understandings

Everyone has a family, but not all families are alike:

- People interact with each other in a wide variety of daily interactions. Knowing how to ask and respond to day to day questions builds interpersonal relationships.
- Whom do I consider to be part of my family? Who is important to me?
- What makes me, my family, and my friends unique?
- How do I describe my friends and family to others?
- How do I ask and respond to questions about my family in relation to me?
- How are people's family traditions similar and/or different from my own?

Skill and Knowledge Objectives: Students will.....

- Greet and introduce friends and family members
- Describe family members using the verbs *to be* and *to have* with descriptive adjectives
- Participate in communication activities with classmates practicing asking and responding to authentic questions about families
- Participate in communication activities with classmates practicing using verbs and other grammatical elements in complete sentences.
- Identify how to use gender & number agreement with descriptive adjectives
- Describe family members age, physical, and mental characteristics.
- Identify family members' likes and dislikes.
- Use possessive adjectives with proper agreement (*mon/ma/mes*).
- Identify vocabulary of common household pets in French
- Talk about the ages of family members and use mathematical equations to practice numbers 0 to 40
- Demonstrate the use of subject pronouns
- Compare and contrast the usage of indefinite and definite articles
- State one's age and ask the age of others.
- Compare and contrast families of Francophone countries with that of their own
- Read descriptions of other people's families

The following items have been previously assessed and are being recycled in this unit:

- Greetings and introductions

- avoir and être
- Body parts related to appearance (hair, eyes etc.)
- Descriptive adjectives
- Numbers 0-40

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Teacher guided questions (oral and written) (ie: Who is tall? How many members in your family? etc...)
- Identify relationships on a Family Tree (Ex. Simpsons Family Tree)
- Reading Comprehension - La Famille LeBlanc
- Unit Classwork/Homework (Formative)
 - "Just Name It" - Family Portrait
 - Masculine to Feminine adjective conversion
- Reading Comprehension - Identify story elements and vocabulary related to family and physical descriptions in "Harry Potter" - simplified French versions of Chapters 1&2
- Matching descriptions to images (Movie Talk - "1,2,3 pas Soleil")

Interpersonal:

- Student to student ask and respond to questions about Simpson's Family Tree
- Interviews: Ask classmates about family and fill in a survey form. (formative)
- "Guess Who?" game (formative)
- "Qui est-ce?" - Small group interpretive reading/discussion
- A/B Partner activities - info/Gap (Age of family members)
- "J'ai / Qui a?" (0-4) - timed group activity
- Parlons ensemble - La Famille suisse

Presentational:

- Unit project - Ma Famille / Family Tree - writing prompt, creative component (poster or Google Slide) and spoken presentation (Summative)
 - (*Option to choose fictitious family as topic can be sensitive)
- Sing Grammar Review Songs Être Unplugged, The Verbe Avoir (formative)
- Student-created dialogs/skits (summative) / Shared readings of class story

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources

- Realia: Diverse Family images/labels

- [Song "Ma Famille"](#) par Alain le Lait, [Être Unplugged](#)
- Movie Talk [1.2.3 pas Soleil](#)
- ["Harry Potter"](#) - Simplified French version of text with images
- Harry Potter resources: Youtube: [Chapitre 2 video HP](#), [HP vocabulary](#)
- Français Facile Podcasts: (Ex. [Mylene introduces herself](#), [Francois reponds](#))
- Possessive Adj. labels
- Youtube: [Physical description - Thomas](#), [Être Unplugged](#), [The Verbe Avoir](#), [J'ai un Crayon](#)
- Hand-outs - vocabulary list, worksheets
- Google slide presentations (teacher created)
- Games - One Won/You Name it, Guess Who, Bingo, [Virtual Bingo](#), Fly Swatter, "J'ai / Qui a?" (0-40)
- Unit specific [Quizlet sets](#)
- Flipgrid
- [Learn French with Alexa](#)

Subject Area: French
Grade Level: 7

Bedminster Township School

Unit #: 2

Ma Semaine à l'école (My School Week)

2nd Marking Period

Pacing: 40 minutes on alternate days

Overview

In this unit, students will expand their vocabulary and language usage as they explore the theme of school life. Students will learn to discuss aspects of their school experience including a typical school day, supplies needed, courses taken, and people they interact with. They will identify similarities and differences between the school system and typical school days of students in French speaking countries and the US.

Essential Questions / Enduring Understandings

- Young people spend much of their time in school. Asking and answering questions about these experiences facilitates conversation and understanding amongst people of various backgrounds.
- School experiences are in some ways similar to and in others different from that of students in French speaking countries (focus on French school daily life).
- Telling time is an important skill for making and understanding plans and upcoming events. One must be able to interpret the 24 hour clock to read schedules and timetables in many parts of the world.
- How do I describe the names of my classes?
- How do I describe the items I need for school?

- How do I use verbs to describe my preferences in school?
- How do I use verbs and adjectives to express how I feel about my classes?
- How would I describe my school day?
- How do you ask for the price of supplies & how much they cost?
- How do I ask others questions about their school day?
- How are school systems different around the world?

Skill and Knowledge Objectives: Students will.....

