



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	<b>Intro to Middle School French</b>				
<b>Grade Level(s):</b>	<b>6</b>				
<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>	<b>1</b>	<i>Marking Period:</i>
<b>Course Description:</b>	French Grade 6 is an interactive reinforcement and/or introduction to the French language emphasizing communicative-based learning, speaking, reading and writing in the target language and the cultural nuances of the French-speaking world. Students will learn to apply their French language skills within the context of a daily school day and in a predictable daily life scenario.				
<b>Primary Resources:</b>	<i>Bien dit! 1</i> , Holt, Rinehart and Winston digital package including textbook, workbook and interactive activities				

**Grading Procedures:**

Interpersonal, interpretive and presentational formative assessments, marking period benchmark assessment, semester benchmark assessment, classwork activities, homework assignments and interactive class participation are used to determine a student's performance on the ACTFL scale. The following rubric is used as a guide to determine a student's level of proficiency:

	<b>NOVICE MID</b>	<b>NOVICE HIGH</b>	<b>INTERMEDIATE LOW</b>
Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

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**Under the Direction of:**

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**Written:** \_\_\_\_\_ **8/26/16** \_\_\_\_\_

**Revised:** \_\_\_\_\_ **7-18-21** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

<b>Unit 1 Title: All About Me, Salut, les copains! / Making Friends</b>
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<b>Unit Description:</b>
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Students learn to greet someone and say good-bye, exchange names, ask and say how someone is, introduce someone, ask and tell how old someone is, talk about things in a classroom, ask and tell how words are spelled and exchange e-mail addresses. They are also introduced to <i>Île de France</i> and related culture and history. Students also explore the extent of the Francophone world by examining maps and discussing how the French language and cultural influences spread to various continents and regions.
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<b>Unit Duration: Marking Period 1</b>
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**Standard(s):****Interpretive Mode of Communication**

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Interpersonal Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

**Presentational Mode of Communication**

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

**Students begin Introduction to Middle School German as Novice Low Learners, and move on a continuum toward Novice Mid through this course.**

CORE IDEA	STANDARDS
<b>Interpretive:</b> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> <li>• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>• 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>• 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>• 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 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.</li> </ul>
<b>Interpersonal:</b> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> <li>• 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>• 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>• 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</li> <li>• 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>• 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> <li>• 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</li> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> </ul>

	<ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences</li> </ul>
<b>Presentational:</b> Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> <li>• 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>• 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals</li> <li>• 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> <li>• 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</li> <li>• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</li> <li>• 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> <li>• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</li> <li>• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>
<b>Intercultural Statements:</b>	<b>Possible Topics</b>
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.
<b>Desired Results</b>	

**Understandings:**

*Students will understand that...*

French and English are closely related and share many similarities.

French is a language that is spoken in a large number of countries throughout the world and learning about the French culture helps students understand other perspectives, patterns of behavior and contributions to the world at large.

French speakers differentiate how they speak according to the context of the conversation and the people to whom they are speaking.

Idiomatic expressions differ in form and vocabulary from one language to another while maintaining the same message or information.

**Essential Questions:**

What are some key similarities and differences between French and English?

How has French culture influenced the cultures of various Francophone countries and regions?

What do ways people greet each other in different cultures and languages tell us about their views on familiarity, formality and respect in the overall culture?

How are we the same/different?

How can we become more tolerant?

## Assessment Evidence

### Performance Tasks:

#### Interpretive (reading and listening):

- Respond using the appropriate mode of address to spoken questions about basic personal information (name, age, feeling, basic health).
- Choose appropriate responses to spoken cues and questions. Teachers can use Kahoot It! Or Socrative.com as a tool to gain class responses.
- Choose appropriate responses based on written text. Teacher can use four corner method as formative assessment.
- Identify main ideas and some details when reading/listening.
- Demonstrate understanding of simple culturally authentic announcements, messages and ads.
- Ask simple questions and ask how to say something.

#### Interpersonal (dialogue with each other and with teacher):

- Give and obtain personal information in formal and informal conversations with students and the teacher.
- Think-pair-share
- State need politely.
- Ask for repetition/clarification/permission.
- The teacher will distribute cards with country names to each pair of students. Students will role play a telephone call and greet each other based on the typical manner for that country.

#### Presentational (Writing and Speaking to an audience):

- Prepare and present dialogs that incorporate the unit topics. Students can use Audacity or Voki to record.
- Create a visual that shows topics covered in the unit in a logical sequence.
- Design and describe the ideal classroom.

