



Washington Township School District



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

Course Title:	AP FRENCH					
Grade Level(s):	12					
Duration:	<i>Full Year:</i>	45 min.	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This course is an Advanced Placement Course aligned with the AP Syllabi. It is communicative-based listening, speaking, reading and writing in the target language to prepare students for the AP Exam. The goal is for each student to score 3 or above to gain college credit. The AP themes are used as the unit topic so students are prepared to discuss/write/and interpret information on a variety of topics in varied time frames. All students will be taking the Seal of Biliteracy.					

Grading Procedures:

The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the intermediate-mid/high level to the Intermediate 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. The Seal of Biliteracy will be given with the aim for all students to score at an Intermediate mid and above on all four sections of the assessment (reading, writing, listening and speaking).

Grading on report cards is as follows:

40% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

30% Secondary Assessments (Quizzes, Formative Assessments)

30% Support Assessments (Classwork, Homework, Class Participation, Minor Projects)

	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
Interpersonal Communication	<p>I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.</p>	<p>I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>	<p>I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p> <p>I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.</p> <p>I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames</p>
Presentational Speaking	<p>I can present information on 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</p>	<p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p> <p>I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames</p>	<p>I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.</p> <p>I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.</p>
Presentational Writing	<p>I am able to meet a number of practical writing needs. I can write short, simple compositions, communications and</p>	<p>I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various time frames. This includes</p>	<p>I can deliver write & deliver presentations on some concrete academic, social and professional topics of</p>

	Interpretive Listening	<p>I can understand simple, sentence length speech in a variety of basic personal and social contexts</p> <p>I can identify the main idea and key information in short straightforward conversations.</p>	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions
	Interpretive Reading	<p>I can understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.</p> <p>I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.</p>	<p>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.</p> <p>This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.</p>	<p>I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.</p> <p>I can follow the main story and some supporting detail across major time frames in fictional texts</p>
	Intercultural Communication	<p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <p>I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>	<p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <p>I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>	<p>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</p> <p>In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.</p> <p>I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</p> <p>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</p>

The textbook used for this course is *Allons au Delà* by Pearson, copyright 2012 as well as *AP Prep*, (Pearson). Authentic resources in the target language are to be used as much as possible.

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

Karen Lester

Under the

Rosemarie Armstrong, Supervisor of World Languages/ESL K-12

Written: _____ **August 2019** _____

Revised: _____ **July 2021** _____

BOE Approval: _____

Unit Title: How Science & Technology Affect Our Lives
Unit Description:

Students will explore the impact of social media, current events in the target culture, Nomophobia (physical reactions to not knowing where your cell phone is), artificial intelligence, electric cars, scientific projects/inventions and holistic/alternative medicine as they impact the target culture and society at large.

Unit Duration: 1-2 Weeks
Desired Results
Standard(s):
Interpretive Mode of Communication

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Interpersonal Mode of Communication

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Presentational Mode of Communication

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Students in AP French are expected to be at an Intermediate High Level by the end of the course.

CORE IDEA	STANDARDS
<p>Interpretive: 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.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
<p>Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
<p>Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statements:	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.	Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.
Learners recognize and identify a few typical practices of the target culture.	Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.

Understandings:

Students will understand that...

Lack of or access to technology impact people in many countries.

The ethical component in scientific discovery varies by the country/religious framework in the constitutions/laws.

The rapid advances of technology have impacted the social/emotional well-being of individuals.

Essential Questions:

How do developments in science and technology affect our lives?

What factors have driven innovation and discovery?

What role does ethics play in scientific advancement?

What are the consequences of technological and scientific progress?

What constraints, if any, should be put on technological and scientific development?

Should individuals or the state be responsible for regulating progress in science and technology?

How can technology impact learning and social values today?

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:

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

Interpretive:

1. Find articles about the role of France in medical and scientific discovery
2. Listen to podcasts about the role of France in the area of medicine and science
3. Find and research biographical information on French scientists and inventors that have made a significant contribution to the fields of science and technology

Interpersonal:

1. Interview a French teenager to find out the role of social media in his/ her life
2. Debate with a classmate about the role ethics plays in scientific advancement
3. Debate with a classmate the role of social media and the use of technology in schools

Presentational:

1. Compare and contrast a French and American scientist and their contributions to society
2. Argumentative Essay- What should the role of technology and social media be in education?
3. Argumentative Essay- What is the most significant invention made by a French inventor and why?
4. Create a multi – media presentation in which you give guidelines for using social media to younger students, giving information and details as to why it is important to follow the rules

Other Evidence:**Pre-Assessment:**

Self-reflection: “Can Do” statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on social media and technology topics.

Interpersonal:

- I can ask and answer questions about the role of technology and social media and cultural aspects of social media
- I can exchange information about events using different time frames.
- I can describe situations with social media, and its effects, as well as the role of scientific development in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about medical advancements, technology, and social media, making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- 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
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate 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
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with “Can Do” statements and rubric

Benchmarks:

Work with a group to research a French invention from the list given. Find out about the inventor, the invention, and note the historical impact the invention has had on both French and American societies. Then create a sales pitch, explaining why your invention should be highlighted as an exhibit in the French history museum. OR Go to AP Course Syllabus and select one of the Integrated Performance Assessments related to this topic.

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 Plan

Learning Activities:

