



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Beginning French 1					
Grade Level(s):	7, 8					
Duration:	Full Year:	49	Semester:		Marking Period:	
Course Description:	<p>This course is an interactive reinforcement and/or introduction to French emphasizing communicative-based listening, speaking, reading and writing in the target language and the essentials of the cultures of the French-speaking world.</p> <p>Students will learn to use French to deal with discrete linguistic elements of basic daily life in predictable common settings.</p>					

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 21st century skills for College and Career Readiness in a global society

NJ World Language Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Washington Township Goal: All Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy.

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Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages / ESL K – 12

Written: _____ 2017 _____

Revised: _____ July, 2021 _____

BOE Approval: _____

Grading Procedures: The goal of this course is for students to demonstrate proficiency on the ACTFL prurience scale and move along the continuum from the Novice mid to the Novice high level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

Grading on report cards is as follows:

50% Primary Assessments (benchmarks, IPA's, major projects, Unit / Sub-unit tests)

35% Secondary Assessments (quizzes, oral participation)

15% Support Assessments (homework, classwork)

	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
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.

Primary Resources: The textbook used for this course is *Bient dit! 1*, copyright © 2013 by Houghton Mifflin Harcourt Publishing Company.

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 FRENCH as Novice MID Learners, and move on a continuum toward Novice Mid through this course.

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">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.
Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none">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.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
Presentational: 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">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.7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements:	Possible Topics
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.

Unit Title: Comment est ta famille? / Family

Unit Description: Students use the target language in the three modes of communication to explore family and relationships and to examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.

Unit Duration: 1 Marking Period

Desired Results

Understandings:

Students will understand that...

- 1.) what constitutes a family is different in various cultures.
- 2.) family members play different roles in various cultures.
- 3.) personality traits which are considered to be positive and negative can vary in different cultures.

Essential Questions:

- 1.) How are families in the United States similar/different to the families in French-speaking countries?
- 2.) What are the roles of immediate and extended family members in various French speaking countries?
- 3.) How are family structures the same/different?
- 4.) What makes up a person's identity?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
- [KWL Chart](#)
- [KWL Chart - Example](#)
- "Can Do" self-assessment rubric

3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

Interpretive: Infographics are excellent for this!

- <https://youtu.be/HAMCi88WgKE> Students listen to a presentation of someone's family and answer teacher-developed interpretive questions about the people presented and their descriptions.
- www.palais.mc Students search the site for information about the royal family of Monaco.
- http://pbs.twimg.com/media/CCiG0t-XIAAf_fw.jpg Students look at a photo of the British royal family's tree and answer questions about the relationships shown.
- Gallery walk around the room viewing French art/various artists on laptops which depict family scenes. Have students discuss/tell a basic story with regard to the characters in the painting.

Interpersonal:

- Students bring a family picture into class and divide into pairs. Each student must discuss at least five family members. The partner must ask at least five questions about the other person's family picture. They can take notes on the names only and present the information to the class.
- Create / Write a dialogue between two people discussing objects they own.
- Interview someone about their physical/personality traits,
- Have students work in a group and bring in various objects. Students have to pick up various objects and describe them in small groups.
- Create a PowerPoint, Prezi, iMovie, etc. about your family using vocabulary and grammar points found in the chapter.
- Write an email to a pen pal describing one's family and friends.

Presentational:

- Have students create a powerpoint/prezi with their family tree (real or dream family) and describe to the class.
- My Family for Today: students will do an activity that allows them to form a 6-8 member family. To ensure that the "classroom" families are a "mixed bag" – like real families – the teacher uses slips of paper (equal number of students in the class) and writes letters from the alphabet on these slips of paper. Once students have drawn their letters from the hat, they get with their "like" letters, and their new family is formed. As a group, they decide their French name and who each person in the family is. On a poster board or handout, the group then creates a family tree showing how they are all related, their physical attributes, age and likes/dislikes. (The purpose is the information not the artistic quality)

- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. family) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard (smartboard) responses
- Exit slips / Polls
- Grammar: The verbs être and avoir in context
- Grammar: adjective agreement in context
- Grammar: possessive adjectives and possession with de (contractions) in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- Vocabulary puzzle
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Performance Assessment showing proficiency with "Can Do" statements and rubric

- | | |
|---|--|
| <ul style="list-style-type: none">• Have students create a poster with their favorite celebrity pictures and their descriptions.• Have students create an acrostic poem to describe themselves.• Have students create a virtual poster describing some of their favorite possessions. Present to class. | |
|---|--|

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 19 – 27

Tasks Overview In this chapter's performance assessment, students will explore and describe families. **Interpretive Reading:** First, they will read a blog written by a French-speaking teen. **Interpersonal Communication:** Then, they will interview some of their classmates about their own families. **Presentational Writing:** Based on what students learned during the interviews, they will write an article about their classmates' families.

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.

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
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:

- Research assigned aspects of the city of Quebec and create a prezi/powerpoint/virtual poster with the information
- Read about Quebec pages 72-75 and watch Quebec video
- Textbook vocabulary exercises page 92-93
- Partner activity- asking about who is in the partner's family
- Using iCulture, find articles at the Novice level and have students read/interpret/form questions
- Blank family tree- have students listen to description and fill in the names of the family members
- Have students pick a tv. show family and present the family to the class.
- Read about a family and fill in family tree
- Students create their own family tree and present to the class.
- Roll dice to have students make possessive adjectives agree to the object rolled.
- Journal writing- student writes about their family
- Information Gap activity (fill in the family trees) -Activities for communication worksheets
- Use TPR to identify body parts
- Draw and label a face
- Describe 3 friends to class
- Partner activity- ask description questions about best friend/mom/teacher, etc.
- Play 20 questions as a group with celebrity list- students must guess which celebrity is being described as questions are answered
- Play guess who with a partner using physical trait vocabulary
- Use dice to conjugate the verb être with description words
- Have students practice adjective agreement by describing twins (one female and one male) changing the adjectives for each twin.
- Pictures of people on powerpoint, students describe orally
- Page 80- listening, match description to the image
- Describe objects using BAGS adjectives (practice putting adjectives in the correct spot)
- Have students create a poster with various celebrity pictures and their physical/personality description
- Each student has feminine/masculine cards index cards, students hold up whether person being orally described is female or male
- Show various pictures and have students describe people shown in writing.
- Journal writing- student describes three people close to them
- Read about French coat of arms (page 88) and have students create one for their own family
- Watch télé-roman video- episode 3 and answer questions
- Play "Simon says..." to practice body parts.

