



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 2					
Grade Level(s):	7, 8					
Duration:	Full Year:	49	Semester:		Marking Period:	
Course Description:	This course is an interactive reinforcement of French emphasizing communicative-based listening, speaking, reading and writing in the target language and the essentials of the cultures of the French-speaking world. Students will learn to use French to deal with discrete linguistic elements of basic daily life in predictable common settings.					

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.

Designed by:	James Tarr
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.

Unit Title: On fait les magasins! (Clothing)

Unit Description:

Students use French in the three modes of communication to engage in the study of shopping and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence purchases of clothing and other items.

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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 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.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about shopping experiences, including choices for color, size, textile, fabric, etc.
- Match pictures based on oral descriptions of items for sale in clothing and mass merchandise stores (catalog entries, online merchandise offerings)
- Read and listen to information about purchasing clothing and various items in radio, tv and Internet advertising.
- Listen to and watch a video about making purchases.
- Read and listen to descriptions of clothing and other items people frequently buy in a mass merchandise store.
- Compare shopping experiences in the U.S. to those in various Francophone countries, focusing on differences between sizes in the U.S. and Francophone countries.
- Understand cultural perspectives on clothing and shopping.
- 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 shopping in the past and present.
- Speak about shopping one has done or plans to do.
- Speak about clothing people are wearing or wore.
- Offer, accept and refuse invitations to make purchases.
- Make plans for oneself and others to make purchases.
- Speak about where, when and how often people go shopping.
- Speak about activities relating to clothing and purchases.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare clothing and shopping in the U.S. and Francophone countries.
- Use phrases to describe clothing, including prices and personal tastes.
- Present and discuss information about clothing and purchases.
- Present and or write information about purchases one has made in the past or is making now.
- Explain the uses of expressions with demonstrative adjectives, interrogative adjectives, the verb **mettre**, the past tense of regular -er verbs and select irregular verbs (**passé composé**) and related adverbial expressions.
- 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):

Clothing choices and shopping habits may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: clothing, jewelry, accessories, personal items)

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.)

Understandings:

Students will understand that...

- 1.) clothing and shopping experiences are an integral part of life in the Francophone world.
- 2.) personal identity is developed through and expressed by one's choices of clothing.
- 3.) there are similarities and differences in clothing and shopping experiences in Francophone countries compared to those in the United States (including size systems).
- 4.) both cultures choose clothing based on available resources, cost and personal taste.
- 5.) Francophone cultures regard gift-giving and receiving in ways that differ from American culture.
- 6.) money systems differ in countries and regions, requiring conversion of the U.S. dollar into the local currency (Euros, Swiss francs, Canadian dollars, Central African francs, etc.).

Essential Questions:

- 1.) How are clothing items and shopping experiences in the United States similar/different to clothing and shopping experiences in French-speaking countries?
- 2.) How and why are clothing and shopping experiences different in the French-speaking world?
- 3.) What clothing is specific to the French-speaking world?
- 4.) What is the importance of fashion in the French-speaking world?
- 5.) What are some of the similarities and differences in fashion in French-speaking countries compared to that of the US?
- 6.) Although there are differences, what connects us across cultures with fashion and shopping experiences?
- 7.) How is gift-giving and receiving in Francophone countries different from those practices in the United States?

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:

- **Les vêtements** <http://www.elle.fr/Mode/Dossiers-mode/Deuxieme-demarque-soldes-ete> Students watch and listen to the video clip and answer relative interpretive questions prepared by the instructor.
- **La mode / Gala** <http://www.gala.fr/mode> Students read teacher selected articles about current fashion trends and answer teacher-developed questions about particular items and their descriptions
- **Les galleries Lafayette** <https://www.gallerieslafayette.com/> Students use the popular French department store's website to find merchandise for specific people.

Interpersonal:

- Students divide into pairs and interview each other about their clothing 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 clothing they like to buy and wear.
- Interview a student or the teacher about clothing and purchases.