- Identify the numbers 0-70 orally and in writing.
- Use the numbers 0-70 to give personal information and to tell time.
- Participate in communication activities practicing using the time (analog, digital & 24 hour) and schedule vocabulary (ie: time of day, first, then, etc..)
- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Conjugate and use -ER verbs (focus on those most common in school day) orally and in writing
- Identify information related to class schedules and school activities as found in culturally authentic electronic information sources or other written texts.
- Ask and answer memorized questions related to school life
- Inquire and respond to questions about preferences related to school.
- Use a variety of adjectives to show agreement with the noun (adjectives that change and unchanged)
- Indicate the location of personal possessions within a classroom
- Use comparative structures to talk about school (plus/moins/autant que/mieux/pire)
- Watch authentic videos showing life in schools around the world, including in the countries which speak the target language.
- Perform student-created dialogs/skits that contain school themed vocabulary and grammar concepts

The following items have been previously assessed and are being recycled in this unit:

- #'s 0-30 and basic math function terminology
- avoir/être
- Negation (ne...pas)
- Adjectives: color and descriptive adjectives with same ending m/ f
- Classroom objects
- Days of the week/Months of year
- Introductory prepositions

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Unit Classwork/Homework (Formative)
- Draw the Scene - Recreate and label a visual depiction of classroom based on a written description (Summative)
- Unit Quizzes - (Summative)
 - Telling time/Numbers
- Chaise Chaude (oral Q&A activity) A quelle heure? - Benchmark
- Story Q&A / retelling La Rentrée de Papa
- Read and interpret a French Train schedule
- Movie Talks (Guided short film discussion and terms) Ex. "Le Hérisson", "Simon Je veux pas aller à l'école", or similar
- Podcast fill-in: native speaker describes their school life (podcast) (Formative)
- Read and answer questions from a French student describing her typical school day. "Eliette a l'école" -(formative)
- "Kevin est Fatigué" - reading comprehension - questions and sequencing activity with illustrations
- Take a walking tour of school and discuss/answer questions at different stopping points

Interpersonal:

- Parlons Ensemble
 - time and destination of upcoming trip
 - Class objects purchased for school (qty, color, cost)
 - Interact with staff and students on walking tour using French 1 greeting vocabulary
- Ask/answer questions (yes/no, either/or, and short response)
 - Objects in a school and classroom.
 - Opinions about subjects studied
 - interact with classmates and teachers by reenacting purchasing school supplies.
- Create an ideal school schedule and use it to
 - Talk about the best and worst part of the school day. (Summative)
- Play a class number game "J'ai / Qui a?"

Presentational:

- Student created and/or resource based dialogs/skits
- Scaffolded/Group and Individual Project Options::
 - Create and present an "ideal" school schedule (Summative)
 - Write a letter about an (imagined) experience in a French speaking country school.
 - Marketing Campaign - Design and present a school supply (real or imaginary). Choose layout, cost, etc. Use comparative adjectives to describe its usefulness. Including quotes from satisfied customers (Summative) and present to class

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics

- Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources

- J'ai/Qui a cards (0-70)
- ABC/0-70 Battleships game
- Whiteboards
- Manipulatives - clocks, class objects, flashcards of target vocabulary
- Letter from Eliette + accompanying slide presentation
- Train schedules SNCF - French intercity
- Parlons Ensemble (w/ preprinted times/destinations)
- Quizlet
- Flipgrid
- Time Resources: Telling Time, Alexa tells time, Listening Comprehension, Adomania l'heure/les cours
- Youtube: La Rentre de Papa, song Qui pourrait? par Lou, Le Déjeuner - movie talk, Français Immersion avec Thomas - school system
- Google Slides presentations (teacher created)
- Articles/Ads: Martinique - school supplies, Fourniture: Sc. - Fr. gov list 2019, Comment prep. son sac
- Other Videos: Pub Quebec - la rentrée C'est la rentrée (parodie), Levanah shops for school supplies, Arthur in Alsace Video link

Subject Area: French
Grade Level: 7

Bedminster Township School

Unit #: 3

J'adore manger!

Dates: Marking Period 3

Pacing: 40 minutes on alternate days

Overview

Food is essential to life and also plays an important role in one's cultural background and identity. In this unit students will identify common food and drink items including those familiar to American students as well as those from French speaking cultures. Students will talk about similarities and differences in eating habits in different parts of the world. Students will practice questions and situations one might encounter in a restaurant or grocery store.

Essential Questions /Enduring Understandings

- What is the role of food in daily life?
- How do I express my feelings about food in a restaurant, at home and from the store?
- How do I describe food (taste, color, etc...)?
- What are traditional foods in the U.S. culture and the cultures of regions of France and French speaking countries?
- What do students in francophone countries eat at home, school and when they go out?
- How do I describe where my family buys food?
- Where do people shop for food in other countries?
- How does one act/speak in a restaurant experience in a French speaking part of the world?

Skill and Knowledge Objectives: Students will.....