- SUGGESTED RESOURCES § Video: Inria.fr, February 9, 2017 "Présentation - centre de recherche Inria Bordeaux - Sud-Ouest" § Inria - Visualiser l'activité cérébrale avec des interfaces cerveauordinateur (Jérémy Frey) "Visualiser l'activité cérébrale avec des interfaces cerveauordinateur"
- SUGGESTED RESOURCES Topic § Evolution of technology and its impact Prompt "Devrait-on limiter l'emploi de la technologie chez les jeunes?" § Article: Coup de Pouce, October 6, 2014 "Oui, la techno change nos vies!" § Graph: Michel Cartier, Le 21e siècle Infographie: les étapes d'Internet 1, 2 et 3 Topic § Social media Prompt Quels sont les avantages d'Instagram? § Article: Tess Annet, Glamour, June 3, 2018 "Instagram: Comment fonctionne l'algorithme?" § Article by Rudy Viard, Webmarketing conseils, May 16, 2018 "Les Chiffres d'Instagram" § Video: Emmanuel Chila, www.wayta.fr, November 15, 2016 "Stories, hashtags, contenus: les clés du succès d'Instagram"
- Speed dating/ Inside/ Outside Circle- Talk about how you use social media, and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger French language learners in which you give pictures and simple French explanations for words having to do with science, technology and social media
- Hashtag Summary- Read articles and short stories on issues related to social media and technology and create a hashtag summary for each section to check for understanding
- Create and perform a Shark Tank type show in which each student presents an original invention
- Create a Venn Diagram in which you compare and contrast the use of social media in France versus the use of social media in the U.S. Then discuss how they are similar or different.
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete 2 interpretive listening activities on Easy Bridge
- Board Talk- Write a question on the board related to science, technology and social media and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to science, technology and social media
- Write persuasive essay on: What is the most significant invention made by a French inventor and why?
- Write persuasive essay on: What should the role of technology and social media be in education?
- Compare and contrast the use of social media in France to the use of social media in the US
- Review several past tenses to talk about scientists and inventors
- Watch various Edpuzzle videos on social media, scientists and technology in France
- Complete online activities (As needed)- grammar and vocabulary practice
- Watch and answer questions on Edpuzzle video assignments
- Students will create their own Quizizz or Kahoot on Unit Concepts
- Discuss scientists and their discoveries in France and the U.S. Create a Venn diagram and discuss- What is similar in France to the U.S. and what is different? What impact have French inventions had on the world?
- Read and interpret infographics about the types of social media use in France
- iCulture learning activities
- Review grammar and vocabulary from French 4 Honors as necessary

Resources:

See the appendix

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

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

Standard(s):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create and present a skit to portray the signs, symptoms and solutions to nomophobia. • Present current technological trends that protect humans from the dangers of distracting living and explain why they are necessary.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain Nomophobia and give the symptoms that are signs of the disease. Recommend ways to alleviate the symptoms. • Explain and provide opinions on the use of social media. • Explain/compare the contributions to science and technology, and their impact on everyday life and society • Discuss/provide examples of cause and effects • Predict outcome based on events • Compare and contrast cultural differences on views about ethics in medicine and scientific advancement • Synthesize information found in websites, podcasts, and articles about social media, scientific discovery, and technology.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify social media terms • Identify terms about scientific discoveries and social media • Identify French scientists who have made a significant contribution in the field of scientific discovery • Ask and respond to factual information about the use social media • Identify differences between different types of social media • Synthesize information found in culturally authentic materials • Use French to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do · Give your opinion • Compare and contrast

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	<ul style="list-style-type: none"> Students will present a current event that focuses on the latest medical advances around the world. If possible, students will include not only scientific practices, but holistic as well. Students will report on the negative effects of technology in social situations. Students will present a multi-media presentation on the new devices that are being used to protect pedestrians and drivers. <p>https://www.state.nj.us/education/aps/cccs/gandt/</p>
Struggling Learners	<ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. Provide students will a grammar card for easy reference to a grammar topic. Provide students with websites that allow for multiple practice on a task. Model different ways in which they can combine words and phrases for communication. Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. Help students identify cognates. Offer extra help sessions with the instructor or NHS tutor.
English Language Learners	<ul style="list-style-type: none"> https://www.nj.gov/education/modelcurriculum/ela/success.shtml Highlight academic vocabulary. Point out cognates Compare and contrast the similarities/differenced in their culture with the American culture. Have the students/native speakers in the class; provide different idiomatic expressions, colloquialisms and their definition and how it defers with the material in the textbook.

	https://www.state.nj.us/education/aps/cccs/ELL.htm https://www.nj.gov/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

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	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

		solutions for solving problems were or were not successful.	

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: Families in Different Societies**(context: Friendship and Love)****Unit Description:**

Students at an Intermediate-high level will be able to communicate/compare/contrast in all modes about different aspect of families in different societies. Students will compare and contrast family and family units. They will discuss how family values impact multi-culturalism, holidays/customs in the target culture, and how the role of family differs based on cultural values and ideals.

Unit Duration: 4-5 weeks**Desired Results****Standard(s):**

SEE UNIT 1

Understandings:*Students will understand that...*

Friendship and love have different rituals in other countries.

Culture impacts societal values/norms in friendship, love and marriage

The way weddings are celebrated varies by country and socioeconomic factors.

Essential Questions:

Why are friendship and love important to a society?

How do friendship and love contribute to the well-being of communities?

How do friendship, love and wedding rituals differ in societies around the world?

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:

- They must be authentic.
- They should always be engaging.
- Activities should be varied.
- They need to be focused around the unit theme.
- Class/teacher should be 90% in target language

Interpretive:

1. Students will read several articles on marriage in France and will list 5 facts. What surprised you? Why? Make assumptions about weddings in France based on the articles you read.
2. Listen to a podcast about weddings and answer questions.
3. Read the poem "Déjeuner du matin" and answer questions on poem and analyze poem to infer message, determine speaker
4. Read the legend of Tristan et Iseult and answer questions about the story

Interpersonal:

1. Students interview a French student or adult to find out how marriage is different in France versus in the US.
2. Students will create a role play of a typical French wedding ceremony.
3. Students will do a "racontez et bavardez" on a favorite childhood story and explain why.
4. Speed Dating- Interview a classmate about a time he or she has fallen in love while on vacation or while traveling

Presentational:

1. Write a description of a picture prompt (Allons au Delà p. 342)
2. Compare and Contrast French and American weddings
3. Students will write Dear Abby letters in which they describe a relationship problem, and then exchange letters and respond to one another's problems
4. After researching weddings in France students will collect information on a PowerPoint and present to the class. How is marriage different in medieval France to marriage in modern France?
5. Write a summary of the medieval legend of Tristan et Iseult.

Other Evidence:**Pre-Assessment:**

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on family topics.

Interpersonal:

- I can ask and answer questions about Friendship and Love and cultural aspects of weddings.
- I can exchange information about events using different time frames.
- I can describe relationships, wedding rituals and celebrations, etc. that I like and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about marriage making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- 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
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate 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
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:**Interpersonal:**

Discuss as a group: Paris is known as “The City of Love”. Why?

Interpretive:

Watch/read/reflect on the cultural perspectives on love/marriage in France. Read two common French Fairy Tales/legends. What types of endings do you find in French Romance novels/films/fairy tales?