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. Clothing) 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 **mettre** in context
- Grammar: regular -er verbs and select irregular verbs in the **passé composé** in context
- Grammar: adverbial expressions with the **passé composé** in context
- Grammar: demonstrative adjectives in context
- Grammar: interrogative adjectives in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.

- Interview (either student to student, student to teacher or teacher to student) about clothing and other selected items from a mass merchandise store.
- Create a PowerPoint, Prezi, iMovie, etc. displaying fashion items.
- Illustrate pictures of people wearing various types of clothing and accessories.
- Post an opinion piece on the latest fashion trends on Instagram or on a blog.
- Write an email to a pen pal talking about clothing (www.epals.com).
- Develop a sample webpage that allows others to choose clothing and accessories according to their needs and tastes.

Presentational:

- Create a TV commercial advertising clothing or mass merchandise store.
- Create an online clothing store.
- Make a shopping list for Back to School.
- Describe what you're going to wear to different occasions in different climates/seasons.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene of your favorite outfit.
- Present a week's plan for what you're going to wear.
- Compare and contrast fads versus fashion.
- Organize a fashion show that allows others to choose outfits based on personal taste and interest.

- 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 55 – 63

Tasks Overview In this performance assessment, students will read, write, and talk about clothes and accessories. **Interpretive Reading:** First, they will look at a Web page for a French online store. **Presentational Writing:** Using information they've read and researched, they will create an advertisement for a clothing store.

Interpersonal Communication: Student's final task will be to role-play with a classmate a scene taking place in a clothing store.

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

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

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

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

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

- Fashion show
- Suitcase game
- Clothing poster
- Clothing catalog
- Dress-up dolls
- Guess who?
- Batik
- Role-play a scene in a clothing store
- Make a *boubou*
- Report on regional dress in France
- Design an open-air market place
- Have students follow teacher commands about clothing (TE p. 223)
- Discuss clothing sizes in France pg 224
- Have students stand up and describe their own outfits (TE p. 225)
- Point out items using demonstratives adjectives pg 226-227
- Have students act out a scene with an opinionated clothing shopper (TE p. 227)
- Talk about typical clothing from Senegal pg 227
- Have students use *quel* in a series of interview questions (TE p. 229)
- Give your opinion about the Boutique Ndiaye pg 231
- Conduct an oral drill about clothing (TE p. 231)
- Read about boubou pg 232
- Create a bulletin board using the boubou that the students made pg. 232
- Read about sale laws pg. 233
- Role-play buying sports equipment, leather goods and accessories
- Journal entry of past events
- Telephone conversation
- Pass the message from the present to the past
- Log of past events
- Math problems
- Loto
- Comic strips
- Write about a shopping trip with a friend
- Have students follow your commands about jewelry and accessories (TE p. 235)
- Discuss monetary unit used in Senegal pg. 236
- Have students act out scenes in different types of stores (TE p. 237)
- Talk about shopping in Senegal pg. 237
- Practice *er* verbs pgs. 238-239
- Pass the sentence / Whisper Down The Lane using the *passé composé* (TE p. 239)
- Past to Present – Students continue changing sentences around a circle (TE p. 241)
- Have students interview each other using a specific set of questions using the irregular past participles (TE p. 243)
- Create a story from the picture sequence.pg., 243
- Watch *Tele-Roman* and read and answer questions pg 244-245
- Based on the *Téléroman*, students create a scene in groups about buying gifts (TE p. 245) (LAL)
- Read about fashion in Senegal pg. 246 and answer questions.
- Fill out Reading strategy form pg. 246
- With a partner, write a story about a shopping trip pg. 247
- Do review exercises pg. 250-252
- Look at M'Bida's painting pg. 253 discuss

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.C.1 - Recombine basic information at the word and sentence level to create a [multimedia-rich presentation](#) related to self and targeted themes to be shared [virtually](#) with a target language audience.;
7.1.NM.C.4 - Present information from age- and level-appropriate, [culturally authentic materials](#) orally or in [writing](#).