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

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[A Green Mouse](#)

[American Association of Teachers of French](#)

[Bien dit! 1 – Student Online Resources](#)

[World Culture Encyclopedia](#)

[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)

[CARLA](#)

[CIA – Facts About Countries Around The World](#)

[Class Tools](#)

[Creative Language Class](#)

[Culture Crossing](#)

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[FLENJ](#)

[FLTEACH](#)

[Fotobabble – Share and Narrate Pictures](#)

[French Tests and Quizzes for Practice](#)

[Glogster](#)

<http://iculture.emcp.com/>

[I Love Languages](#)

<http://iculture.emcp.com/>

[Instructional Resources – Learning Scenarios](#)

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)

[Languages On Line](#)

[Lang Media – Video Clips](#)
[Language Magazine](#)
[Lawless French Audio Practice](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla – Video Clips and Interactive lessons](#)
[Lingt – Create speaking exercises for your students](#)
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages - Grammar Guides and Short Vocabulary quizzes](#)
[NCLRC](#)
[Neil Jones](#)
[Picture Dictionary](#)
[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)
[Poll Everywhere](#)
[Poster My Wall – Online Poster and Flyer Maker](#)
[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom \(Martina Bex\)](#)
[Today's Meet – Creat Chat Rooms](#)
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

Newspapers and Magazines

[Paris Match](#)
[Le Point](#)
[Elle](#)
[L'Obs](#)
[L'Express](#)
[Photo](#)
[Marianne](#)
[Vogue Paris](#)
[Les Inrocks](#)
[L'Officiel](#)
[Le Magazine littéraire](#)
[Télérama](#)
[Télé 7 Jours](#)
[Numéro Magazine](#)
[Voici](#)
[L'expansion](#)
[Gala](#)
[Lire](#)
[Onze Mondial](#)
[L'histoire](#)
[Modes et travaux](#)
[Le Journal de Mickey](#)
[France Football](#)
[Sport auto](#)
[Chatelaine](#)
[Revue des deux mondes](#)
[Picsou Magazine](#)
[Le monde](#)
[Le Figaro](#)
[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)

[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt – Create speaking exercises for your students](#)
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Presentation Software

[Blogger - Blog](#)
[Book Creator \(for writing stories and or essays\)](#)
[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)
[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)
[Fotobabble – Share and Narrate Pictures](#)
[Fakebook](#)
[Glogster](#)
[Haiku Deck](#)
[iMovie](#)
[Keynote](#)
[Lingt – Create Speaking Exercises For Your Students](#)
[Padlet](#)
[Poster My Wall – Online Poster and Flyer Maker](#)
[Prezi](#)
[SeeSaw – Digital Portfolio](#)
[Storify](#)
[Storyboard That - Create Stories](#)
[Today's Meet – Create Chat Rooms](#)
[Twitter](#)
[Twister \(Fake Twitter\)](#)
[Vocaroo – Voice Recording Device](#)
[Voice Thread](#)
[Voki – Create an Avatar](#)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Students may be at Novice Mid level and moving through the continuum to a novice high for this unit. All other units will be at Novice High.

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 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.6: Interpret some common cultural practices associated with the target culture(s).
- 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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

4.0	Students will be able to: <ul style="list-style-type: none"> • Conduct an interview that incorporates physical characteristics and personality traits of family members, presenting results and content in a multi-media format.
3.0	Students will be able to: <ul style="list-style-type: none"> • Retell highlights in a multi-media presentation from age-and-level appropriate culturally authentic target language text orally or in writing, including physical characteristics and personality traits of family members and others. • Discuss how we are alike/different and how we can be more tolerant/inclusive of each other. How does understanding another culture/language help us do this? • Recognize common stereotypes.
2.0	Students will be able to: <ul style="list-style-type: none"> • Ask about and describe people using adjectives. • Ask for and give opinions. • Conjugate the verb être. • Apply the concept of adjective agreement. • Identify family members. • Name body parts. • Ask and tell about someone's family. • Show relationships using constructions with de. • Show relationships using possessive adjectives.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 76 – 109 Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	Bien dit! 1 – Teacher's Edition PP 76 – 109 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf Bien dit! 1 – Teacher's Edition PP 76 – 109 – Differentiated instruction for special learning needs

Interdisciplinary Connections

	Demonstrate comprehension of short conversations and brief written messages on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standards 4, 5 & 6 CCSS-ELA Speaking & Listening.
Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NISLS-CHPE.pdf	

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

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

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-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 21st Century Skills

Indicators:

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

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) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread 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.

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.

Cultural Comparisons:

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.

Lifelong Learning:

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

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- 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 IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.

Unit: Mon année scolaire / School Days

Unit Description: Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.