Presentational:

Write an essay explaining how are they the same/different than the U.S. and provide an opinion of which you like better. Support your opinion.

With a group, perform a French soap opera depicting the common values of friendship/love of that culture.

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 Plan

Learning Activities:

- § Authentic promotional materials about activities for families, from the Comité Martiniquais du Tourisme: Dix activités à faire en famille en Martinique §
- TEACHER TALK
- Initiative to enlist the families within one French cooperative of communities to be more ecologically friendly. Communauté de Communes Haut Val de Sèvre: "Familles à énergie positive": Jouez à faire des économies!
- Promotional videos on the Youtube channel of La Communauté de Communes Haut Val de Sèvre Haut Val de Sèvre en action La dynamique territoriale Film 2018 —Des équipes engagées sur le terrain §
- TEACHER TALK
- The interactive map at the link below lists the services that are available to residents of Haut Val de Sèvre. Carte Interactive des Services
- SUGGESTED RESOURCES § AP French Language and Culture Syllabus/Course Description:
- TEACHER TALK
- A student pair or teacher-student pair create a conversation about participating in the "Famille à énergie positive" campaign from the promotional material task model (see page 30). Conversation participants can be parent-child or siblings and can discuss ways to be eco-friendlier and build family solidarity.
- § Teach students how aspects of the conversation task are connected to the conversation and chart task completed in this unit (see page 32). § Teach effective ways to use circumlocution.
- SUGGESTED RESOURCES § Teachers can have students revisit the conversation and chart task model on Haut Val de Sèvre. They can present on the importance of family in this target culture, as revealed in the sources the students read, heard, or viewed.
- Speed dating/ Inside/ Outside Circle- Talk about your family, traditions in your family concerning weddings, and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger French language learners in which you give pictures and simple French explanations of words having to do with family traditions, weddings and relationships
- Write a Dear Abby letter in which you describe a fictitious relationship problem, switch with a classmate, who will then respond to the problem by giving advice
- Hashtag Summary- Read articles and short stories on issues related to weddings and create a hashtag summary for each section to check for understanding
- Create and perform a Doctor Phil type talk show in which each student acts out as a person in the relationship
- Create a Venn Diagram in which you compare and contrast marriage in France versus marriage in the U.S. Then discuss how weddings are similar or different.
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete 2 interpretive listening activities on easy bridge
- Board Talk- Write a question on the board related to jealousy and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to weddings and relationships
- Create story boards for the legend "Tristan et Iseult"
- Write a summary of the legend "Tristan et Iseult"
- -p. 343 write 2 3 sentences using the words given in the wordbox to predict the outcome of the story
- Write persuasive essay based on what you have read to predict the outcome of the story and why you think that will happen. Cite evidence
- Listen to a podcast about weddings and answer multiple choice questions
- Compare and contrast different types of weddings in France to different types of weddings in the US
- What factors contribute to the role of family in a society? – Brainstorm and discuss
- Review several past tenses to talk about your relationships and the relationships of others
- Watch various Edpuzzle videos of weddings in France
- Complete online activities (As needed)- grammar and vocabulary practice
- Watch and answer questions on Edpuzzle video assignments
- Students will create their own Quizizz or Kahoot on Unit Concepts
- Discuss weddings in France and the U.S. Create a Venn diagram and discuss- What is similar in weddings in France to weddings in the U.S. and what is different
- Read and interpret infographics about the types of weddings in France, depending on their socio-economic statuses.
- iCulture learning activities
- Review grammar and vocabulary from French 4 Honors as necessary

Resources: See appendix

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

4.0	Students will be able to: <ul style="list-style-type: none"> - Find information about different wedding ceremonies, through research and interviews, comparing and contrasting what is similar and different, and go into detail as to the role you believe cultural ideals, and socio- economic status plays in these differences - Compile findings in a multimedia rich presentation to share with native speaking audiences
3.0	Students will be able to: <ul style="list-style-type: none"> • Explain/provide viewpoints with backup regarding friendship, love and marriage in detail • Explain using cause and effect • Predict outcome based on events • Compare and contrast cultural differences after synthesizing information from various resources.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify members of the family and extended family • Ask and respond to factual information about their relationships and the relationships of others • Identify differences between different types of relationships and marriage rituals • Synthesize information found in culturally authentic materials • Use French to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks; • create experiences and performances that reflect the results of research, interviews, or surveys in the target language; • writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; give assignments involving more sophisticated computer research and reporting
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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) • Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete

	<ul style="list-style-type: none"> • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

ELA: <https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.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 contribute 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

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Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

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

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

Individuals from different cultures may have different	Culture and geography can shape an individual's	Awareness of and appreciation for cultural differences is critical to avoid	Solutions to the problems faced by a global society require the contribution of
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points of view and experiences.	experiences and perspectives.	barriers to productive and positive interaction.	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.
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- 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.

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

Communities:

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

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

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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.

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Unit Title: **Global Challenges: Factors that Affect Quality of Life/Environment Political and Social Challenges**

Unit Description:

Students at an Intermediate-high level will be able to communicate/compare/contrast in all modes about different aspect of factors that impact the quality of life. Students will explore unemployment, poverty, educational trends, government initiatives that impact family/family units. The issues regarding low income housing will be discussed as to how they impact the quality of life. Students explore/compare/contrast the influence of the history within a country and its impact on the world. (War/Peace)

Unit Duration: 5-6 Weeks

Desired Results

Standard(s):

SEE UNIT 1

Understandings:

Students will understand that...

Living conditions impact societal viewpoints and cultural values.

Employment practices affect the socioeconomic conditions of a region.

Government influences can have an affect on the quality of life

Essential Questions:

What living conditions are the same or different in the target culture?

What does where one lives tell us about the values of a culture?

How does government affect the quality of 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:

1. Students will look at infographics about housing and compare to statistics from US housing. Create a Venn Diagram comparing and contrasting the housing situations
2. Students will read a story about a young girl who lived in a Parisian housing project in the 1950's and answer questions
3. Students will watch a YouTube clip about and "SDF" (homeless person) who died due to the cold and answer questions
<https://youtu.be/O4JWBIPAhU>
4. Read an article about the homeless in France and answer questions
5. Students will view a short film on YouTube about Guy Moquet: <https://youtu.be/VnhVFEHjNCU> and answer questions.