4.0	Students will be able to: <ul style="list-style-type: none"> Integrate merchandise into an online catalog according to prices, characteristics and uses, providing critiques of various pieces according to personal tastes and preferences.
3.0	Students will be able to: <ul style="list-style-type: none"> Present cultural products and imitate cultural practices related to a mass merchandise store as found in age- and level appropriate, culturally authentic materials in a multi-media rich format.
2.0	Students will be able to: <ul style="list-style-type: none"> Offer and ask for help when choosing merchandise. Ask for and give opinions of merchandise. Use demonstrative and interrogative adjectives to distinguish among items. Conjugate the verb mettre. Ask about and give prices. Make a decision about which items to purchase. Conjugate regular –er verbs in the passé composé. Conjugate select verbs in the passé composé that have irregular past participles. Add adverbial expressions to sentences about past activities.
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 220 – 253 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 220 – 253 – 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 220 – 253 – Differentiated instruction for special learning needs http://www.nj.gov/education/cccs/2014/wl/glossary.pdf

Interdisciplinary Connections

Indicators:

http://www.k12.wa.us/WorldLanguages/pubdocs/CCSS_WL_standards_HO.pdf

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:

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	The ability to solve problems effectively begins with gathering data, seeking	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global

order to effectively solve a problem.	resources, and applying critical thinking skills.	to self reflect on why possible solutions for solving problems were or were not successful.	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: À la maison / Home

Unit Description:

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s).

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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 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.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about homes and chores.
- Match pictures based on oral descriptions of rooms in the house and home furnishings.
- Read and listen to information about features of a house.
- Listen to and watch a video about doing chores around the house.
- Read and listen to descriptions of homes and items found around the house.
- Compare homes in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on housing and chores.
- 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 homes and chores.
- Speak about houses.
- Speak about chores.
- Ask for, give and refuse permission.
- Tell how often you do things.
- Tell where things are.
- Ask where something is.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare homes and chores in the U.S. and Francophone countries.
- Use phrases to describe homes, including the names of rooms, items in those rooms and the activities people do there.
- Present and discuss information about homes and chores.
- Present and or write information about homes and chores.
- Explain the uses of the verbs **pouvoir, devoir, dormir, sortir** and **partir**, the passé composé of regular -ir and -re verbs, the passé composé of verbs using être, -yer verbs, and negative expressions.
- 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.

Understandings:

Students will understand that...

- 1.) homes and chores are an integral part of life in the Francophone world.
- 2.) personal identity is developed through and expressed by housing choices and the activities people do around the house.

Essential Questions:

- 1.) How are homes and chores in the United States similar/different to homes and chores in French-speaking countries?
- 2.) How and why are homes and chores different in the French-speaking world?
- 3.) What housing is specific to the French-speaking world?
- 4.) What is the importance of housing and chores in the French-speaking world?

3.) the number and type of chores one has around the house differ and are defined by culture, resources and environment.

4.) both cultures choose housing based on available resources, cost and personal taste.

5.) What are some of the similarities and differences in housing and chores in Francophone countries compared to that of the US?

6.) Although there are differences, what connects us across cultures with housing and chores?

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:

- www.pap.fr/annonce/maison-a-vendre-3 Students explore the website and find homes for sale that meet specific criteria determined by the teacher.
- <https://youtu.be/VHF5FsIQkpw> Students watch and listen to an advertisement for a home for sale and answer related interpretive questions.
- <https://youtu.be/ggkAmbkJHSE> Students watch a video about the inequality that still exists vis a vis chores and gender. They identify chores being discussed and basic information about how roles have changed or stayed the same.

Interpersonal:

- Students divide into pairs and interview each other about their homes and their chores 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 chores they do around the house.
- Interview a student or the teacher about where they live.
- Interview (either student to student, student to teacher or teacher to student) about chores.
- Create a PowerPoint, Prezi, iMovie, etc. displaying a home for sale.
- Illustrate pictures of different styles of homes.
- Post an opinion piece on chores on Instagram or on a blog.
- Write an email to a pen pal talking about homes and chores (www.epals.com).