#### Cultural Perspective, Practices, Products

- Demonstrate appropriate social etiquette from the target culture.
- Illustrate and explain, using visuals and/or props, the importance of customs of target countries drawn from daily life, celebrations and traditions.
- Identify some cultural symbols/meanings
- Identify some significant national or geographical monuments of the target culture and tell why they are important.

### Other Evidence:

#### Pre-Assessment:

Self reflection – can do statements

KWL

#### Formative:

- Naming and locating French-speaking countries on a map.
- Finding the targeted area of study on a map (*Île de France*).
- Describing activities people can engage in while in the Paris region.
- Reciting the alphabet.
- Introducing oneself and others.
- Using numbers to talk about ages.
- Explaining how gestures are similar and different in Francophone countries.
- Discussing how schools in the U.S. differ from other countries.
- Reciting the alphabet and naming accent marks.
- Telling which objects people have and don't have.
- Students work in a jigsaw strategy where each learns/researches a part/topic and must then teach it to another group.
- TPR
- Graphic organizers
- Recording student oral responses
- Using Polls, technology tools for managing responses
- Using white boards and exit tickets to monitor understanding

#### Summative:

- Publisher test
- Integrated Performance Assessment showing proficiency with "Can Do" statements



**Benchmarks:**

- Students will be able to greet a new exchange student appropriately and exchange some personal information. They will introduce the exchange student to his teachers, show the student the classroom and name some of the objects the student should have at his desk and in his bookbag. Differences in school schedules will also be conveyed.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
  - interacting with native speakers of the language, or
  - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- 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.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<b><i>Assessing Performance Assessing Proficiency</i></b>	<b><i>Assessing Performance Assessing Proficiency</i></b>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

## Learning Plan

### **Learning Activities and Resources:**

- KWL to pre-assess
- List the behaviors that would identify someone as an "American Tourist" based on the perception/culture of a Francophone country. Explain why it is important to study a world language and why French is important.
- Label maps
- Compare how parents teach the alphabet in different countries
- Explain/research cultural impact of France on the U.S. (Design of DC was created by French Architect L'Enfant, French influence in the Southern states, French influence in words/food/entertainment/politics/government/history).
- Play game where students research and roleplay the selection of the French speaking celebrities, athletes, fashionistas, business people, entertainers, inventors, etc to add to their "friend list" for their social media. They can do a gallery walk to greet each of these celebrities posted around the room.
- Blog, email, create texts, use e-pals to practice greetings
- Use think-pair-share to discuss the meaning of common French phrases/expressions and the strategies they use to decipher the meaning.
- Have students use common question phrases (going to restroom, nurse, guidance counselor, get a drink of water, office visit, etc.) asking for help.
- Create wordles with vocabulary words
- Use reading strategies to interpret poems, short stories, biographies, comic strips and pamphlets in the target language.
- Compare and contrast holidays with friends/family in the U.S. and friends/family in French speaking countries.
- Compare and contrast typical school days in Francophone countries and the U.S.
- Spelling games
- *Meeting A New Friend* Dialog and Role Play
- *Télévocab1*- DVD
- Counting games such as bingo, Uno, card games
- *Quiche* song (1 – 30)
- Puzzles (subject / verb agreement)
- *Find Your Match* – Students find the person with the word that matches theirs (subject/verb).
- Charades
- Classroom Objects Races
- Follow the Commands

### **Resources:**

- Vocabulary and Grammar Workbook exercises and Bien Dit website
- Teacher/Student Oral Interview with visuals
- Online Activities
- Listening activities with written worksheets – CD 1, Tracks 1 – 8
- CD 1 Listening Activities
- Activity Book PP 1 – 10; PP 102 – 103
- Vocabulary and Grammar Book PP 1 – 12
- Chapter 1 Video Segments
- Grammar Tutor PP 1 – 8
- Teaching transparencies
- Assessment Program PP 1 – 29; p. 317; p. 343; PP 331 – 340
- Clip Art Library
- Fine Art Transparency #1
- Songs – Chapter 1
- Differentiated Assessment for Advanced Learners (PP 1 – 29)
- Differentiated Assessment for Slow-Paced Learners (PP 1 – 30)
- Differentiated Practice for Advanced Learners (PP 1 – 11)
- Differentiated Practice for Slow-Paced Learners (PP 1 – 11)