- Identify common foods, drinks and place setting vocabulary
- Describe what one eats for meals and at snack time
- Identify items on and order from an authentic restaurant/cafe menu
- Identify some common French foods/brands that one can find locally
- Use numbers to talk about the cost of various foods
- Learn to conjugate verbs associated with food (manger/boire/prendre)
- Use adjectives (with correction gender agreement) to give one's opinion of common (and less common) food and drinks
- Use terms of frequency to discuss how often one eats certain foods (parfois/souvent/jamais)
- Identify stores/markets in which one buys various types of food
- Compare and contrast school lunches in French speaking countries and the United States and state opinions about them
- Compare and contrast customs and culture surrounding foods and restaurant/cafe life including things that might be considered rude in a French restaurant to avoid offending others/being embarrassed
- Identify how to ask for something politely (vouloir - Je voudrais vs veux)
- Identify regional specialties in France and around the French speaking world

The following items have been previously assessed and are being recycled in this unit:

- Colors and adjectives that express degree of preference

- Greetings
- Avoir/Etre and agreement with subject pronouns
- Negation (ne..pas)
- Numbers 0-70

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Unit Classwork/Homework (Formative)
 - Respond to questions describing foods/beverages found in cafes, food appearance, and food preferences
 - Identify as many familiar words in a news story, podcast or ad about food & health
- Interpret a menu from a famous restaurant to place an order. Les Deux Magots
- Listen and respond to a short clip or podcast about opinions on foods (Ex. Je teste la nourriture américaine)
- Watch and interpret a video about rules for eating in a French restaurant
- Read an article about healthy foods and answer questions (Ex. La Banane)
- Interpret an authentic pictograph about annual consumption in France.
- Movie Talk - Les Inseparables: Listen to and respond to questions about a short film revolving around school lunch

Interpersonal:

- Role-playing -create a restaurant/cafe scene skit with classmates and perform it for the class
- Work in a team to solve a mystery about a croissant competition
- Participate in varied games with classmates/on a team to identify vocabulary (concentration, bingo)
- Discuss holidays and associated foods/traditions
- Ask and talk with classmates about fast food preferences
- Complete a Grocery Store Scavenger Hunt to find French products/brands while grocery shopping (as family shopping habits permit)
- Answer teacher/classmate questions related to food choices and preferences on a menu
 - Chaise Chaude (oral Q&A activity) - (Formative)

Presentational:

- Create, rehearse and present a dialog/skit in a restaurant (Ex. "Une famille Impossible")
- Design a menu and include appropriate costs
- Plan a meal for a particular occasion/celebration or make a grocery list (online grocery shopping) according to a planned meal.
- Share a favorite family recipe, make a recipe at home, or create a class recipe book
- Research and prepare a presentation about regional specialties in France.

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Resources

- Google slides, flashcards, food images and packaging
- Authentic menus (both print and online) from restaurants/cafes/schools
- Unit specific Quizlet sets
- Concentration Game - matching image to word
- Food Bingo
- Flipgrid recordings
- Chatmat - Comment parler de la nourriture
- US Government "My Plate" - healthy habits
- Grocery Store Scavenger Hunt
- Pictograph - Que Consomme un Français
- Mystere da la Famille Girard adapted from this Murde: Mystery lesson
- Operation Croissant
- Youtube: Francais Immersion avec Thomas - rules for eating in a French restaurant, Peppa goes food shopping. Pet-Dej Français, Easy French - street interviews/breakfast, Alexa a la Boulangerie, 10 Légumes avec Alexa, France's Gourmet School Lunches
- Films and Movie Talks: Les Inseparables, Trotro est Gourmand, "Ratatouille"
- Songs: Alain le Lait - Au Petit Déjeuner, L'ABC des fruits
- Other online resources: Les Deux Magots - Paris restaurant menu, Au Restaurant Podcast, Je teste la nourriture americaine, La Banane reading comprehension
- World Food Specialties - TasteAtlas

Subject Area: French

Bedminster Township School

Grade Level: 7

Unit #: 4

On s'amuse! (Let's have fun!)

Dates: Marking Period 4

Pacing: 40 minutes on alternate days

Overview

In this unit, students learn how to talk about pastimes, sports, and musical instruments and the roles they play not only in students' lives, but in the lives of people around the world.

Essential Questions /Enduring Understandings

- Young people love to talk about themselves and their hobbies/interests. These topics are foundations of building interpersonal relationships.
- People all around the world participate in sports and play instruments. An ability to discuss one's interests and ask about other's fosters community building and cultural competencies.
- How do I describe the sports/instruments/hobbies that I enjoy?
- How do I describe others' interests and/or participation in sports/instruments/hobbies
- How do I use the verbs, associated with sports/instruments/hobbies, to communicate with classmates?
- How do I use adverbs to enhance how I feel about sports/instruments/hobbies, to communicate with classmates?

Skill and Knowledge Objectives: Students will.....

- describe the sports/instruments/hobbies they enjoy
- describe others' interests and/or participation in sports/instruments/hobbies
- use the verbs, associated with sports/instruments/hobbies, to communicate with classmates (faire/jouer)
- use adverbs to enhance communication about sports/instruments/hobbies, to communicate with classmates
- use weather and seasons to share detailed descriptions of sports/instruments/hobbies one participates in
- discuss what students around the world do/play as sports, instruments, & hobbies
- identify the 3 most popular sports in France and when they are played
- locate French speaking countries in which activities are popular
- communicate with classmates through in-person paired activities, written dialogues, and online digital tools
- Students will understand that there are ways to include people of all abilities in activities

The following items have been previously assessed and are being recycled in this unit:

- Adjectives with agreement
- Verbs - Avoir/Etre/Aimer etc and agreement with subject pronouns
- Negation (ne..pas)
- Numbers 0-70
- Weather expressions
- Possessive adjectives