Interpersonal:

1. Interview a classmate to find out how important where they live is in their own lives
2. Debate the housing situation in France and compare to that of the US in groups
3. Interview a French teenager over Skype to find out what role their housing situation plays in their lives
4. Students will discuss what makes a hero, and provide support for their opinions

Presentational:

1. Write an argumentative essay about the effects of living in poverty.
2. Write an email in which you respond to a housing problem, giving the local politicians suggestions as to what needs to be done
3. Students will compare and contrast war posters from various countries and analyze them. Write a paragraph for 3 or 4 and explain the goal of each poster

Other Evidence:**Other Evidence:****Pre-Assessment:****Self-reflection: "Can Do" statements****Interpretive:**

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on the environment and other socio-political issues.

Interpersonal:

- I can ask and answer questions about the role of the government and cultural aspects of views on these topics.
- I can exchange information about events using different time frames.
- I can describe situations to do with poverty and housing, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about factors that affect every-day life, and social and environmental issues faced, making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- 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
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate 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
- Analyze an infographic and summarize
<https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Learning Plan Learning Activities:

- SUGGESTED RESOURCES Article and Chart § This article includes two infographics on the effect of rising sea levels across

Learning Activities:

- SUGGESTED RESOURCES Article and Chart § This article includes two infographics on the effect of rising sea levels across the planet. Futura-Sciences, Marie-Céline Ray, June 3, 2017 "COP 21: la hausse du niveau de la mer menacé les populations" Article and Chart §
- TEACHER TALK
This link about how to recycle light bulbs etc. in Martinique has quite a lot of narrative and could be used as Article and Chart together. Groupe Seen, Martinique Recyclage: "La collecte des lampes usagées par votre collecteur agréé"
- Speed dating/ Inside/ Outside Circle- Talk about your housing situation and compare and contrast to what your classmate says. Report findings back to class
- SUGGESTED RESOURCES The following resources are about the 12th annual "Match Against Poverty," an effort by UNDP goodwill ambassadors. § Article: Programme des Nations Unies pour le développement, February 12, 2015 "Ronaldo et Zidane affronteront l'ASSE Saint-Etienne en faveur de la réponse à la crise Ebola" § Video: Programme des Nations Unies pour le développement, April 8, 2015 "Ronaldo et Zidane affronteront l'ASSE Saint-Etienne en faveur de la réponse à la crise Ebola" § Video interview: Programme des Nations Unies pour le développement, March 25, 2015 "Le partage fait partie de ma vie" - Interview exclusive de Zidane" The following article and audio report are about deforestation in Africa. § Article: le360afrique.com, Mamourou Sonomou, April 26, 2017 "Guinée: Le gaz butane pour stopper la déforestation" §
- TEACHER TALK
- Audio clips: Studio Hironnelle Guinée; Kadiatou Bah, Aïssatou Barry, Demba Touré, Lancinet Sidibé, Tristan Miquel Studio Hironnelle Guinée
- § Students could complete a Venn diagram with the center listing common points. § Students could work in pairs to construct emails or letters as a followup communication with the individuals interviewed in the sources. § Have students identify connections between the two sources. § Have students take notes as they listen to the audio.
- Create a visual dictionary for younger French language learners in which you give pictures and simple French explanations for words having to do with wealth, poverty and housing
- Write a Dear Abby letter in which you describe a fictitious housing problem, switch with a classmate, who will then respond to the problem by giving advice
- SUGGESTED RESOURCES § Video report: France 2, May 12, 2017 "Le projet d'un jeune Néerlandais pour dépolluer les océans" §
- TEACHER TALK
- Video report: Presentation by Cyrielle Hariel, Europe 1, September 12, 2017 "Boyan Slat veut nettoyer les océans en utilisant la force des courants marins"
- SUGGESTED RESOURCES § A teacher-created question that touches on one of the essential questions of this unit using the resources presented. (i.e. "Que peut faire l'individu, face aux problèmes mondiaux?") § AP French Language and Culture, 2013, Free-Response Task 2, Persuasive Essay: "Faut-il arrêter de manger de la viande et devenir végétarien pour être en bonne santé?" § AP French Language and Culture, 2015, Free-Response Task 2, Persuasive Essay: "Doit-on permettre l'usage des OGM (organismes génétiquement modifiés) dans la production alimentaire?" Topic: Solar energy Prompt: Faut-il promouvoir le solaire pour bâtir l'énergie de demain? Print information: "Découvrir le solaire," Hélios Eco Energy Article: "L'énergie solaire dans le monde : actualité et débats," Géoconfluences, March 27, 2018 Video article: "L'Énergie solaire et les panneaux photovoltaïques," Matière Grise, August 1, 2017
- SUGGESTED RESOURCES § Quelle est l'attitude des gens en Martinique aux problématiques environnementales? § Comparez et contrastez les solutions aux problématiques environnementales entre la Martinique et la France. § AP French Language and Culture, 2016, Free-Response Task 4, Cultural Comparison: "Quelle place est-ce que le recyclage occupe dans votre communauté?" §
- TEACHER TALK
- AP French Language and Culture, 2017, Free-Response Task 4, Cultural Comparison: "Comment est-ce que l'accès aux soins médicaux (hôpitaux, assurances, médicaments, etc.) a affecté la vie des gens de votre communauté?"
- Hashtag Summary- Read articles and short stories on issues related to housing and create a hashtag summary for each section to check for understanding
- Create and perform a Doctor Phil type talk show in which each student acts out as a person from a different housing situation
- Create a Venn Diagram in which you compare and contrast housing in France versus housing in the U.S. Then discuss how they are similar or different.
- Describe the pictures on P. 150 and answer questions about the similarities and differences
- Describe various war posters and explain their goals
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete 2 interpretive listening activities on easy bridge
- Board Talk- Write a question on the board related to homelessness and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to housing, poverty and homelessness
- Write an argument using if and when clauses in the conditional tense for or against the inclusion of the poem: "La lettre de Guy Moquet" in all public high schools in France
- Create story boards for the story "Les petits enfants du siècle"
- Write a summary of the legend "Les petits enfants du siècle"
- Listen to a podcast about homelessness and answer multiple choice questions
- Discuss poverty and homelessness in France and the U.S. Create a Venn diagram and discuss- What is similar in France to the U.S. and what is different
- Read and interpret infographics about the types of housing in France, depending on their socio-economic statuses.
- iCulture learning activities