Unit Duration: 1 Marking Period**Desired Results****Standards:**

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 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.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 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.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 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 	
<p>Presentation communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. 	
<p>Intercultural Statement</p>	<p>Possible topics:</p>	
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>	

interprets meaning) of the target culture society.		
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about school and school-related activities.
- Match pictures based on oral descriptions of various school-related activities.
- Read and listen to information about a typical school day.
- Listen to and watch a video about school and related activities.
- Read and listen to descriptions of school and related activities.
- Compare schools and related activities in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on school and education.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to school and related activities.
- Speak about school and related activities.
- Speak about favorite school subjects and activities.
- Extend, accept and refuse offers to purchase school-related items.
- Make plans for oneself and others to engage in school activities.
- Speak about where, when and how often people engage in school-related activities (a class schedule).
- Speak about activities planned for the school day and school year.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare school and related activities in the U.S. and Francophone countries.
- Use phrases to describe a typical school day and typical school activities.
- Present and discuss information about items needed for a typical school day, according to course.
- Present and or write information about purchases for school.
- Explain the uses of regular -re verbs in context.
- Explain the uses of **-ger** and **-cer** verbs in context.
- Explain the uses of expressions for need (**J'ai besoin...** / **Il me faut...**).
- Express which items someone buys using the verb **acheter**.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement:

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...

- 1.) school and related activities are an integral part of life in the Francophone world.
- 2.) personal identity is developed through and expressed by participation in school activities.
- 3.) there are similarities and differences in school and related activities in Francophone countries compared to those in the United States (schedules, extra-curricular activities, grading scales, standardized tests and assessments).
- 4.) both cultures typically value education but may express that value differently.

Essential Questions:

- 1.) How are schools and related activities in the United States similar/different to the those in French-speaking countries?
- 2.) How and why are school-related activities different in the French-speaking world?
- 3.) What special school activities are specific to the French-speaking world?
- 4.) What is the importance of education in the French-speaking world?
- 5.) What are some of the similarities and differences in school-related activities in French-speaking families compared to that of the US?
- 6.) Although there are differences, what connects us across cultures regarding schools and education?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

Interpretive:

- <https://youtu.be/CRBtrUxo5fU> Students watch the video and record information about the classes mentioned, school supplies used and cultural differences noted between this Canadian school and those in the United States.
- www.ursilines.eu Students search for specified information on the website of this private French middle school. Students find class offerings,

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
- [KWL Chart](#)
- [KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e.school and time) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies

required supplies and other school-related information.

- <http://vacances-scolaires.education/> Students use the website to find information about when students in France have vacations throughout the school year and the reasons for those vacations.

Interpersonal:

- Students divide into pairs and interview each other about their school day (How are they similar? How are they different?) for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people discussing supplies they need for the school day.
- Interview a student or the teacher about his or her favorite classes.
- Interview (either student to student, student to teacher or teacher to student) about school-related topics (classes, preferences, supplies, activities).
- Create a PowerPoint, Prezi, iMovie, etc. about a school schedule using vocabulary and grammar points found in the chapter.
- Illustrate pictures of people engaged in school subjects and activities.
- Write a letter or postcard about the start of the school year and the supplies needed for each class.
- Post on Instagram or on a blog about a recent school event.
- Write an email to a pen pal talking about your school day (www.epals.com).

Presentational:

- Create a TV commercial advertising a school supply store.
- Plan a school event.
- Make a supply list to present to a parent for purchases at a school supply store.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene from your favorite class and talk about it.
- Present a full-year calendar, indicating the school-related events and vacation days people generally have at different times throughout the school year.

- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar: **-re** verbs in context
- Grammar: **-ger** and **-cer** verbs in context
- Grammar: **le** with the days of the week in context
- Grammar: **préférer** and **acheter** in context
- Grammar: using adjectives as nouns in context
- Grammar: agreement with numbers, in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 28 – 36

Tasks Overview In this chapter's performance assessment, students will discuss school subjects and schedules. **Interpretive Listening:** First, they will watch and listen to some teens talk about what they study. **Interpersonal Communication:** Then, they will form small group to interview one another about their school experience. **Presentational Speaking:** Each student's final task will be to make a short documentary, based on what he or she learned in the group survey.

Benchmarks: Every year Washington Township becomes more and more diverse. Because of this, there are more English Language Learners in our schools and in your classes. The counseling department is looking for new ideas and tools that they can use to help these students in particular. Use what you have learned about the education system in target language countries to complete the following tasks.

Interpretive: After looking at documents from the target language countries about the educational systems, such as school calendars, school schedules, sample curricula and videos detailing school life, ask and answer 5 new comprehension questions to show your understanding.

Presentational: Create an Infographic that your counselor can share with English Language Learners from the target language countries. Your goal is to show these students what they may expect to see here at our school that may be different from their previous school.

Interpersonal: Describe your school day and class schedule to a new ELL in your class. Ask follow up questions to learn more about his or her preferences.

Teacher may also use the model curriculum benchmark to apply vocabulary (Novice High 6-12)

Learning Plan

Learning Activities:

- Make a school schedule
- ex 2 page 114- Listening- student listen to times and decide if it is morning or night
- Practice telling time pg 113-114
- Judy clock activities
- Textbook activities for time (PP 113- 115)
- Ex 6 page 115- students ask partner what class they have at a specific time and whether or not they like the class
- Make school calendars
- Create a class council
- Partner activities with watches
- Discuss Bill 101 in Quebec. Have students give opinions pg 117(SS)
- Loto with time and related expressions
- Textbook exercises for –re verbs (PP 116 – 117)
- Textbook exercises for verbs ending in –cer and –ger (PP 118 – 119)
- Ex 14 page 119- students describe pictures (using -ger and -cer verbs)
- Ex 18- page 121- describe your week by completing the sentences
- Textbook exercises for “le” with the days of the week (PP 120 – 121)
- Oral and written drills with time, verbs
- Write an advertisement for a private school that you own Describe classes offered, staffs etc. (LAL)
- Textbook vocabulary exercises (PP 124 – 127) (LAL)
- Compare graduation requirements in France and the US. Create a Venn diagram to display. (S.S)
- Textbook exercises with numbers (PP 125 – 127)
- Ex 27- page 128- add the missing accents to an e-mail
- Ex 30-page 129- answer survey questions in writing
- Read about Kindergarten in Quebec. Think back to their own experiences. Discuss similarities and differences.pg 129
- Play French music from several sources. Have students select favorite. Work in group divided by favorites telling why that music is preferred pg 129