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Identify sports, instruments, hobbies vocabulary using Google Slides with images to identify
- Infographic - Olympic sporting events
- Recognize how grammatical elements, such as adverbs of frequency, are used in sentences
 - Reading Comprehension - autobiographies of 2 young people (m/f from varied countries)
- Reading Comprehension/SEL - "40 manières de faire une pause" - 40 ways to take a break.
- Reading Comprehension/Picture Talk - Qui est Nandu Bushell? (formative) Instagram and article)
- Movie talk - Vis ton reve - FFF (French Football Federation) - Women's league and/or lan - (How one can include people of all abilities in activities)

Interpersonal:

- Give one's opinion about sports, instruments & hobbies one enjoys/plays (Class surveys, Partner activity fill-in)
- Use & respond to questions from classmates using sports, instruments, & hobbies vocabulary (Chaise Chaud) - Benchmark
- Use weather & seasons terms accurately while communicating with classmates
- Respond to teacher-guided questions and classmates' questions orally & in writing

Presentational:

- Interact with classmates and teacher appropriately using sports, instruments, & hobbies vocabulary (Charades, Circumlocution game)
- Student-created dialogues/skits
- Mes Activités Préférées - project (Students identify preferred sports/ activities in each season). - Summative
- Disco Vendredi - 5 A Day Disco
- Chaise Chaud (oral Q&A activity) - (Formative)

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)
 - Choice board - varied activities to listen/practice various activities in French

Resources

- Sports video (Fr.) Je fais du Sport
- Fièvre d'être Bleu - soccer advertisement

- Roland Garros - tennis video
- La Tour de France - explanatory video/history
- Nandi Bushell - Argos ad
- Movie talk - Vis ton reve and/or lan
- Yoga - for children
- Sports bingo
- Flyswatter games
- Unit specific Quizlet/ Booklet sets - teacher created
- Charades Cards

Subject Area: French
Grade Level: 7

Bedminster Township School

Unit #: 5

Culture, Celebrations, and Geography

Dates: Throughout the year

Pacing: Holiday/timing dependant

Overview

Mini-units will be covered at intervals throughout the year and when applicable timed with relevant US holidays/celebrations and/or coupled with target vocabulary/themes.

Essential Questions / Enduring Understandings

- Celebrations are an important part of every culture
- Interpersonal and business relationships are deepened with an understanding of concepts, art, music, cultural practices, and history celebrated by people around the world
- The world is small. Geography plays an important role in history and culture.
- Where is French spoken in the world?
- How do people around the world celebrate holidays and life events?
- How is music in another language similar and different to music in my own language?
- How do people in other cultures express themselves through art, dance, film, and music?
- Listening to and talking about music with others fosters community.

Skill and Knowledge Objectives: Students will.....

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts.
- Explore how members of the target culture celebrate important life events.

- Learn about French speaking artists, including fine artists, singers, performers, etc..
- Compare celebrations in the home and target culture.
- Locate French speaking countries on a map
- Prepare a tourism adventure throughout a region of France to describe its history, primary tourist attractions and culinary specialties.
- Participate in Manie Musicale - a francophone music competition - with schools from around the world. (See article.) In this unit, students will participate in an international competition modeled after March Madness basketball using a bracket of 16 contemporary songs by Francophone artists. They will reflect on the essential question, "What makes a song good?" By the end of the unit, students will be able to express their opinions about songs, music, and videos, demonstrate increased understanding of and respect for the artistic contributions of diverse cultures, and do simple analysis and comparisons of music-related authentic texts. They will connect with other communities of French speakers and improve their novice level language skills.

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Respond to teacher guided questions and classmates' questions orally & in writing.
- Sequence events from a Movie Talk and match corresponding descriptions.
- Authentic readings about cultural celebrations from around the world
- Guided reading questions on thematic topics
- Fill in map of France - Regions of France and Overseas Dept./Territories
- Identify familiar words and phrases in song lyrics

Interpersonal:

- Create holiday greeting cards for family members in French
- Use a "chama" to discuss classmates' opinions about music and stories.
- Ask and answer questions (small group) to solve an escape room mystery
 - Operation Croissant

Presentational:

- Sing songs in target language/from the target culture
 - Ex. "La Sorciere Vole"
 - Manie Song chorus/lyrics
- Manie Musicale Choice Board for creative end of unit presentation
- Present regional holiday tourism itinerary to the class
- Participate in Poisson d'avril practice of placing paper fish on back

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics

Skill and Knowledge Objectives: Students will.....

- recognize & use common French 1 -ER, -RE, -IR verbs in the present tense
- Use sequencing terms to retell a story
- use linking words and prepositions to add detail to both a recounted and an original story
- use Google Slides for instruction to visualize vocabulary
- Identify how to incorporate text-relevant vocabulary into an authentic sentence
- Incorporate seasonal vocabulary in story telling.
- Make predictions about the outcome of a story/film (futur proche introduction)
- apply known vocabulary to an authentic text/short film
- Participate in communication activities with classmates practicing asking and responding to authentic questions using text-relevant vocabulary.
- Communicate with classmates through in-person paired activities, written dialogues, and online digital tools (ie: Flipgrid).