Presentational:

- Create a TV commercial advertising a home for sale.
- Create an online real estate advertisement.
- Make a schedule for a family's chores.

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. Clothing) 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, infographics)
- 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 **pouvoir, devoir, dormir, sortir, partir** and -yer verbs in context
- Grammar: regular -ir and -re verbs in the **passé composé** in context
- Grammar: **passé composé** with **être**
- Grammar: negative expressions
- 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:

- Describe what you're going to do to help out around the house.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene of your ideal house.
- Present a week's plan for how you and other members of a household handle chores.
- Compare and contrast homes in various countries.

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

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 64 – 72

Tasks Overview In this chapter's assessment, students will hear about and describe homes and furniture. **Interpretive Listening:** First, they will listen to some teens talk about their homes. **Presentational Writing:** Then, they will prepare a PowerPoint® presentation describing a house for rent. **Interpersonal Communication:** Groups of three students will get together and role-play a conversation between a real estate agent and potential renters.

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

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

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

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

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

Learning Plan

Learning Activities:

Floor plan of a house with furniture
Crossword puzzles
Role-play buying furniture
Role-play a conversation about what happened yesterday
Journal entry about past activities
3D diorama of a bedroom
Have one partner describe her or his dream home aloud. The other partner draws it according to the verbal description (TE p. 271)
Discuss flash culture reading on houses in Senegal pg 272
Locate Saloum Islands on a map and discuss economy . pg 273
Have groups of four or five students write scenes using the passé composé (with être and avoir). Groups act out the scenes (TE p. 275)
Have students survey their classmates using a set of questions about chores, reporting their findings to the class (TE p. 277)
Listen to On Rappel and make a list of what people did. Pg 276
You planned a birthday party tell what people did to help pg. 277
Tell a story about what happened using the picture prompts pg 277
Watch Tele-Roman and answer questions pg 278
Have students act out a scene based on the Téléroman. (TE p. 279)
Read Lecture about home rentals answer questions. Pg 280
Describe your dream house pg 281
Create two panel flip chart from which to study pg. 282
Chart chores for a family
Floor plan with chores for each room
Advertisement for a cleaning company
Interviews about how often and which chores people do
Calendar for chores
Journal entry about chores you did in the past
Survey people to find out things they can and can't do (using pouvoir)
Survey people to find out things they must do around the house (using devoir)
Make tea for a tea ceremony
Have students interview each other about their household chores (TE p. 259)
Have students present sentences about what they can and what they have to do (TE p. 261).
Have partners take turns asking each other questions about past activities (TE p. 263)
Have students write five sentences about what they've learned this year. The student's partner changes the sentences to the negative (TE p. 265)
Discuss Moto-crottes and compare to U.S. attitudes towards dogs. Pg 265
Have students design a home based on French architectural styles (TE p. 267)
Create posters for a bulletin board to illustrate the variety of homes in French speaking countries pg. 265
Compare and contrast public facilities pg. 267

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](#)
[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.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.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.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.
3.0	Students will be able to: <ul style="list-style-type: none"> • Ask and respond to questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.
2.0	Students will be able to: <ul style="list-style-type: none"> • Ask permission to do leisure activities. • Give or refuse permission to do certain activities. • Tell how often you do chores. • Name rooms of a house and the contents of various rooms. • Tell where things are located in a house. • Conjugate regular –re and –ir verbs in the passé composé. • Conjugate the verbs dormir, sortir and partir. • Conjugate the verbs pouvoir and devoir. • Conjugate –yer verbs. • Conjugate verbs with the auxiliary verb être in the passé composé. • Use negative expressions.
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 254 – 287 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.

	<ul style="list-style-type: none"> • 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 254 – 287 – 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 254 – 287 – Differentiated instruction for special learning needs http://www.nj.gov/education/cccs/2014/wl/glossary.pdf

Interdisciplinary Connections

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.

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: Allons en ville! / City Life**Unit Description:**

Students use the target language in the three modes of communication to explore how city life in the home and target culture are similar and different. They compare the layout of cities in the home culture with that of the target culture(s).