- Loto with numbers
- Flyswatter
- Math problems
- School supply brochure
- Role-play a stationery store scene
- Interviews about what different people need
- Textbook grammar exercises for préférer and acheter (PP 129 – 131)
- Textbook grammar exercises for using adjectives as nouns (PP 130 – 131)
- With a partner describe which is taking place in picture sequence pg. 133
- Visuals for shoe verbs
- Make a plan for La Rentrée
- Textbook – sample play (PP 136 – 137)
- Recite lines of a play
- Dictations
- View Tele Roman pg 135 and do related interpretive activities.
- Discuss Espace ecriture for writing strategies pg 137
- Read about Henri Matisse pg 143. Analyze painting

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

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[A Green Mouse](#)
[American Association of Teachers of French](#)
[Bien dit! 1 – Student Online Resources](#)
[World Culture Encyclopedia](#)
[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)
[CARLA](#)
[CIA](#) – Facts About Countries Around The World
[Class Tools](#)
[Creative Language Class](#)
[Culture Crossing](#)
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[FLENJ](#)
[FLTEACH](#)
[Fotobabble](#) – Share and Narrate Pictures
[French Tests and Quizzes for Practice](#)
[Glogster](#)
[I Love Languages](#)
<http://iculture.emcp.com/>
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[Lawless French Audio Practice](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[NCLRC](#)
[Neil Jones](#)
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
[Poll Everywhere](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
[Today's Meet](#) – Creat Chat Rooms
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

Newspapers and Magazines

[Paris Match](#)
[Le Point](#)

[Elle](#)
[L'Obs](#)
[L'Express](#)
[Photo](#)
[Marianne](#)
[Vogue Paris](#)
[Les Inrocks](#)
[L'Officiel](#)
[Le Magazine littéraire](#)
[Télérama](#)
[Télé 7 Jours](#)
[Numéro Magazine](#)
[Voici](#)
[L'expansion](#)
[Gala](#)
[Lire](#)
[Onze Mondial](#)
[L'histoire](#)
[Modes et travaux](#)
[Le Journal de Mickey](#)
[France Football](#)
[Sport auto](#)
[Chatelaine](#)
[Revue des deux mondes](#)
[Picsou Magazine](#)
[Le monde](#)
[Le Figaro](#)
[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 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.6: Interpret some common cultural practices associated with the target culture(s).
- 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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

4.0	Students will be able to: <ul style="list-style-type: none"> Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.
3.0	Students will be able to: <ul style="list-style-type: none"> Ask and respond to questions about academic and social aspects of school life in the U.S. and Francophone countries, schedules, and classroom activities using digital tools and face-to-face communication through the target language.
2.0	Students will be able to: <ul style="list-style-type: none"> Name the classes students typically have during the day. Give the time when classes meet. Describe classes as a reflection of their personal opinions of classes. Connect classes and the supplies students typically need for each one. Make lists of school supplies, including the cost of each item. Use adjectives as nouns. Count up to 201. Conjugate verbs ending in –cer and –ger. Conjugate stem-changing verbs with accent changes. Interpret information on a yearly calendar, including days of the week and months.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 110 – 143 Differentiated instruction for advanced learners
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Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	Bien dit! 1 – Teacher’s Edition PP 110 – 143 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf Bien dit! 1 – Teacher’s Edition PP 110 – 143 – Differentiated instruction for special learning needs

Interdisciplinary Connections	
ELA/WL CROSSWALK	
	Demonstrate comprehension of short conversations and brief written messages on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standards 4, 5 & 6 CCSS-ELA Speaking & Listening.
Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf Science: https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLs-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 21st Century Skills

Indicators:

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-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) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread 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.

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.

Cultural Comparisons:

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.

Lifelong Learning:

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

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- 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 IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.

Unit Title: All About Me – Free Time

Unit Description: This unit teaches students to communicate in all three modes to describe their preferred leisure time activities. Students will use the target language to exchange information with their peers to include: different places around Washington Township, different modes of transportation commonly used, directions to and from places in the community, places to which they travel on the weekends and during school breaks. Students will also explore the similarities and differences between after-school life in Washington Township and other target language countries. By the end of this unit, students will be able to navigate through authentic school-related texts and use brief memorized phrases to communicate about familiar topics related to their preferred leisure time activities. Students will communicate orally and in writing about their free-time activities as they relate to Francophone culture.

Unit Duration: 1 Marking Period**Desired Results****Standard(s):**

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 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.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. 	
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 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.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 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 	

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
Indicators: <u>Indicators:</u> <u>Interpretive:</u> <ul style="list-style-type: none"> • Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about free-time activities. • Match pictures based on oral descriptions of various sports and activities. 	