The following items have been previously assessed and are being recycled in this unit:

- Greetings and introductions
- Avoir, être, regular -ER verbs
- Body parts related to appearance (hair, eyes etc.)
- Descriptive adjectives/agreement
- Colors
- Weather terms

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Unit Classwork/Home work (Formative)
 - Identify commonly used vocabulary in context.
 - Identify cultural elements in the story (Greetings amongst friends/adults)
- Movie Talk matching dialogue/setting to scenes *Dracula Chez la Dentiste* (Summative)
- Sequencing of plotline using graphic organizers
- Reading Comprehension assessment - character details, plot, setting (Summative)

Interpersonal:

- Story retelling -
 - Use Q&A to guess the story retold by classmates
 - Watch and respond to a recorded authentic and retold story.
- Ping-Pong reading with partners
- Use of Chatmats to ask for and give opinions on story elements

Presentational:

- Student-created stories
 - Project - Identifiez cette histoire (Retell a favorite story)
 - Create a new original children's story

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources

- Sample Movie talk/Short films - Lait Drôle la Vie and Dracula Chez la Dentiste
- Student created class stories and One Word Images
- Chatmat How to talk about class stories
- Google Slides - Ex. How to add details to writing
- Vocabulary review sets Quizlet
- Flipgrid
- Review materials Learn French with Alexa

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Subject Area: French
Grade Level: 8

Bedminster Township School

Unit #: 2
Très Chic!

Marking Period 2

Pacing: 40 minutes on alternate days

Overview

In this unit, students will learn how to describe common articles of clothing one wears in different seasons and for special occasions. Students will discuss fashion, fashion trends and the role fashion plays in cultures in various parts of the French speaking world.

Essential Questions / Enduring Understandings

- Clothing choices can say a lot about a person.
- How do I describe what I and others are wearing using specific details about style?
- How do I describe my clothing preferences for various occasions and weather?
- How do I ask about the size and cost of articles of clothing?
- How do I combine elements from previous units (colors, descriptive adjectives, etc..) to create authentic sentences about clothing?
- What role does the fashion industry play in different parts of the French speaking world?
- What is the difference between Haute Couture and Ready to Wear fashion?
- Who are some influential figures in French fashion?

Skill and Knowledge Objectives: Students will.....

- Describe and understand descriptions of articles of clothing including color, fabric and pattern
- Interact with classmates and teacher using vocabulary associated with the clothing for self, family members and classmates
- Use & respond to questions/statements combining clothing and previously learned terms (ie: colors, descriptive adjectives, weather & seasons)
- Describe what people/characters are wearing/shopping for in authentic videos
- Use a French retail website to "shop" for clothing for an occasion
- Choose outfits, write descriptions and perform a narrated fashion show based on a theme
- Use demonstrative, interrogative and possessive adjectives in simple sentences
- Discuss cultural aspects of clothing and fashion (Haute Couture vs Pret-A-Porter and Les Sapeurs)
- Exchange opinions about designers, clothing, and fashion trends

The following items have been previously assessed and are being recycled in this unit:

- #'s 0-70 and basic math function terminology
- avoir/être, and regular -ER verbs,
- Negation (ne...pas)
- Adjectives: color and descriptive adjectives
- Weather/season terms
- Possessive adjectives (mon/ma/mes)

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Unit Classwork/Homework (Formative)
 - Picture dictionary/Unit Quizlet sets
- Unit Quiz - (Summative)
 - Identify the item of clothing
- Watch, discuss and put in order the details of the clip *Trotro S'habille*
- Identify the weather possibilities based on clothing in short film *Inattendu*
- Guess who? Listen to descriptions of classmates' outfits and guess who is being described
- Read a description of a scene and color/design the clothing to match

Interpersonal:

- Class survey - favorite styles/occasion wear
- Guess who? - Determine which classmate is being described based on daily attire
- Team Game - Concentration
- Work with a partner to identify difference in 2 scenes and write the differences using unit vocabulary
- Create a skit for a fashion show with classmates

Presentational:

- Fashion Show - Student-created thematic presentation incorporating vocabulary and grammar structures for the unit
- Interior Decorator - create a visual representation of a room and the budget to furnish
- Mon sapeur/Ma sapeuse - draw and describe clothing following the trends of "Les Sapeurs" to present to the class

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources

- Movie Talks - *Trotro S'habille* , *Inattendu*
- YouTube - *The Congo Dandies (Les Sapeurs)*, *M. GIMS - Sapes Comme Jamais*, *Les Sapeuses*, *Le Chic avec Alexa*, *Before and After - La Maman de Keen'V*
- Clothing retailers: *La Redoute*, *Galeries Lafayette*, *H&M*, *Morgan*, *Zara*
- Shopping videos: *Achats*, *Shopping Au Cotelac*
- Fashion - *Stromae/Maestro Defiler*, other seasonal Haute Couture videos, *100 Years of French Fashion*, *Haute Couture vs Pret a Porter*
- Unit specific Quizlet and Blanket sets - Ex. *Les Vêtements*
- Other online practice: https://fr.ver-taal.com/voc_yetements1.htm, <http://www.klbict.co.uk/interactive/french/clothes1.htm>,
- Realia - Clothing articles and jewelry

- Teacher Created Google Slides and worksheets

Subject Area: French
Grade Level: 8

Bedminster Township School

Unit #: 3

Bienvenue chez moi! (Welcome Home)

Marking Period 3

Pacing: 40 minutes on alternate days

Overview

In this unit, students will describe their home and those of others (of various types). Students will talk about the rooms of the house, objects found in them, and what one does in those rooms. Students will use the term "chez" to talk about "at" someone's house. Students will talk about their responsibilities in the home (chores) and the frequency with which they do them.