<http://www.aatf.org>

<http://www.ncrlc.org>

<http://www.cita.net/lessons/>

<http://www.state.nj.us/education/cccs/2014/wl>

<http://www.state.nj.us/education/cccs/2014/wl/progression.pdf>

<http://www.cortland.edu/flteach>

<http://www.flenj.org>

<http://www.state.nj.us/education/modelcurriculum/wl/njk5u1a.shtml>

worldstories.org.uk

[www.fotobabble.com](http://www.fotobabble.com)

<http://www.aatsp.org/?page=ClassResourcesPublic>

[www.voicethread.com](http://www.voicethread.com)

[www.fotobabble.com](http://www.fotobabble.com)

[www.audiria.com](http://www.audiria.com)

<http://www.nclrc.org>

[www.carla.umn.edu](http://www.carla.umn.edu)

<https://todaysmeet.com>

<http://www.polleverywhere.com>

[www.newsmap.jp](http://www.newsmap.jp)

<http://www.cortland.edu/flteach/>

<http://www.scholastic.com>

National K-12 Foreign Language Resource Center <http://www.nflrc.iastate.edu/>

<http://www.hull.ac.uk/cti/langsite/> \*go to teaching with the web

<http://www.stanford.edu/group/CFLP/index.html>

<http://www.ilovelanguages.com/>

**CULTURAL INFORMATION:** Search Engines in Various Countries

<http://www.ingrid.org/w3conf-bof/search-ml.html>

<http://www.speakeasy.org/~dbrick/Hot/foreign.html>

<http://www.virtualtourist.com>

<http://www.cia.gov> facts about different countries

<http://www.worldtime.com>

## **Social Emotional Learning:**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



## **New Jersey Social and Emotional Learning Competencies and Sub-Competencies**



### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



### **Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

\*Adopted by the New Jersey State Board of Education in August 2017

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):** Students will be moving through the continuum between NM and NH:

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.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

<b>4.0</b>	<p><b>Students will be able to:</b> Incorporate all vocabulary from the unit and have an unrehearsed conversation with a partner.</p> <ul style="list-style-type: none"> <li>• Create math problems using the target language.</li> <li>• Compare and contrast cultural greetings and courtesies in American and other cultures.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings and courtesies in the appropriate manner depending on who is addressed.</li> <li>• Design and describe their ideal classroom.</li> <li>• Use sequenced information, such as the alphabet, days of the week, months, seasons and numbers 0-100 in context.</li> <li>• Spelling words aloud using the French alphabet and diacritical marks.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to recognize or recall academic vocabulary including:</b></p> <ul style="list-style-type: none"> <li>• Numbers 0 – 30.</li> <li>• Letters of the alphabet</li> <li>• Classroom objects.</li> <li>• Greetings and courtesies</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Conjugate the verb <b>avoir</b> in the context of the situation.</li> <li>• Use the expressions <b>il y a</b>, <b>il y en a</b> and <b>il n'y a pas de</b> in context.</li> <li>• Recognize cognates.</li> <li>• Identify subjects and verbs.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p><a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></p> <p>Investigate the areas of the USA with the highest French-speaking populations and hypothesize why.</p>
<b>Struggling Learners</b>	<p>Extended time, partner with buddy, visuals, use of iPads to revisit the video, chunking information, graphic organizers, etc.</p>



<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a> Extended time, partner with buddy, visuals, use of iPads to revisit the video, chunking information, graphic organizers, highlight and ensure understanding of academic vocabulary, etc.
<b>Special Needs Learners</b>	Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, chunking, graphic organizers, study guides, etc. <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a>

## Interdisciplinary Connections

### Indicators:

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading..

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & ListeningThis

CPI supports Anchor Standard1 CCSS-ELA Speaking & Listening..

This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

7 CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

**Comprehensive & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

**Science:** <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

**Social Studies:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

**Visual and Performing Arts:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

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

### Indicators:

#### Communication:

Interpersonal: Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational: Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

#### Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

#### Connections:

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

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

#### Language Comparisons:

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

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Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

#### Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Career Readiness, Life literacies and Key Skills – We focus on 9.2 and 9.4 standards. Review pages 6-14 for grade level benchmarks.**

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

### Technology

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.
- 

### Indicators:



### Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT)
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**Critical Thinking and Problem-solving** Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

**Global and Cultural Awareness** To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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<b>Unit 2 Title: All About Me - Qu'est-ce qui te plait? / Likes and Dislikes</b>
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<b>Unit Description:</b>
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Students learn to name various activities that they and their peers may like or dislike. They express the degree to which they like each of the activities and how often they participate in them. Students learn about activities that are common in French culture, including dance and sports. They read about and discuss how technology has influenced French culture.
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<b>Unit Duration: Marking Period 2</b>
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## Desired Results