- Read and listen to information about free-time activities.
- Listen to and watch a video about free-time activities.
- Read and listen to descriptions of free-time activities.
- Compare free-time activities in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on free-time activities.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to free-time activities.
- Speak about free-time activities.
- Speak about favorite activities and preferences.
- Extend, accept and refuse invitations relating to free-time activities.
- Make plans for oneself and others to engage in free-time activities.
- Speak about where, when and how often people engage in free-time activities (day, month, season).
- Speak about activities planned for the future and about activities in which one was recently engaged.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare free-time activities in the U.S. and Francophone countries.
- Use phrases to describe my free-time activities, including when and how often.
- Present and discuss information about one's free-time activities.
- Present and or write information about future plans.
- Explain the uses of expressions with **faire**.
- Explain the uses of **aller** and **venir** to express future plans and talk about recent events.
- Explain the uses of idiomatic expressions with **avoir**.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures (topics that assist in the development of this understanding should include, but are not limited to: likes, dislikes, pastimes, schedules and travel).

Understandings: *Students will understand that...*

- 1.) free-time activities are an integral part of life in the Francophone world.
- 2.) personal identity is developed through and expressed by participation in free-time activities.
- 3.) there are similarities and differences in free-time activities in Francophone countries compared to those in the United States (amount of leisure time available and how it is spent varies).
- 4.) both cultures typically have free-time activities related to environment, climate, seasons, and locations.
- 5.) Soccer is important in the Francophone world. People reflect their cultural perspectives in their choice of leisure activities.

Essential Questions:

- 1.) How and why are free-time activities of the United States similar/different to the free-time activities in French-speaking countries?
- 2.) What special activities are specific to the French-speaking world?
- 3.) What is the importance of soccer in the French-speaking world?
- 4.) What are some of the similarities and differences in free-time activities in French-speaking families compared to that of the US?
- 5.) Although there are differences, what connects us across cultures with our free-time activities?

6.) Many target language countries do not offer sports teams at school; students participate after school in programs similar to parks and recreation teams in Washington Township

7.) It is very common for people in the target language countries to spend their free time with their family more than their friends.

8.) It is important to use context clues and visual aides when attempting to interpret the target language

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

Interpretive:

- **Temps Libre (iCulture articles can also be used)**

<http://www.french.hku.hk/dcmScreen/lang2043/tempslibre.htm>

Have students look for cognates and other information about free-time activities in France. Discuss their findings and come up with logical conclusions about the information found in the article.

- **Reportage sur le temps libre**

<https://youtu.be/kmCRNsTwEvs>

Have students watch the video and answer questions about what the different speakers like to do in their free time.

- **Ses loisirs**

https://youtu.be/p_LmZZNDkOc

Have students watch the video and list activities the presenter discusses.

- **Mon blog de maman**

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

Have students explore the various activities and blog entries and report on their findings.

Interpersonal:

- Students divide into pairs and interview each other about their free time activities (How are they similar? How are they different?) for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people discussing their free-time activities.
- Interview a student or the teacher about his or her free time activities.
- Interview (either student to student, student to teacher or teacher to student) about family celebrations and what one does or has to buy to get ready for that particular celebration.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Free-time activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar: The verbs **faire**, **aller**, and **venir** in context
- Grammar: idioms with **avoir** in context
- Grammar: question words in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources

- Create a PowerPoint, Prezi, iMovie, etc. about your favorite free-time activities using vocabulary and grammar points found in the chapter.
- Illustrate pictures of people engaged in free-time activities.
- Write a letter or postcard about a recent vacation and the activities people engaged in.
- Post on Instagram or on a blog about a recent vacation.
- Write an email to a pen pal talking about free-time activities (www.epals.com).

Presentational:

- Create a TV commercial advertising a vacation / travel agency.
- Plan a family vacation.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene from your favorite family vacation and talk about it.
- Present a full-year calendar, indicating the free-time activities people generally do in the different months and seasons.

- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 37 – 45

Tasks Overview In this chapter's performance assessment, students will

read and write about young people and sports. **Interpretive Reading:**

First, they will read an article from a Canadian website. **Interpersonal**

Communication: Based on what they learned in the article, students will brainstorm how to create an activity center to encourage Canadian

youths to exercise. **Presentational Writing:** They will then create their own brochure to promote the activity center they are creating.

Learning Plan

Learning Activities:

- http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice
- Discussion / Prezi (www.prezi.com) Presentation about the West of France
- Textbook vocabulary exercises (PP 151 – 153)
- Interviews about likes / dislikes regarding sports and leisure activities
- Calendar making with sports and activities
- Surveys about sports and leisure activities
- Role-play buying equipment for sports and leisure activities
- Bulletin board showing family members and their favorite sports and leisure activities
- Ex 4 page 153- describe which activity is happening in the photo and in what season the activity is occurring
- Create a spending plan using Euros to buy sporting equipment
- Ex 9 page 155- write out 5 different activities that you do on 5 different days
- Ex 10- ask questions to a few partners about favorite sports then create a classroom poll based on the results
- Textbook grammar exercises for **faire**
- Textbook grammar exercises for interrogatives (PP 156 – 157)
- 20 Questions
- Parent-Child Role-Play using interrogatives

- Change the question
- Textbook grammar exercises for adverbs
- Ex 19 page 159, looking at the brochure, ask your partner whether or not they like the activities listed on the brochure and how well and often they do the activities
- Listen to activity 16 p. 158 and tell what activity Pascal likes and dislikes
- Journal entry about activities and sports
- Textbook reading about pétanque (PP 160 – 161)
- Play pétanque
- Read School and Sports pg. 161. Discuss differences and similarities between the French and US system
- Maps with town locations
- Travel brochure
- Calendar with activities
- Weather forecasts from around the world
- Weather journal
- Interviews about activities in different weather conditions, pg 165
- *Discuss Anders Celsius pg 164*
Journal writing about what one recently did
- Journal writing about what one plans to do
- Poster showing future plans
- Role-play conversations about past and future activities
- Charades with *avoir* expressions
- Ex 20 page 164- Listening- write down whether the invitation was accepted or declined
- Ex 30- page 167- describe what the people are going to do in the pictures and where they will do the activity
- Ex 35- page 169, describe what the people just did according to the pictures
- Have students work with partner to discuss picture sequence. pg 171
- Watch Tele Roman Complete activity pg. 173
- Watch gestures and body language on video, discuss what they reveal pg. 173
- Read about Claude Monet and analyze painting. Pg 181