Essential Questions / Enduring Understandings

Throughout the world people live in a variety of types of homes. Understanding differences in how people live helps build interpersonal connections.

- What kind of homes do people live in around the world?
- How do I describe my home and the homes of others?
- How do I describe items of furniture and appliances in various rooms of the house?
- How do I express how I feel about where I live?
- What chores do I do? How do I describe my daily routine and the chores my family does at home?

Skill and Knowledge Objectives: Students will.....

- Compare homes in the French speaking world with those commonly found in the US and identify different types of homes in which people can live (ex. une maison/un appartement)
- Describe the various rooms in a home and the furniture and appliances commonly found in them
- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores)
- Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores)
- Identify some of the differences between homes in the US and Europe (ex. Electrical outlets,

appliances size)

- Virtually explore the home of a famous French artist, describe the rooms in it, and express opinions about each room. (Monet's home at Giverny)
- Use information about a family's preferences to help them choose a new home/location based on a sales brochure (Famille Granget Demenage)
- Virtually explore options for a vacation property in the French speaking world
- Given a budget, assume the role of interior decorator and furnish a room of a house using authentic online retailer websites
- Create a presentation describing one's future dream home (Maison des Rêves)
- Identify common household chores, the frequency with which they are done in one's own home and one's opinions about doing them.

The following items have been previously assessed and are being recycled in this unit:

- Colors/ Descriptive adjectives (before and after the noun)
- Family members
- Possessive adjectives
- Prepositions of location
- Numbers

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Identify varied homes and sort them by categories (size/comfort/cost)
- Draw and label rooms and furniture in one's home
- Describe location of items in a room (Monet's house at Giverny)
- Read and answer questions about a passage in which someone is describing their home and division of household responsibilities (Chez Jacques)
- Watch a video and answer questions about chores performed by characters Les Monsieur et Madame Corvées
- Unit Classwork/Homework (Formative)
- Use a sales brochure to identify features a family might like based on a written description of preferences

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and the teacher: Students will group themselves based on which kind of dwelling they prefer and discuss why they made their choice (positives of their choice and the negatives of other choices) using expressions of preference ("Je préfère...parce que..."). Then, students will debate, trying to convince each other that their dwelling is the best.
- Charades - Put rooms in a basket, students pull names and mimic action. Classmates guess the room they are in.
- Complete a partner Info Gap activity using unit vocabulary

- Work with a group to decide if a home is well suited for a family based on a written description and share those opinions with the class

Presentational:

- Interior Decorator - design and present budget for a room
- Dream Home presentation - dream home interior/exterior and location
- Student-created dialogs/skits

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources

- Comparing homes around the Francophone world: [5 Maisons du Monde - infographie](#), [Maisons du Monde Francophone](#), [Blog - Maisons du Monde](#), [Differences Fr/US Homes](#), [Bidet info](#)
- Rooms/Furniture: [Partner Act - drawing](#), [Google Slides](#)
- Monet's Home - [Visite Virtuelle - Maison a Giverny](#), [Monet background info](#), [Biography](#)
- Chores: [European laundry](#), [Comment je range ma chambre](#), [Les Monsieur-Madame-Corvées](#), song [Taches Blues](#)
- House hunting in Francophone World: [Figaro Immobilier](#), [Figaro - prestige](#), [Sotheby's International](#)
- Interior Decorating: [Shop for Furniture - Ikea France](#), [Shop for Furniture - Habitat France](#), [FNAC](#)
- Movie Talk/Edpuzzle [Didou - Dessine moi une maison](#)
- Clipart - [Maison Unit](#)
- Unit specific Quizlet/Booklet sets

Subject Area: French

Bedminster Township School

Grade Level: 8

Unit #: 4

Around Town and Around the World

Marking Period 4

Pacing: 40 minutes on alternate days

Overview

In this unit, students will identify common buildings one finds in a town or city and modes of transportation for getting from one place to another. Students will practice asking for and giving directions and use maps to give location details. Students will research and present information about a French speaking country.

Essential Questions /Enduring Understandings

- French is spoken in numerous countries throughout the world either as the official, or one of the official languages of government and business.
- Knowing how to find one's way and how to ask for directions is an essential skill for travel.
- Where does one speak French as an official language (government/school/business)?
- How do I talk about where people are from and nationalities?
- How has history and geography impacted people's lives and language?
- What are some common buildings one finds in towns and cities around the world?
- How do I talk about common modes of transportation?
- How can I ask for and give directions?
- What currencies are used in different French speaking countries?
- How might changes in the exchange rate impact my travel decisions?

Skill and Knowledge Objectives: Students will.....

- Identify parts of France including its overseas departments
- Identify French speaking countries/regions of the world
- Discuss transportation and how one might visit various parts of the Francophone world
- Identify locations and common buildings in cities
- Identify famous tourist destinations in various parts of the world and discuss how weather plays a role in choosing various destinations to visit
- Identify currencies used around the globe. (Focus on the Euro for number fluency and conversions)
- Use the internet to check the exchange rates of currencies used around the world.
- Reflect on how travel can influence one's life and experiences

The following items have been previously assessed and are being recycled in this unit:

- Prepositions
- Numbers 0-1000's
- Weather expressions/Date/Time
- Housing vocabulary
- Question words

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Reading Comprehension - Identify locations in a text about a person's town or village - Ex.