### Standard(s):

- See standards from UNIT ONE

**Indicators:**

***Interpretive:*** The Novice-Mid language learner understands and communicates at using a variety of words, phrases and memorized expressions to independently

- Skim and scan target language culturally authentic video, audio, artistic paintings/photos or written text from electronic sources and other sources to identify pastime activities, personal interests and expressions of likes/dislikes
- Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
- Compare favorite activities of French-speaking teens to those of U.S. teens
- Compare and contrast music, traditional dances, national sports and typical ways/places to interact with friends
- Compare celebrations
- Read and listen to information about leisure activities and likes, read a picture based story
- Recognize cognates
- Listen to and understand grammatical concepts
- 

***Interpersonal:***

- Ask and respond to learned questions about personal interests, pastime activities, likes and dislikes using digital tools and face to face communication.
- State needs and preferences.
- Describe people, places, and things through dialogues and express preferences.

***Presentational:*** The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences related to hobbies, interests, and pastimes.
- Describe people, places, and things related to interests, hobbies, pastimes

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

**Understandings:**

*Students will understand that...*

Adolescents in France share many of the same likes and dislikes as their American counterparts.

Practices related to interacting with others are shared across cultures and others are culture-specific.

Interest in particular sports is different, depending on the country and culture.

French people tend to have tightly knit families, and many adolescents spend a great deal more time with their families than Americans.

Friendships are important to French and Americans, but the way friends interact is different in the two cultures.

**Essential Questions:**

How does technology change culture?

What influences people's likes and dislikes in a culture?

How does the concept of friendship and family differ from one culture to another?

How is the home entertainment center/"staycation" perceived by other countries? What impact does it have on our society?

## Assessment Evidence

### Performance Tasks:

#### Interpretive (reading and listening):

- Respond to spoken questions about likes and dislikes.
- Choose appropriate responses to questions about frequency of activities.
- Choose appropriate responses about frequency of activities based on written text.
- Interpret authentic written and video/audio texts such as blogs, stories, and short video clips that focus on personal information and pastime preferences.

#### Interpersonal (dialogue with each other and with teacher):

- Give and obtain personal information about likes and dislikes in conversations with students and the teacher.
- Teacher will provide visuals of different activities. Students can categorize the activities then discuss with teacher and with classmates their likes/dislikes.

#### Presentational (Writing and Speaking to an audience):

- Prepare and present dialogs that incorporate the unit topics.
- Create a visual that shows topics covered in the unit in a logical sequence.
- Students bring in a photo of a person they admire who speaks French and describe their likes/dislikes and favorite pastimes.

### Other Evidence:

- List things and activities that people may like or dislike.
- Categorize things and activities to the degree one likes them or dislikes them.
- Categorize activities according to the frequency with which they are performed.
- Respond to oral and written questions about likes and dislikes.
- Conduct a survey of other students about their personal likes and dislikes.
- Summarize the findings of a survey about likes and dislikes.

### Summative:

- Integrated performance assessment (look in the IPA book sent to every teacher and select the appropriate level)
- Semester Assessment
- Can do statements

### Benchmarks:

- You are a student host welcoming a French student to your school. You will need to introduce yourself, introduce others, tell about your likes/dislikes and ask the French student what his/her likes/dislikes are. Compare and contrast cultural perspectives on pastimes.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
  - interacting with native speakers of the language, or
  - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- 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.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<b><i>Assessing Performance Assessing Proficiency</i></b>	<b><i>Assessing Performance Assessing Proficiency</i></b>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