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

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[A Green Mouse](#)

[American Association of Teachers of French](#)

[Bien dit! 1 – Student Online Resources](#)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)

[CARLA](#)

[CIA](#) – Facts About Countries Around The World

[Class Tools](#)

[Creative Language Class](#)

[Culture Crossing](#)

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[FLENJ](#)

[FLTEACH](#)

[Fotobabble](#) – Share and Narrate Pictures

[French Tests and Quizzes for Practice](#)

[Glogster](#)

[I Love Languages](#)

<http://iculture.emcp.com/>

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[Lawless French Audio Practice](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[NCLRC](#)
[Neil Jones](#)
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
[Poll Everywhere](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
[Today's Meet](#) – Creat Chat Rooms
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

Newspapers and Magazines

[Paris Match](#)
[Le Point](#)
[Elle](#)
[L'Obs](#)
[L'Express](#)
[Photo](#)
[Marianne](#)
[Vogue Paris](#)
[Les Inrocks](#)
[L'Officiel](#)
[Le Magazine littéraire](#)
[Télérama](#)
[Télé 7 Jours](#)
[Numéro Magazine](#)
[Voici](#)
[L'expansion](#)
[Gala](#)
[Lire](#)
[Onze Mondial](#)
[L'histoire](#)
[Modes et travaux](#)
[Le Journal de Mickey](#)
[France Football](#)
[Sport auto](#)
[Chatelaine](#)
[Revue des deux mondes](#)
[Picsou Magazine](#)
[Le monde](#)
[Le Figaro](#)

[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt](#) – Create speaking exercises for your students
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Presentation Software

[Blogger](#) - Blog
[Book Creator](#) (for writing stories and or essays)
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[Fotobabble](#) – Share and Narrate Pictures
[Fakebook](#)
[Glogster](#)
[Haiku Deck](#)
[iMovie](#)
[Keynote](#)
[Lingt](#) – Create Speaking Exercises For Your Students
[Padlet](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Prezi](#)
[SeeSaw](#) – Digital Portfolio
[Storify](#)
[Storyboard That](#) - Create Stories
[Today's Meet](#) – Create Chat Rooms
[Twitter](#)
[Twister](#) (Fake Twitter)
[Vocaroo](#) – Voice Recording Device
[Voice Thread](#)
[Voki](#) – Create an Avatar

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 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.6: Interpret some common cultural practices associated with the target culture(s).
- 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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

4.0	Students will be able to: <ul style="list-style-type: none"> Survey and report on how students compare with one another regarding what they do during their free time activities during different times of the year and in different climactic conditions.
3.0	Students will be able to: <ul style="list-style-type: none"> Produce a multimedia rich presentation that compares free time activities in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts. Discuss how the pandemic changed the migration of people from cities to country – affect on housing prices. Shortages of lumber. (Example)
2.0	Students will be able to: <ul style="list-style-type: none"> Ask and tell about interests. Ask when and where someone does an activity. Conjugate the verb faire. Ask information questions using interrogatives. Tell how people do things using adverbs. Extend, accept and refuse invitations. Make plans. Conjugate the verb aller. Talk about future plans. Talk about where people are going. Conjugate the verb venir. Talk about what people just did. Talk about where people are coming from. Use idioms with avoir.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 150 – 175 – Differentiated instruction for advanced learners
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Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	Bien dit! 1 – Teacher's Edition PP 150 – 175 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf Bien dit! 1 – Teacher's Edition PP 150 – 175 – Differentiated instruction for special learning needs

Interdisciplinary Connections	
	Demonstrate comprehension of short conversations and brief written messages on familiar topics. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
	Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
	Ask and respond to questions, make requests, and express preferences in various social situations. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standards 4, 5 & 6 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 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-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) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread 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.

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.

Cultural Comparisons:

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.

Lifelong Learning:

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

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- 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 IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.* 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 IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.

Unit Title: Bon appétit! Food, Glorious, Food**Unit Description:**

Students use French in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices.

Unit Duration: 1 Marking Period**Desired Results****Standard(s):**

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none">• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 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.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none">• 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.3: Make requests and express preferences in classroom settings and in various social situations.• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

	<ul style="list-style-type: none"> • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 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 	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. 	
Intercultural Statement	Possible topics:	
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.	

Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.	
<p>Indicators:</p> <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> • Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about foods. • Match pictures based on oral descriptions of various foods and drinks. • Read and listen to information about foods and drinks. • Listen to and watch a video about foods and drinks. • Read and listen to descriptions of foods and drinks. • Compare foods and drinks in the U.S. to those in various Francophone countries. • Understand cultural perspectives on foods and drinks. • Recognize common gestures, intonation, and other visual or auditory cues of the target language. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> • Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to foods and drinks. • Speak about foods and drinks. • Speak about favorite foods and drinks. • Offer, accept and refuse invitations relating to foods and drinks. • Make plans for oneself and others to engage in eating and drinking. • Speak about where, when and how often people enjoy foods and drinks. • Speak about activities relating to foods and drinks. <p><u>Presentational:</u></p> <ul style="list-style-type: none"> • Use lists and or chunks of language, and memorized phrases to compare foods and drinks in the U.S. and Francophone countries. • Use phrases to describe foods and drinks, including prices and personal tastes. • Present and discuss information about foods and drinks. • Present and or write information about foods and drinks. • Explain the uses of expressions with -ir verbs, vouloir, prendre and boire. • Explain the uses of the partitive when discussing foods and drinks. • Explain the uses of the imperative. • Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level. • Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions. <p><u>Cultural Content Statement(s):</u></p> <p>Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p>		
<p>Understandings: <i>Students will understand that...</i></p> <p>1.) foods and drinks are an integral part of life in the Francophone world.</p> <p>2.) personal identity is developed through and expressed by one's choices of foods and drinks.</p>	<p>Essential Questions:</p> <p>1.) How and why are foods and drinks in the United States similar/different to foods and drinks in French-speaking countries?</p> <p>2) What foods and drinks are specific to the French-speaking world?</p>	