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

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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 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.

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about city life.
- Match pictures based on oral descriptions of cities and related places and activities.
- Read and listen to information about city life.
- Listen to and watch a video about activities in a city.
- Read and listen to descriptions of cities and activities in cities.
- Compare cities in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on urban life.
- 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 city life.
- Speak about cities.
- Speak about activities in cities.
- Ask for and give directions.
- Ask for information.
- Make requests.
- Plan your day with someone else.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare cities in the U.S. and Francophone countries.
- Use phrases to describe cities and the activities people do in specific places in a city.
- Present and discuss information about city life.
- Present and or write information about giving directions and daily plans.
- Explain the uses of the **voir**, **savoir** and **connaître** in context, the use of the **imperative** to give directions and how to ask questions using **inversion**.
- 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.

Understandings:

Students will understand that...

- 1.) towns and cities play an integral role in life in the Francophone world.
- 2.) personal identity is developed through and expressed by activities people engage in in towns and cities.
- 3.) there are similarities and differences in cities in Francophone countries compared to those in the United States (street plans, plazas, town squares, etc.).
- 4.) both cultures share similarities in the activities people do in towns and cities.
- 5.) mass transit is more widely used in Francophone countries,
- 6.) universal road signs in Francophone countries allow for easy travel without the need for a specific language.

Essential Questions:

- 1.) How are cities in the United States similar/different to cities in French-speaking countries?
- 2.) How and why are cities different in the French-speaking world?
- 3.) Which major cities are of great importance to the French-speaking world?
- 4.) What is the importance of urban life in the French-speaking world?
- 5.) What are some of the similarities and differences in cities and related activities in Francophone countries compared to that of the US?
- 6.) Although there are differences, what connects us across cultures in urban life?

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://www.ratp.fr/plans-lignes> Have students explore the RATP website to find specific information about public transit in Paris.
- <https://youtu.be/dLQSn1aHzX8> Students answer questions about transactions in the pharmacy, noting the differences between French pharmacies and those found in the U.S.
- <https://youtu.be/uYB4SMp1ZVo> Students list vocabulary heard in a conversation at an automated post office.

Interpersonal:

- Students divide into pairs and interview each other about cities they've been to or want to visit 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 activities people do in a city.
- Interview a student or the teacher about cities they've visited.
- Interview (either student to student, student to teacher or teacher to student) about cities and related activities.
- Create a PowerPoint, Prezi, iMovie, etc. displaying a city map or a tour of a city.
- Illustrate pictures of different cities and landmarks.
- Post an opinion piece on favorite cities on Instagram or on a blog.
- Write an email to a pen pal talking about where you live (www.epals.com).

Presentational:

- Create a TV commercial advertising a business located in a city.
- Create an online city map or tour.
- Make a plan for an outing in the city.
- Describe what you're going to do in various places in a city.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a map of your ideal city.

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. Cities) 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, infographics)
- 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 **voir, savoir, connaître** and regular present-tense verbs in context
- Grammar: the **imperative** in context
- Grammar: **inversion** to make questions, 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

- Present a plan for displaying what you're going to do in a city.
- Compare and contrast cities in various countries.

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 73 – 81

Tasks Overview In this chapter's assessment, students will explore places in a French town and create their own city map. **Interpretive Reading:** First, they will explore the map of a town in the south of France and answer questions about what it has to offer. **Presentational Writing:** Then, they will create their map of an imaginary French town. **Interpersonal Communication:** Groups of three students will role-play a conversation between a local inhabitant of their imaginary town and tourists exploring the town.