- Compare and contrast different types of housing in France to different types of housing in the US
- What factors contribute to the role of family in a society? – Brainstorm and discuss
- Review several past tenses to talk about a past vacation and/or camping trip
- Complete a gallery walk of pictures and write sentences about them in the plus que parfait
- Students will create their own Quizizz or Kahoot on Unit Concepts

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies

 <p>Self-Awareness</p> <ul style="list-style-type: none"> • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 	 <p>Self-Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals 	 <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings 	 <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions 	 <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed
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*Adopted by the New Jersey State Board of Education in August 2017

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

Standard(s):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a presentation in which you hypothesize what life in France will be like in 10 years if the government would take control, or not, of the housing and homelessness situation
3.0	Students will be able to: <ul style="list-style-type: none"> • Discuss issues and provide perspective on housing, poverty and homelessness in detail • Explain and compare/contrast political beliefs about war in detail • Discuss cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify housing terms • Identify what makes a hero • Identify terms having to do with poverty and homelessness (dealing with these topics) • Ask and respond to factual information about what you do to improve your socio-economic status • Give advice • Synthesize information found in culturally authentic materials • Use French to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
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	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) <p>Rephrase and restate instructions</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product

	Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here . Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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.

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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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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.

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

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Unit Title: Influence of Language and Culture on Identity

Unit Description:

Unit Description: Students at an Intermediate-high level will be able to communicate/compare/contrast in all modes about different aspect of Personal and Public Identities. Students will listen to, understand and talk about themselves and their personal identities.

Students explore themes of beliefs and value systems, and how they play a role in a cultural identity.

Students will demonstrate an understanding of the cultural differences that exist within all these topics.

Unit Duration: 4-5 Weeks

Desired Results

Standard(s):
SEE UNIT 1

Understandings:

Students will understand that...

Religion has impacted economies and government practices throughout history.

Government systems influence equity and social justice.

Cultural products and practices influence one's belief and value system.

Essential Questions:

What defines our personal beliefs and values?

How do cultural values affect the way others are perceived?

How does one acquire one's beliefs and values?

How do language and culture influence identity?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

- They must be authentic.
- They should always be engaging.
- Activities should be varied.
- They need to be focused around the unit theme.
- Class/teacher should be 90% in target language

Interpretive:

1. View scenes from the movie: "Aux Champs" and answer questions about it.
2. Watch video clips on manners in France and answer questions about them
3. View infographics on religion in France and draw conclusions of the comparison between sex, age or other demographic or social categories
4. AP SUGGESTED RESOURCES Que faut-il faire pour mieux se connaître? § Evolution 101 Conseils et principes à transmettre à nos adolescents
5. § Chart: INSEE (Institut national de la statistique et des études économiques) "Dépenses culturelles et de loisirs en 2017"
6. § Video: Advice from a young woman on keeping a journal Pourquoi tenir un journal? | Habitude bien-être. (00:10–1:07/3:23–5:12)

Interpersonal:

1. Interview French teenagers over Skype to find out who had the most influence on them when it comes to their beliefs and values
2. Interview a classmate to find out their beliefs and how they formed them.
3. Speed dating- Interview classmates to determine what factors have impacted their own personal beliefs and values as Americans

Presentation:

1. Create a survey on how people acquire manners.
2. Respond to a Unified Classroom writing prompt and write a cultural comparison in which you compare and contrast manners in France and the U.S.
3. Respond to a Unified Classroom prompt about what factors have contributed to your beliefs and values, and why.
4. Students can research historical events tied to religions and create a presentation about separation of church and state in France.

Other Evidence:

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on social media and technology topics.

Interpersonal:

- I can ask and answer questions about the role of language and culture in shaping our beliefs and values
- I can exchange information about events using different time frames.
- I can describe situations that define our belief system and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentation:

- I can research, synthesize information and present information about language, history, and culture and their impact on beliefs and values making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- 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
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate 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
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Learning Activities:

- AP SUGGESTED RESOURCES § Here are some questions you can ask your students to stimulate conversation: § Quel est le rôle de l'écriture dans ta vie? Aimes-tu écrire? Si oui, préférerais-tu écrire de ce que tu observes ou de ce que tu inventes? Pourquoi? Quelle en est l'avis de tes amis?
- TEACHER TALK § Any of the themes from the unit (i.e. linguistic diversity, language and identity) can be used to create a cultural-comparison prompt in the style of the exam. Encourage students to make use of specific references from what they have studied/learned in the unit and specific references to their own culture to draw similarities and differences. § Provide a template such as a T-chart or Venn diagram to help students plan and organize their presentation. § Show students how to provide an introduction, development of the topic, and a conclusion.
- Speed dating/ Inside/ Outside Circle- Talk about your beliefs and values and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger French language learners in which you give pictures and simple French explanations for words having to do with beliefs and values
- Write a Dear Abby letter in which you describe a fictitious personal problem, switch with a classmate, who will then respond to the problem by giving advice
- Hashtag Summary- Read articles and short stories on issues related to values and create a hashtag summary for each section to check for understanding
- Create and perform a Doctor Phil type talk show in which each student acts out as a person who has opposite beliefs about manners
- Create a Venn Diagram in which you compare and contrast manners in France versus manners in the U.S. Then discuss how they are similar or different.
- Describe the picture on P. 242 and answer questions about the time period and the socio-economic status of the people in the picture
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete 2 interpretive listening activities on easy bridge
- Board Talk- Write a question on the board related to beliefs and values and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to beliefs and values
- Create a graphic organizer on the characters of the story: "Aux Champs"
- Discuss the unexpected and ironic ending of the story: "Aux Champs"
- Listen to a podcast about values and beliefs and answer multiple choice questions
- Compare and contrast different types of beliefs in France to different types of beliefs in the US
- What factors contribute to a value or belief system in a society? – Brainstorm and discuss
- Review the subjunctif and write out New Years resolutions using the tense
- Complete online activities (As needed)- grammar and vocabulary practice
- Watch and answer questions on edpuzzle video assignments
- Students will create their own Quizizz or Kahoot on Unit Concepts
- Discuss manners in France and the U.S. Create a Venn diagram and discuss- What is similar in France to the U.S. and what is different
- Read and interpret infographics about manners in France, depending on their socio-economic statuses.
- iCulture learning activities
- Review grammar and vocabulary from French 4 Honors as necessary