<p>3.) there are similarities and differences in foods and drinks in Francophone countries compared to those in the United States.</p> <p>4.) both cultures choose foods and drinks based on nutritional needs, available resources, cost and personal taste.</p> <p>5.) Tipping practices in Francophone countries differ from those practices commonly found in the U.S.</p> <p>6.) Cultural practices and expectations when invited to one's home for dinner may be different in Francophone cultures.</p>	<p>3.) What is the importance of cuisine in the French-speaking world?</p> <p>4) How does culture affect social etiquette with regard to tipping, getting a waiter's attention, ordering, and accepting/refusing invitations, being a good host/guest?</p> <p>5.) Although there are differences, what connects us across cultures with foods and drinks?</p>
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Assessment Evidence

<p>Performance Tasks:</p> <p><u>5 Rules for the 3 Modes</u></p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ul style="list-style-type: none"> • They must be authentic. • They should always be engaging. • Activities should be varied. • They need to be focused around the unit theme. • Class/teacher should be 90% in target language. <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> • Au restaurant (https://youtu.be/uLLbsMXYGal) Students watch and listen to the video clip and answer relative interpretive questions prepared by the instructor. • Le petit déjeuner (https://youtu.be/EOKXPbBtspw) Students watch and listen to the clip about a typical French breakfast and list items they see presented. Then, they answer accompanying comprehension questions on the A Green Mouse website (https://agreenmouse.com/frecomnch-listening-practice-le-petit-dejeuner-food/). • Food and Drink Listening Practice Students match what they see and hear with a teacher-provided vocabulary list. • Hungry Planet (http://time.com/8515/what-the-world-eats-hungry-planet/) Students observe and report on foods and beverages consumed in various countries throughout the world. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> • Students divide into pairs and interview each other about their favorite foods and drinks for a presentation to the class. After the interviews are 	<p>Other Evidence:</p> <p><u>Pre-Assessment:</u></p> <ul style="list-style-type: none"> • Vocabulary evaluation/analysis • KWL Chart • KWL Chart • KWL Chart - Example • "Can Do" self-assessment rubric • Quick Write • Graffiti Wall - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Free-time activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later. <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies • Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues) • TPR response • Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry • Whiteboard responses • Smartboard responses • Exit slips / Polls • Grammar: The verbs prendre, vouloir and boire in context • Grammar: regular -ir verbs in context • Grammar: the partitive in context • Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos
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complete, each pair will introduce the other student to the class supplying the information gathered during the interview.

- Create / Write a dialogue between two people discussing the foods and drinks they eat most often.
- Interview a student or the teacher about his or her favorite food or drink.
- Interview (either student to student, student to teacher or teacher to student) about meals (breakfast / lunch / dinner).
- Create a PowerPoint, Prezi, iMovie, etc. displaying the contents of a restaurant menu.
- Illustrate pictures of people sharing a meal.
- Write a letter or postcard about a meal one has had at a new restaurant.
- Post a restaurant review on Instagram or on a blog.
- Write an email to a pen pal talking about foods and drinks (www.epals.com).

Presentational:

- Create a TV commercial advertising a restaurant or a food or drink product.
- Create a menu.
- Make a shopping list.
- Plan a meal for a party.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene from your favorite meal.
- Present a week's menu plan for your family.
- Write out your favorite recipe and give directions.

- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 46 – 54

Tasks Overview In this performance assessment, students will practice ordering foods and drinks in a café. **Interpretive Reading:** First, they will look at some menus to find out the kinds of foods likely to be served in French cafés.

Presentational Writing: Using information students have researched and read, they will create a French café menu. **Interpersonal Communication:** Their final task will be to use that menu as a prop to role-play a café scene with two classmates.

Benchmarks:

As a middle school student, you are now making your own food choices. More often than not, adults are no longer determining what you are consuming. Therefore, you need to know how to make healthy choices at mealtime. Do you need to change your ways to be healthier or more like French-speaking food guidelines?

Interpretive: Read several documents including various food pyramids and menus in the target language to help you gain a better understanding of the target culture's diet. Demonstrate your understanding by answering comprehension questions.

Presentational: Based on the information that you have learned about healthy eating and the menus before you, choose which restaurant you would visit in which you could eat and enjoy the most healthy meal possible based on your eating preferences and explain why.

Interpersonal: You need to know how to make healthy choices at mealtime. Based on the documents that you have in front of you, discuss which plate you would like to order and why. Then discuss whether or not this is a healthy selection based on what you have learned in class.

The Novice-Mid(6-12) Benchmark in the Model Curriculum may also be used.