Ma Ville

- Reading comprehension - "C'est quoi la francophonie?" - Identify cognates and details from the text about the French speaking world
- Movie Talk La Valise de Papa/What Matters Inside - Answer questions about the video using unit vocabulary about travel and destinations
- Use a map to locate important buildings in a town or city
- Label the French speaking countries on a map of Africa/the world
- Watch a video about France and its overseas departments and answer questions
- Fill in details on an authentic government form for tourists (landing card/visa)

Interpersonal:

- Students will practice asking and giving directions with classmates
- Students will direct each other to find objects hidden in the classroom
- Share reflections on travel experiences with classmates
- Partner activity- Info gap - (French speaking Africa - countries/nationalities/dates of Independence)

Presentational:

- Tour Guide presentation to a French speaking country
- Student-created dialogs/skits

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A / Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources

- Geography : L'Afrique Francophone song, Les Pays Francophone song, Un Jour un Actu, Maps, Nations on line French speaking world, <http://francophonecountries.webs.com/>, Country Reports, specific country official tourism websites
- Francophonie: Un jour un Actu - Pourquoi?, Nations on line French speaking world
- Transportation: Paris Metro - official site, SNCF - French national rail, Air France
- Travel Documents
- Realia - Images of modes of transport, maps, toy modes of transport
- Unit specific Quizlet/Booklet sets

Subject Area: French
Grade Level: # 8

Bedminster Township School

Reader Unit:

“Pauvre Anne” and/or other Novice Level 1 reader

Time Frame: Marking Period 3 or 4

Pacing: 3 - 4 weeks

Overview

In this unit, students will read an authentic, leveled French reader as a class novel and use the content to review and build upon prior units of study.

Essential Questions /Enduring Understandings

- How do I apply vocabulary I know to an authentic text?
- How do I recognize & use verbs in-context?
- How do I know if I understand what I am reading?
- How do cultural elements change my perception of the others and the world around me?

Students will demonstrate understanding of ...

- Text-rich vocabulary in context
- In-text grammar
- Reading comprehension questions and discussion
- Cultural applications as presented in authentic leveled literature

Assessments/Monitoring - 3 Modes of Communication

Interpretive/ Interpersonal/ Presentational:

Interpretive:

Students will demonstrate understanding by responding to:

- Teacher guided questions based on the text.
- Classmates' questions based on the text
- Teacher and classmates' questions, orally & in writing.
- Summarizing content with drawings or graphic organizers

Interpersonal:

Students will

- Communicate with classmates through in-person paired activities, written dialogues, and online digital tools (ie: Flipgrid).
- Create digital presentations using tools such as Edpuzzle, Quizlet, Screencastify and Flipgrid to demonstrate understanding of all elements of the *Reader*.
- Participate physically in communicative activities which require students to utilize various elements of the *Reader Unit*.
- Paired/small group activities (Quizlet, teacher generated games) using key elements from story

Presentational:

- Act out scenes from the story - Readers Theater
- Ping-Pong reading of character conversations
- Create a postcard from the perspective of the character

Resources

- "Pauvre Anne" - Level 1 reader
- Teacher created resources and handouts
- Other Level 1 readers to be added/considered Ex. the Brandon Brown series
- Sample Interpersonal Speaking Rubric
- Sample Presentational Speaking Rubric

Subject Area: French
Grade Level: 8

Bedminster Township School

Unit #: 5

Culture, Celebrations, and Geography

Dates: Throughout the year

Pacing: Holiday/timing dependant

Overview

Mini-units will be covered at intervals throughout the year and, when applicable, timed with relevant US holidays/celebrations and/or coupled with target vocabulary/themes.

Essential Questions / Enduring Understandings

- Celebrations are an important part of every culture
- Interpersonal and business relationships are deepened with an understanding of concepts, art, music, cultural practices, and history celebrated by people around the world
- The world is small. Geography plays an important role in history and culture.
- Where is French spoken in the world?
- How do people around the world celebrate holidays and life events?
- How is music in another language similar and different to music in my own language?
- How do people in other cultures express themselves through art, dance, film, and music?
- Listening to and talking about music with others fosters community.

Skill and Knowledge Objectives: Students will.....

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts.
- Explore how members of the target culture celebrate important life events.
- Learn about French speaking artists, including fine artists, singers, performers, etc..
- Compare celebrations in the home and target culture.
- Locate French speaking countries on a map and prepare an itinerary for a tourist adventure in the Francophone world.
- Prepare a presentation on a French speaking country of choice using technology
- Participate in Marie Musicale - a francophone music competition - with schools from around the world. (See article.) In this unit, students will participate in an international competition modeled after March Madness basketball using a bracket of 16 contemporary songs by Francophone artists. They will reflect on the essential question, "What makes a song good?" By the end of the unit, students will be able to express their opinions about songs, music, and videos, demonstrate increased understanding of and respect for the artistic contributions of diverse cultures, and do simple analyse and comparisons of music-related authentic texts. They will connect with other communities of French speakers and improve their novice level language skills.