Resources:

[Vogue Paris](#) [Télé 7 Jours](#)
[Les Inrocks](#) [Voici](#)
[L'Officiel](#) [Numéro Magazine](#)
[Le Magazine littéraire](#) [Gala](#)
[Télérama](#) [Lire](#) [Picsou Magazine](#)
[L'expansion](#)
[Onze Mondial](#) [L'histoire](#) [Le Journal de Mickey](#) [Sport auto](#) [Revue des deux mondes](#)

Benchmarks:

SUGGESTED RESOURCES Audio Report and Article § Podcast: TFL081: “Michael Pinatton, Traverser la frontière. Interview with Kevin Vigouroux, a young videographer born in Reunion, who grew up in Morocco and France, and moved to Senegal at the age of 10. The country became his adopted home. He now lives in Senegal and creates short films for several African NGOs. The link includes a written summary (not a transcription) of the interview. Students can read first, then listen or listen first, then read. Arrivé à 10 ans au Sénégal, il déclare son amour à sa terre adoptive Article § From the blog page of author René Frégni’s website: La passion de l’écriture au fil des mots Audio § Video Interview with author René Frégni on the YouTube channel of La grande librairie (8:06-9:00): “René Frégni, romancier sauvée par les mots”

This podcast is nearly an hour long. Two segments are most accessible, although the entire interview is fascinating. The first (1:30–3:20) explores Vigouroux’s current career. The next segment (3:20–5:58) recounts his journey. § Have students identify connections between the two sources. § Introduce graphic organizers to help students organize information found in the two sources.

How did his circumstances affect his personality/career choice? Reflect on your own lives and create a presentation that depicts pivotal moments in your life that make you the person you are today.

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		

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

Standard(s):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames..

4.0	Students will be able to: <ul style="list-style-type: none"> • Present a multi-media presentation that highlights the role of religion in forming a belief or value system.
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare viewpoints/explain what defines your belief and value system • Examine what factors contribute to cultural identity • Explain cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify various values and beliefs and how one acquires them • Ask and respond to factual information about their family values those of other families • Identify differences between different types belief systems • Synthesize information found in culturally authentic materials • Use French to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
Struggling Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete</p>

	suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

ELA: <https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.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 4 contribute 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.

Unit Title: Influences of Beauty and Art
Unit Description:

Students at an Intermediate-high level will be able to communicate/compare/contrast in all modes about different aspect of the influences of beauty and art.

Students compare and contrast artistic styles, explore nuances of music, and discuss films in the target culture and how they impact our society. Musical influences are discussed and investigated.

Unit Duration: 3-4 weeks
Desired Results
Standards:

SEE UNIT 1

Understandings:

Students will understand that...

Culture influences the concept of beauty.

Cultural practices reflect the values of the individuals in a region.

Music transcends cultural barriers.

Artistic expression reflects the cultural concerns of a society through symbolism and sublime meanings.

Essential Questions:

How does music, artistic expression, dance, art, film, architecture, and literary works reflect society, its problems, and concerns?

Why is music an effective tool in reaching people?

Has the importance of music, film, art, architecture and literary works in the community changed over time?

How have traditional practices, arts and crafts contributed to culture and identity in the globalized world?

How do the arts both challenge and reflect cultural perspectives?

How does art capture and reflect the history of a community?

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:

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

Interpretive:

1. Listen and watch several YouTube videos about Edith Piaf and write down as much information as you can understand.
 - <https://youtu.be/zpP88-W01nl>
 - <https://youtu.be/2M4jUTGKc-M>
 - <https://www.youtube.com/watch?v=IMbhZxvEIGI>
2. View the trailer of Jean de Florette and predict what the movie is about:
<https://www.youtube.com/watch?v=7PaNvpCVcVA>
3. Read the article about Marcel Pagnol from L'Express" and answer questions
https://www.lexpress.fr/culture/livre/1977-jacqueline-pagnol-parle-du-temps-des-amours_2095471.html

Interpersonal:

1. Skype with a I teenager to compare and contrast their music tastes and the role of music in their lives, with those of US students. What is similar and what is different
2. Interview a classmate- What classifies something as being music? As art? Why do you feel this way? What examples can you give?
3. Have a debate with classmates about who the most influential I artist is of all time?

Presentational:

1. Written Response- What role does culture play in determining what is art? – Unified Classroom response
2. Written response- Has your view of what defines art changed throughout the years? What factors influence this? Why?

Other Evidence:**Pre-Assessment:**

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on various mediums of art and related topics..

Interpersonal:

- I can ask and answer questions about the role of various mediums of art, famous artists, and cultural aspects of art.
- I can exchange information about events using different time frames.
- I can describe situations with art, style, its effects, as well as the role of art in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about various forms of art, styles, and contributions made by artist to society, making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- 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
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Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Create a PowerPoint/multi-media presentation in which you compare and contrast an artist/musician/ author/ actor from before 1950 (before WWII) and now. Collect information on the biographies, works, their role in culture, and then compare and contrast their work and biographical differences. Present to the class

The former Midterm with Edith Piaff resource can be used as a benchmark here. See attached.