Learning Plan

Learning Activities:

- Make a French breakfast
- Describe a French Breakfast
- Set a table
- Make a breakfast menu
- Create a poster with foods
- Role-play talking about various foods and drinks
- Write a critique of a meal
- Write a description of a meal
- Taste-testing of various foods and drinks
- Survey about food
- Chants with verb endings
- Have students respond to your commands about food and drinks (TE p. 185)
- Have groups of three act out a scene in which one student invites the others to her/his house for breakfast. Students refuse seconds of foods. (TE p. 187)
- Have students make a list of foods and discuss likes and dislikes with a partner (TE p. 189)
- Have students interview each other about breakfast, using a set of provided questions (TE p. 191)
- Have students present 6 sentences about what they want/don't want to eat drink. Record answers. (TE p. 193)
- Make a menu
- Role-play a café scene
- Make food posters
- Make a restaurant advertisement
- Internet activity with French restaurants
- Good eating habits poster or brochure (using imperatives)
- Survey about likes and dislikes of foods and drinks
- Group activity using a "command" performance
- Have students respond to your commands about food (TE p. 197)

- Act out a restaurant scene using a menu (TE p. 199)
- Have students interview each other about food using a provided set of questions (TE p. 201)
- In groups of 3 or 4, have a commander give orders to the group (TE p. 203)
- Have students create a crossword puzzle based on the *Téléroman* (TE p. 207)
- Use a menu for a game in which students race to add up the bill (TE p. 213)

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

 <p>Self-Awareness</p> <ul style="list-style-type: none"> • 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 	 <p>Self-Management</p> <ul style="list-style-type: none"> • 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 	 <p>Social Awareness</p> <ul style="list-style-type: none"> • 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 	 <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • 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 	 <p>Relationship Skills</p> <ul style="list-style-type: none"> • 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
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*Adopted by the New Jersey State Board of Education in August 2017

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[A Green Mouse](#)
[American Association of Teachers of French](#)
[Bien dit! 1 – Student Online Resources](#)
[World Culture Encyclopedia](#)
[123 Teach Me](#) – All Types of Resources (featuring free and pay-to-use sources)
[CARLA](#)
[CIA](#) – Facts About Countries Around The World
[Class Tools](#)
[Creative Language Class](#)

[Culture Crossing](#)
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[FLENJ](#)
[FLTEACH](#)
[Fotobabble](#) – Share and Narrate Pictures
[French Tests and Quizzes for Practice](#)
[Glogster](#)
[I Love Languages](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[Lawless French Audio Practice](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[NCLRC](#)
[Neil Jones](#)
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
[Poll Everywhere](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
[Today's Meet](#) – Creat Chat Rooms
http://world.time.com/2013/09/20/hungry-planet-what-the-world-eats/photo/nor_130523_139_x/ Depictions of meals around the world
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

Newspapers and Magazines

[Paris Match](#)
[Le Point](#)
[Elle](#)
[L'Obs](#)
[L'Express](#)
[Photo](#)
[Marianne](#)
[Vogue Paris](#)
[Les Inrocks](#)
[L'Officiel](#)
[Le Magazine littéraire](#)
[Télérama](#)
[Télé 7 Jours](#)
[Numéro Magazine](#)

[Voici](#)
[L'expansion](#)
[Gala](#)
[Lire](#)
[Onze Mondial](#)
[L'histoire](#)
[Modes et travaux](#)
[Le Journal de Mickey](#)
[France Football](#)
[Sport auto](#)
[Chatelaine](#)
[Revue des deux mondes](#)
[Picsou Magazine](#)
[Le monde](#)
[Le Figaro](#)
[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt](#) – Create speaking exercises for your students
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Presentation Software

[Blogger](#) - Blog
[Book Creator](#) (for writing stories and or essays)
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[Fotobabble](#) – Share and Narrate Pictures
[Fakebook](#)
[Glogster](#)
[Haiku Deck](#)
[iMovie](#)
[Keynote](#)
[Lingt](#) – Create Speaking Exercises For Your Students
[Padlet](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Prezi](#)
[SeeSaw](#) – Digital Portfolio
[Storify](#)
[Storyboard That](#) - Create Stories
[Today's Meet](#) – Create Chat Rooms
[Twitter](#)
[Twister](#) (Fake Twitter)
[Vocaroo](#) – Voice Recording Device
[Voice Thread](#)
[Voki](#) – Create an Avatar

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 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.6: Interpret some common cultural practices associated with the target culture(s).
- 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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

4.0	Students will be able to: <ul style="list-style-type: none"> • compare and contrast meals and related cultural practices in the U.S. and Francophone countries in a multi-media rich presentation.
3.0	Students will be able to: <ul style="list-style-type: none"> • talk about foods and drinks for different meals at different times of the day in different environments in a multi-media rich format. • Discuss issues of food scarcity that relate to climate change or changes in crops/goods/services due to climate change as it relates to this unit.
2.0	Students will be able to: <ul style="list-style-type: none"> • offer, accept and refuse foods and drinks. • ask for and give an opinion of foods and drinks. • inquire about food and place an order. • ask about prices and pay the check. • express quantity using the partitive. • conjugate –ir verbs. • tell what I want with the verb vouloir. • tell what I'm eating or drinking with the verb prendre. • Tell people what to do using the imperative. • tell what I'm eating or drinking with the verb boire.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 182 – 211 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	Bien dit! 1 – Teacher's Edition PP 182 – 211 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Special Needs Learners	Bien dit! 1 – Teacher's Edition PP 182 – 211 – Differentiated instruction for special learning needs http://www.nj.gov/education/cccs/2014/wl/glossary.pdf

Interdisciplinary Connections

Indicators: [ELA / WL Alignment](#)

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

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

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

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-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.

Visual and Performing Arts:

History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

TECHNOLOGY:

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications.

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Create a story about a picture taken by the student on a digital camera or mobile device.

Illustrate and communicate original ideas and stories using multiple digital tools and resources. -

Collaborative to produce a digital story about a significant local event or issue based on first-person interview.

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Collaborate with peers by participating in interactive digital games or activities.

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-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) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread 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.

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.

Cultural Comparisons:

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.

Lifelong Learning:

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

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- 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 IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.