## Learning Plan



### Learning Activities:

- Talk about things and activities you like and dislike. Four corners – students are given four activities (one for each corner) and move to the corner which best represents their preference. Count how many people prefer this activity. Which activity had the most? Least? Graph results. This can be done through polls as well.
- Describe music styles in Francophone culture.
- Use the correct definite articles with nouns.
- Draw a comic strip that incorporates and imitates characteristics of those developed in Francophone countries.
- Conjugate regular –er verbs.
- Make singular words plural, including those with irregular plural forms.
- Demonstrate and describe regional dances from France.
- Explain particular tastes of French young people (clothing, food, activities, music, etc.).
- Rank activities according to preference.
- Play the role of the director of the **Maison des jeunes et de la culture**.
- Tell where people do various activities, incorporating the contractions with à.
- Create complex sentences with conjunctions.
- Add adverbs to sentences to tell how often people do various activities.
- Create an online advertisement for a pen pal.
- Decode messages.
- Interpret surveys.
- Bulletin Board / Poster for Comparisons of People and Objects
- Sentence unscrambles
- White board response activities
- Map making
- Re-order a conversation, including various adverbs and conjunctions
- Song writing about likes and dislikes
- Télé-roman* and related activities
- Joie de lire* Level 1 Reader
- Fine Art Connection Transparencies
- Surveys of Likes and Dislikes
- Message Making / Decoding Activity
- Online Advertising Project
- Partner interviews for likes, dislikes and preferences
- Pink and blue cards for vocabulary gender identification
- Télé-vocab* DVD
- Audio Activities – CD 2
- Music Variety CD

### Resources: See resources under Unit One

- Class discussions using transparencies – Vocabulary 2.1; 2.2
- Online Practice
- Textbook exercises (Unit 2)
- Poetry Recitation – Cinquain
- Vocabulary and Grammar Workbook Exercises – Unit 2
- Grammavision* 1.1 DVD
- CD 2
- Activity Book PP 11 – 20; PP 104 – 105
- Vocabulary and Grammar Book PP 13 – 24
- Chapter 2 Video Segments
- DVD Tutor / Chapter 2 segments
- Grammar Tutor PP 9 – 18; 169 – 171
- Independent Study Guide PP 4 – 6; 34
- Interactive Tutor Disc 1
- Teaching Transparencies
- Assessment Program PP 31 – 57; 318, 330 – 340; 344; 356; 368
- Assessment Program Editable Tests and Quizzes
- Clip Art Library
- Differentiated Assessment for Slower Paced Learners PP 31 – 51
- Differentiated Assessment for Advanced Learners PP 31 – 51
- Differentiated Instruction for Slower Paced Learners PP 13 – 24
- Differentiated Practice for Advanced Learners PP 13 – 24

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

- 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.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 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.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a multi-media presentation that surveys students on their particular likes and dislikes.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Talk to their peers and exchange information about how often and how well they engage in activities according to their personal likes and dislikes.</li> <li>• Compare and contrast cultural perspectives on favorite pastimes, hobbies and interests</li> <li>• Recognize some typical tourist pastime activities in France, Quebec, and other Francophone nations/cities</li> <li>• Make more complex sentences by joining simple statements together with conjunctions.</li> <li>• Ask questions in various formats, especially with <b>est-ce que</b>.</li> <li>• Tell where things take place, including contractions with <b>à</b>.</li> </ul>
<b>2.0</b>	<b>Students will be able to recognize or recall academic vocabulary including:</b> <ul style="list-style-type: none"> <li>• Ask and tell about likes and dislikes.</li> <li>• Tell how often one engages in activities.</li> <li>• Tell how well one engages in activities.</li> <li>• Agree and disagree with people's statements relating to likes and dislikes.</li> <li>• Use sentences that contain definite articles.</li> <li>• Make statements that use singular and plural nouns, including irregular plurals.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a> Research and present French explorers and historical events to determine the influence France had on our country. What French industries heavily influence our economy/culture?
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<b>Struggling Learners</b>	Extended time, partner with buddy, visuals, use of iPads to revisit the video, TPR, chunking content, study guides, modeling, etc.
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a> <ul style="list-style-type: none"> <li>- Highlight academic vocabulary</li> <li>- Use of TPR, music, songs, visuals</li> <li>- Graphic organizers</li> <li>- Use of iPad to revisit content, videos, apps, etc.</li> <li>- Collaboration with ESL teacher</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>- Extended time,</li> <li>- Multiple choice possibilities,</li> <li>- word banks as per IEP</li> <li>- Watching, visuals,</li> <li>- Use of iPads to revisit the video, as per IEP.</li> <li>- Provide students with study guides</li> <li>- Graphic organizers</li> </ul> <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a>

## Interdisciplinary Connections

### Indicators:

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This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading..

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening

This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening..

This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

7 CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

[Here are the 2020 links – look at your grade level/topic for connections. We constantly incorporate them with our themes.](#)

**Comprehensive & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

**Science:** <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

**Social Studies:** <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

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School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

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<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf> Look at the benchmarks on pages 6-14 in standards document.

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### Technology

- Students use technology to find new music in their favorite genre from the target culture. Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening. Students can create an oral portfolio of recordings.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
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