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- 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:

- USING I AP LANGUAGE AND CULTURE COURSE GUIDE: SUGGESTED RESOURCES § Invitation: Galerie Yassine à Dakar: ECLATS DAFRIK § The Bayeux museum is a rich collection of eleventh century and contemporary art, history, and architecture: Bayeux museum § Invitation: Elena Peinado Nevado Invitation au Petit Marché de l'art
- SUGGESTED RESOURCES § Poem by Charles Baudelaire "Les Fleurs due Mal" § Novel by Victor Hugo Notre-Dame de Paris
- TEACHER TALK • This well-known poem by Baudelaire, "L'invitation au voyage," exemplifies beauty and aesthetics on multiple levels, in that it is literary art and unites through synesthesia the visual, tactile, olfactory, auditory, and gustatory. This link includes the text of the poem and a literary analysis. • In Book 3, Chapter 1 of Victor Hugo's Notre Dame de Paris (pp. 120–122), Hugo describes the cathedral as a hybrid between Romanesque and Gothic, interesting to artists and historians alike, less individual work of art than social art, a national historical depot, a work of centuries. Have students discuss why the cathedral would be of interest to historians and artists alike.
- SUGGESTED RESOURCES Conversation § Teacher or student groups could create a conversation between two people discussing going to the Centre Pompidou. § The following link from France tv's 1 Jour 1 Question could also be used for interpretive listening. C'est quoi le Centre Georges Pompidou? Chart § Two infographics showing museum attendance as a function of educational attainment and a longitudinal graph showing museum attendance of segments of society along a 35-year span. Ludia Magnoni, L'Essentiel: Infographie : Qui fréquente les musées? Have students make connections/discuss chart/graph
- SUGGESTED RESOURCES § AP I Language and Culture, 2012, Free-Response Task 1, Email Reply: Free-Reponse Task 1, Email Reply § AP I Language and Culture, 2017, Free-Response Task, Email Reply: Free-Response Task 1, Email Reply § Teacher-created email that takes one of the sources from the activities in the unit and expands (i.e. an email to a student who may be interested in being an intern at the Bayeux museum or the Centre Pompidou).
- Create a guided conversation and/or improvisational conversation for students to complete with minimum guidance (different opinions on a piece of art, going to a museum, two different takes on the importance of art, etc.). § Have student pairs create a conversation in which one student calls to invite the other to the next art club meeting where participants will get to create either a painting or a sculpture. § If any of the resources for the Promotional Material task on page 54 are used, students could have a conversation about which art the students want to see and why.
- SUGGESTED RESOURCES § Quelle est l'influence des arts visuels dans ta communauté? (Could be a summative task for the unit, which encourages students to cite what they have studied in class.) § AP I Language and Culture, 2013, FreeResponse Task 4, Cultural Comparison: Quelle est l'attitude des gens de votre communauté 54ecal qui concerne l'importance des arts visuels 54ecal que la peinture, la photographie, la sculpture et le dessin? Cultural Comparison Free-Response Task 4,
- Speed dating/ Inside/ Outside Circle- Talk about your musical preferences and compare and contrast to what your classmate says. Report findings back to class
- Create a visual dictionary for younger I language learners in which you give pictures and simple I explanations for words having to do with various art forms
- Hashtag Summary- Read articles and short stories on issues related to music and film and create a hashtag summary for each section to check for understanding
- Create a Venn Diagram in which you compare and contrast music preferences in France versus music preferences vin the U.S. Then discuss how they are similar of different.
- Provide template to help students plan and organize presentational essays or speaking
- AP Classroom Personal Progress Check- Log on and complete 2 interpretive listening activities on easy bridge
- Board Talk- Write a question on the board related to various art forms and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to the movies: "La Mome", "Jean de Florette" and "Manon des Sources"
- Create a graphic organizer on the characters of the films
- Listen to a podcast about the three movies and answer multiple choice questions
- Compare and contrast movies in France to movies in the US
- Review the future tenses and write sentences in a gallery tour
- Review the conditional tense with if and when clauses and write sentences changing the outcomes of the movies
- Complete online activities (As needed)- grammar and vocabulary practice
- Watch and answer questions on edpuzzle video assignments
- Students will create their own Quizizz or Kahoot on Unit Concepts
- Discuss music in France and the U.S. Create a Venn diagram and discuss- What is similar in France to the U.S. and what is different
- Read and interpret infographics about music styles in France
- iCulture learning activities
- Review grammar and vocabulary from I 4 Honors as necessary

Resources: AP I LANGUAGE & CULTURE COURSE DESCRIPTION 2019

See appendix

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

Standard(s):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations..

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a multimedia presentation in which they compare and contrast a I and American artist of the same time period, noting differences and similarity in style, and noting the role gender and culture play in the artist's works
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare/contrast about artists and note symbolism of their art (music, literature) in detail • Explain cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify artists and their art • Identify cultural periods of art, music, and architecture • Identify I contributions to art, music, film, and architecture • Identify differences between different types art (music, movies, literary periods) • Synthesize information found in culturally authentic materials • Use I to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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	<p>http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</p> <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks;
Struggling Learners	<p>http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</p> <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	<p>www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</p> <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) <p>Rephrase and restate instructions</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete

	<ul style="list-style-type: none"> • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Interdisciplinary Connections

Indicators:

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

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

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

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

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

ELA: <https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.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 4 contribute 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.

Unit Title: AP TEST PREP**Unit Description:**

Students at an Intermediate-high level will be able to communicate/compare/contrast in all modes about different aspect of all the six AP themes.

Focus will be given on preparing students for success on the AP exam. Themes, as well as vocabulary and grammar needed for the AP exam will be reviewed.

The layout and structure will be reviewed, and time will be spent taking practice exams both on the AP College Board Classroom and on paper.

Unit Duration: 2- 3 weeks**Desired Results****Standard(s):**

SEE UNIT 1

Assessment Evidence**Understandings:**

Students will understand that...

The AP I exam focuses on being able to communicate successfully in the three modes – Interpretive, Interpersonal, and Presentational

Success on the AP exam requires being able to use context and circumlocution skills

It is expected to have an understanding of not only the I language structure, but history and culture of I speaking countries.

Essential Questions:

What tools do I need to successfully complete the AP I exam?

How can I incorporate both the language and cultural background I have learned to successfully complete the AP exam?

How can I still effectively communicate in speaking or writing if I am feeling nervous or do not know a particular word?

How will knowing the structure and technology required for the exam better help me succeed?

Performance Tasks:**5 Rules for the 3 Modes**

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

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

Interpretive:

1. Complete practice reading/ listening multiple choice questions from 2012 and 2019
2. Complete online multiple choice practice tests from AP College Board Online Classroom

Interpersonal:

1. Get a conversation card- and have a mock practice conversation about the topic given with a partner
2. Practice with AP I Exam speaking conversation prompts, and record responses on Audacity.

Presentation:

1. Complete AP I exam practice argumentative essay prompts
2. Complete practice AP I exam practice email prompts
3. Complete AP I Exam practice cultural comparison prompts

Other Evidence:**Other Evidence:****Pre-Assessment:****Self-reflection: “Can Do” statements****Interpretive:**

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on social media and technology topics..