Learning Plan

Learning Activities:

- Develop a plan for a visit to a city
- Draw a city map
- Role-play giving and receiving directions in a city
- "I Spy" (using voir)
- Students interviews about what they know how to do Student interviews about who they know and facts about those people
- Poster showing what to do / not to do in various situations
- Write a song about your city
- Write a description of your city
- Create a classroom obstacle course for students to follow, using student-provided directions
- Have students give directions to another place (home, movies, shopping center, etc.)
- Have students use unit vocabulary to write a cinquain poem (TE p. 296) Create a humorous scene about giving directions, allowing a partner to make corrections to the script (TE p. 299)
- Use names of famous celebrities to ask if students are familiar with them and their work – to perfect uses of the verbs savoir and connaître (TE p. 301)
- Have partners create a scene in which they use the imperative (TE p. 303)
- Role-play scenes in a pharmacy, bank and post office
- Speed drills with present tense verb forms, using bubbles as a timer
- Statement to question drills, using inversion
- Make a first aid kit
- Advertisement for a bank or pharmacy
- Informational signs for a post office
- Signs for uses of an ATM
- Note to a friend (talking about errands to run at various locations)
- Have students role-play a scene in a bank (TE p. 309)
- Play a game using a sentence to question conversion, using inversion. Award prizes. (TE p. 313)
- Based on the Télérroman, have students create and act out a scene based on a map of a French town or city (TE p. 317)
- Make a flow chart showing the progress of the characters in the Télérroman (TE p. 316)
- Use a Win-Lose-Draw game to practice vocabulary (TE p. 323)

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](#)
[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.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.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.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 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.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a multimedia rich presentation to compare cities and city life in the home and target cultures.
3.0	Students will be able to: <ul style="list-style-type: none"> • Ask and respond to questions about cities and city life, including asking for and giving directions and completing transactions in various places using digital tools and face-to-face communication in the target language.
2.0	Students will be able to: <ul style="list-style-type: none"> • Plan their day. • Ask for and give directions. • Ask for information. • Make requests. • Use the verb voir in the present tense to talk about what people see. • Use the verbs savoir and connaître to talk about knowing information and being familiar with people and places. • Use the imperative to give directions and make requests. • Use inversion to ask questions.
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 292 – 325 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.

	<ul style="list-style-type: none"> • 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 292 – 325 – 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 292 – 325 – Differentiated instruction for special learning needs http://www.nj.gov/education/cccs/2014/wl/glossary.pdf

Interdisciplinary Connections

Indicators:

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.

Unit Title: Enfin les vacances! / Vacation and Travel**Unit Description:**

Students use the target language in the three modes of communication to discuss vacation plans and travel in the home and target culture are similar and different. They compare travel opportunities and modes in the home culture with that of the target culture(s).

Unit Duration: 1 Marking Period

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-

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:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about travel and vacations.
- Match pictures based on oral descriptions of travel and vacations.
- Read and listen to information about travel and vacations.
- Listen to and watch a video about travel and vacations.
- Read and listen to descriptions of travel and vacations.
- Compare travel and vacations in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on travel and vacations.
- 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 travel and vacations.
- Speak about travel and vacations.
- Speak about activities during vacations.
- Ask for and give information about travel.
- Ask for information about travel and vacations.
- Make requests.
- Plan a vacation with someone else.

Presentational:

- Use lists and or chunks of language, and memorized phrases to discuss travel and vacations in the U.S. and Francophone countries.
- Use phrases to discuss travel and vacations.
- Present and discuss information about travel and vacations.
- Present and or write information about vacation plans and past vacations.
- Explain the uses of **appeler**, prepositions with countries and cities, idiomatic expressions with **faire** and ordinal numbers.
- 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.

Understandings:

Students will understand that...

- 1.) travel and vacations play an integral role in life in the Francophone world.
- 2.) personal identity is developed through and expressed by vacation choices.
- 3.) there are similarities and differences in travel and vacations in Francophone countries compared to those in the United States.
- 4.) both cultures share similarities in how people travel and go on vacations.
- 5.) military time is often used on schedules, timetables and on public information postings.
- 6.) there are many offerings in Europe for student travel (Europass, youth hostels, study abroad programs).
- 7.) travel documents (passports / visas) are mandatory for travel outside the United States.