Assessments/Monitoring - 3 Modes of Communication

Interpretive:

- Respond to teacher guided questions and classmates' questions orally & in writing.

- Unit Classwork/Homework (Formative)
- Authentic readings about cultural celebrations from around the world
- Guided reading and Movie Talk/Commercial Madness questions
- Fill in map of France /French speaking world
- Identify words and phrases in song lyrics

Interpersonal:

- Use a "chatmat" to discuss classmates' opinions about music and stories.
- Participate in Poisson d'avril practice of placing paper fish on back
- Work with a partner to prepare a guided tour of a French speaking country
- Ask and answer questions (small group) to solve an escape room mystery
 - Operation Souterraine

Presentational:

- Sing songs in target language/from the target culture
- Act out a skit which takes place among family members at a holiday celebration
- Manie Musicale Choice Board for creative end of unit presentation
- Tour guide presentation

Other Evidence of student achievement:

- Teacher observation & feedback :
 - Daily interpersonal Q&A /Short answer / repetition
 - Flipgrid comments
 - Summative assessment corrections and rubrics
 - Online practice (such as Quizlet practice and Quizlet Live)

Unit Resources by Theme

- *Halloween - Réaia, Google Slide Presentation, Teacher created story/Movie Talks (Un Halloween à Bedminster or Dracula Chez la Dentiste), songs La chanson des Squelettes and accompanying lyrics, word search*
- *La Toussaint - Operation Souterraine*
- *Le Jour de l'Action de Grâce - Hand-outs - vocabulary for unit, Google slides, Fortune teller activity*
- *Winter holidays - Commercial Madness - Movie talks featuring international holiday commercials Ex The Show Must Go On, Attrape Noel, A Magical Holiday*
- *Monet's Home at Giverny virtual tour*
- *Authentic French music (all genres) including info-gap activities: Lyricsgaps*
- *Geography - L'Afrique Francophone song, Les Pays Francophone song, Un Jour un Actu, Maps, Nations on line*
- *Manie Musicale - Spotify and Youtube year specific playlists, Maps, Chatmat to speak about songs and videos, teacher created materials specific to each year's competition*

WL Standards, Connections and Differentiation Across All Units

Standards

NJ Student Learning Standards for World Languages:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
 - 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
 - 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
 - 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary and World-Readiness Standards

Cultures: Learners use the French language to investigate, explain, and reflect on the relationship between the practices, products and perspectives of the French speaking world.

Making Connections: French Language Learners build, reinforce, and expand their knowledge of other disciplines while using the French language to develop critical thinking and to solve problems creatively.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

School and Global Communities: Learners use French both within and beyond the classroom to interact and collaborate in their community and the globalized world and set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement.

Creativity & Innovation:

Students are creators and innovators and respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Critical Thinking & Problem Solving:

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Informational Literacy:

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Media Literacy:

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology Literacy:

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

ELA

SLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

SLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Music/Art/Dance

- 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent
- 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).
- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Pr4e: Perform contrasting pieces of music: Singing and comparing songs in 2 languages
- 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

Education Technology:

- 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative projects, blog, school web).
- 8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Personal Financial Literacy:

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power
- 9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.

Career Awareness, Exploration, Preparation and Training:

- 9.2.8.CA?15: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

Career-Readiness / Global Cultural Awareness:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global

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Accommodations and Differentiation Strategies

Students with an IEP, 504, Gifted/Enrichment, At-Risk, or Intervention Plan: Accommodations will include those set out in individual plans as well as differentiation strategies outlined below as appropriate to individual needs.

Students with IEP: Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning.

Students with 504: Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA based on the student's level of English Language Proficiency (ELP). -WIDA Can Do's ELL students will also be afforded accommodations and differentiation strategies appropriate to their level of L2 acquisition and the use of on-line translation assistance from L1 as needed. Ex. Word Reference. A multi-sensory approach to learning will include the use of visuals, repetition and restatement.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments. Access to advanced reading materials are available in the classroom library.

Presentation Accommodations

- Tiered texts
- Teacher provided vocabulary lists
- Shared notes
- Study guides to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Use of manipulatives to teach new vocabulary/concepts
- Use of assisted technologies
- Gifted/Enrichment - extension opportunities on IPAs

Response Accommodations

- Oral/Choral response options - live vs recorded for assessments
- Use a word processor to type notes
- ELLs - Use of online translation assistance for responses from L1 to English.

Setting Accommodations

- Quiet space for assessment taking
- Preferred seating
- Strategic partnering / Cooperative Grouping

- Small group instruction

Timing Accommodations

- Extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Extended time
- Modified rubric on longer tasks

Organization Skills Accommodations

- Use of highlighters
- Agenda book reminders
- Flashcards

Assignment Modifications

- Extended/modified vocabulary lists
- Extended/Modified presentational assessments and dialogues
- Extended/Modified oral question and answer

Curriculum Modifications

- Differentiated material (extended/modified vocabulary lists,
- Extended/Modified presentational assessments - live vs recorded

Professional Learning Resources

ACTFL (The American Council on the Teaching of Foreign Languages)

FLENJ (Foreign Language Educators of New Jersey)

Podcasts focused on Comprehensible Input and Language Acquisition:

- Preaching to Acquire
- The Motivated Classroom
- Toward Proficiency