Interpersonal:

- I can ask and answer questions about the role of technology and social media and cultural aspects of social media .
- I can exchange information about events using different time frames.
- I can describe situations with social media, and its effects, as well as the role of scientific development in society, and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentation:

- I can research, synthesize information and present information about ,medical advancements, technology, and social media, making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- 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
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements – where students must insert appropriate 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
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- Chapter Test / Unit Test, IPA or a component
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with “Can Do” statements and rubric

Benchmarks: Create a review game (Jeopardy style), incorporating grammar, vocabulary, and cultural concepts reviewed thus far that can help successfully pass the AP Exam

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 Plan

Learning Activities:

- SUGGESTED RESOURCES § AP I Language and Culture, 2014, Free-Response Task 4, Cultural Comparison: “Comment est-ce que les innovations scientifiques récentes ont touché la vie des gens dans votre communauté?” Free-Response Task 4, Cultural Comparison
- SUGGESTED RESOURCES § A Sufi parable on the path to happiness. bonheurpourtous.com. “La 63ecalag du bonheur” §
- TEACHER TALK
- Moliere’s Le Malade imaginaire: Le Malade imaginaire, Act III, Scene 10 Le Malade imaginaire, Act III, Scene 3
- § For the Moliere work, have students write an email from Argon to his brother Beralde about the benefits of seeing a doctor regularly and why this helps improve his quality of life. § Actively guide students to examine a work to determine distinguishing features and make inferences.
- SUGGESTED RESOURCES § An Ivoirian chef brings African ingredients and recipes to Paris. France 24, July 28, 2015: Chef africain, Loïc Dablé veut 63ecala la cuisine africaine sexy et accessible au plus grand nombre § Another recipe highlighting interpretive reading. Senecuisine, February 17, 2017: “MAFÉ : recette africaine” §
- TEACHER TALK
- Video: Why and how to get a good night’s sleep. Doctissimo, March 18, 2013: “Ça vous change la vie – Bien dormir”
- SUGGESTED RESOURCES § AP I Language and Culture, 2013, Free-Response Task 3, Conversation Free-Response Task 3, Conversation §
- TEACHER TALK
- Another possible conversation scenario is for a student to receive a call from a friend who is worried because he has missed several days of school and wants help finding out what assignments he’s missing. The friend indicates he has a cold because he’s been too busy and not getting enough sleep and asks for advice on how to have a better life balance.
- SUGGESTED RESOURCES § Article from Quebec about overworked students and their lack of sleep. Compares school start times in Quebec and in the U.S. Le Devoir, Jean-François Bouthillette, February 29, 2016: “Les adolescents en 63ecalage horaire”
- TEACHER TALK § Create a prompt asking students to compare in detail aspects of the target culture and their own. This can relate to any of the themes of the unit (i.e. importance of daily life to quality of life) and/or can begin to branch out, to get students to synthesize from their studies throughout the year, beyond this one unit of study. § As the year progresses, time constraints should be used so that students become more accustomed to the four minutes allotted for brainstorming and organization and the maximal use of the two minutes of presentational speaking. § Students could work in groups to generate a T-chart comparing their school with one in Quebec or elsewhere in the francophone world and then present as a group without writing out a script.
- Play Scategories daily to review vocabulary from various units
- Theme of the Day- Spend one day reviewing each unit, and give each group a different aspect of that unit to research and report on
- Conversation Cards- Put students in groups with partners, and students have two minutes to have a conversation about the topic they have been given (based on the AP topics)
- Cultural Comparisons- Put pictures of different topics and cultural issues on the board, and have students brainstorm together on what to talk about
- Use Gimkit, and Quizlet Live to practice vocabulary related to each of the topics
- Review use of Audacity and recording to allow students to be comfortable with technology for the test
- Review vocabulary and structure needed for a successful persuasive essay
- Use Kahoot to review various grammar concepts
- Complete practice 2018 AP College Board multiple choice questions (following AP College Board regulations and requirements)
- Practice and review format of email, noting necessary requirements for an email submission on the AP exam
- Look at and “review” email, writing, and speaking submissions on the College Board website, noting what makes an entry a 3, 4, 5
- Review grammar (tenses, mood, adjective endings) as necessary
- Play review Jeopardy games
- Complete and review AP College Board Classroom prompts. Review questions and concerns as necessary
- Brainstorm with a partner testing taking tips and tricks and share with the class
- Review test specific vocabulary and terms (for making an argument, reading a text), and review with Quizlet or Gimkit
- Review typical outline for an AP exam conversation, highlighting frequently used words and structures.
- Review successful formulation of a cultural comparison submission

Resources: see appendix

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

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

Standard(s):

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

4.0	Students will be able to: <ul style="list-style-type: none"> • Give a multi-media rich presentation with audio recording teaching them the skills necessary to get above a three on the AP French exam
3.0	Students will be able to: <ul style="list-style-type: none"> • Explain/compare/contrast various topics in detail • Discuss/compare factors that impact everyday life • Synthesize information and present in creative way • Describe and provide perspectives on the role of science and technology as well as social media on life in France • Discuss/compare/contrast social and political issues that impact life in France • Compare/discuss/explain French contributions to art, music, architecture, film and literature • Provide examples of cause and effect • Predict outcome based on events • Compare and contrast cultural differences
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify various aspects as related to the AP themes • Ask and respond to factual information about items related to the AP themes • Identify differences between various situations related to the AP themes • Identify French contributions in the fields of art, music, film, literature, science and technology • Synthesize information found in culturally authentic materials • Use French to paraphrase language you have read or heard • Infer the meaning of unknown words • Recall what you have done or heard • Talk about what you would do • Give your opinion • Compare and contrast
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APPENDIX:

Resources:

[AP College Board French Language and Culture Course Description 2019](#)

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[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! 2 – 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](#)

[Instructional Resources – Learning Scenarios](#)

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[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](#)

French radio stations

<http://www.radiofrance.fr/>

www.ecouterradioenligne.com/

www.radio.fr/pays/France/

www.radioguide.fm/internet-radio-france

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](#)

Stations

[Chat Stations](#)

[Reading Stations](#)

[Using Centers and Stations to Teach World Languages](#)

[Stations: Description Unit](#) – Gives a good general idea of how stations work

[Listening Stations / Centers Task Cards](#)

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