Essential Questions:

- 1.) How are vacations in the United States similar/different to vacations in French-speaking countries?
- 2.) How and why is travel different in the French-speaking world?
(using travel vocabulary and related expressions)?
- 3.) How is vacation important to the French-speaking world?
- 4.) What is the importance of vacation in the French-speaking world?
- 5.) What are some of the similarities and differences of vacations and travel in Francophone countries compared to that of the US?
- 6.) Although there are differences, what connects us across cultures when discussing travel and vacations?
- 7.) What role does tourism play in a country's culture?
- 8.) How do cultural values affect the amount of vacation people have in various countries or cultures?

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://www.djuringa-juniors.fr/colonies-de-vacances/ete/> Students explore summer activities on a website for teenagers. They answer teacher-developed questions to assess comprehension.
- <https://www.raileurope.ca/fr/europe-travel-guide/france/index.html> Students find information related to train travel in France and Europe.
- <https://youtu.be/ill6W6N9zKk> Students report information about Charles de Gaulle Airport's plans for the future.

Interpersonal:

- Students divide into pairs and interview each other about vacations they've taken or want to take 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 summer plans.
- Interview a student or the teacher about vacations and travel.
- Interview (either student to student, student to teacher or teacher to student) about vacations and travel.
- Create a PowerPoint, Prezi, iMovie, etc. recounting the activities of a recent vacation.
- Illustrate pictures of resorts.
- Post an opinion piece on favorite travel spots on Instagram or on a blog.
- Write an email to a pen pal talking about where you have taken a vacation (www.epals.com).

Presentational:

- Create a TV commercial advertising a vacation spot.
- Create an online travel brochure.
- Make a plan for a vacation.
- Describe what you're going to do while on vacation.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Describe your ideal vacation.
- Present a travel plan.
- Compare and contrast travel and vacations in various countries.

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. Vacations) 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 verb **appeler** in context.
- Grammar: prepositions with countries and cities in context
- Grammar: idioms with **faire** 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

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Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – PP 82 – 90

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

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

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

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<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 Activities:

Pack a suitcase
Write a post card
Advertisement for a hotel
Poster for an airport
Making directional signs for an airport, train station or hotel
Spelling Bee (with appeler)
List places you'd like to visit
World map in French
Journal entry about where you'd like to visit and why
Travel brochure
Read about a gite (holiday home) pg 330
Make a list of things that you would need to take on a trip. Pg 331
Have a group of students present information about countries they would like to visit (TE p. 335)
Have students write out and present the steps to taking an international trip (TE p. 337)
Read about electric in France. Compare and contrast systems here and in France. Pg. 339
Role-play scenes in train stations and airports
Create an arrival and departure sign
Make a sign for directions for using the distributeur de billets
Flight / Rail map with costs per route
Journal entry describing a trip you took
Loto with ordinal numbers
Narrate a series of events using ordinal numbers and the passé composé.
Compare and contrast train travel in France and the U.S. pg. 341 TE
Have students write and perform a scene that takes place in a train station (TE p. 343)
Read Flash culture on French railroad system, research to get more information.
Discuss winning the trip of their dreams (TE p. 351)
Making and interpreting universal road signs

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.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.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.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.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a multimedia rich presentation to compare vacations and travel in the home and target cultures.
3.0	Students will be able to: <ul style="list-style-type: none"> • Ask and respond to questions about vacations and travel, including asking for and giving travel-related information and completing transactions in various places using digital tools and face-to-face communication in the target language. • Describe in writing vacation and travel plans • Role-plays using familiar vocabulary orally or in writing regarding travel plans
2.0	Students will be able to: <ul style="list-style-type: none"> • Give advice. • Get information. • Ask for information. • Buy tickets and make a transaction. • Use the verb appeler in context. • Use the correct preposition with countries and cities. • Use idioms with faire. • Use ordinal numbers.
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 326 – 359 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.

	<ul style="list-style-type: none"> • 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 326 – 359 – 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 326 – 359 – Differentiated instruction for special learning needs http://www.nj.gov/education/cccs/2014/wl/glossary.pdf

Interdisciplinary Connections

Indicators:

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.

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.
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