



# Washington Township School District

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

Course Title:	French Honors 4													
Grade Level(s):	11, 12													
Duration:	Full Year:	X	Semester:		Marking Period:									
Course Description:	This course is designed for the student who has successfully completed at least three years of study of the French language and is interested in increasing the level of understanding of both the language and culture. The course is an interactive, communicative-based approach through the Interpretive, Interpersonal and presentational modes where students will be listening, speaking, reading and writing in the target language. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Intermediate Mid level in the ACTFL proficiency guidelines.													
Grading Procedures:	<p>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 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.</p> <p><b><u>Grading on report cards is as follows:</u></b></p> <p>40% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)</p> <p>30% Secondary Assessments (Quizzes, Class Participation, Formative Assessments, Minor Projects)</p> <p>30% Support Assessments (Classwork, Homework)</p> <table><tr><td></td><td><b>INTERMEDIATE LOW</b></td><td><b>INTERMEDIATE MID</b></td><td><b>INTERMEDIATE HIGH</b></td></tr><tr><td><b>Interpersonal Communication</b></td><td>I can request, express and react with some details to preferences, feelings, or opinions on information in spontaneous conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions  I can express my preferences on familiar</td><td>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.  I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and</td><td>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.</td></tr></table>							<b>INTERMEDIATE LOW</b>	<b>INTERMEDIATE MID</b>	<b>INTERMEDIATE HIGH</b>	<b>Interpersonal Communication</b>	I can request, express and react with some details to preferences, feelings, or opinions on information in spontaneous conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions  I can express my preferences on familiar	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.  I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and	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.
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		and everyday topics of interest and explain why I feel that way, using simple sentences.	series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.	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.
	<b>Presentational Speaking</b>	I can present information on most familiar topics using a series of simple sentences	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>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>
	<b>Presentational Writing</b>	I can write briefly about most familiar topics and present information using a series of simple sentences	I am able to meet a number of practical writing needs. I can write short, simple compositions, communications and requests for information in loosely connected texts about personal preferences, daily routines, common events, personal experiences or researched topics. I can support my viewpoints.	I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various time frames. This includes comparisons, a series of steps, writing a description, writing a series of simple predictions about consequences of a particular action or practice and writing a hypothesis about what will happen in a situation or experiment and provide supporting information.
	<b>Interpretive Listening</b>	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear	<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.
	<b>Interpretive Reading</b>	I can understand the main idea of short and simple texts when the topic is familiar. I can identify the topic and related information from simple sentences in short informational and short fictional texts.	<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</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</p>

			conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.	events, the characters, the main emotion and some inferences.
	<b>Intercultural Communication</b>	<p>In my own and other cultures, I can compare products related to everyday life and personal interests or studies</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 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>
<b>Primary Resources:</b>	The textbook used for this course is <i>Allons Au delà</i> , copyright © 2012 by Pearson. Other authentic resources are used as the primary resources to meet the NJSLs.			

## Washington Township Principles for Effective Teaching and Learning

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

**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 Illiteracy.

<b>Designed by:</b>	Karen Lester Revised By Kayla Berry
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<b>Under the</b>	Rosemarie Armstrong, World Language and ESL Supervisor, K-12
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**Written: August 2019**

**Revised: \_\_\_\_\_ July 2021 \_\_\_\_\_**

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

## Unit 1 Title: Influence of Language and Culture on Identity

**Unit Description:** Students at an Intermediate-Mid 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 will identify and explore the stereotypes associated with various cultures and cultural groups found in France and the US. Students will demonstrate an understanding of the cultural differences that exist within all these topics.

**Unit Duration: (4-5 weeks)**

### Desired Results

#### Standard(s):

##### **Interpretive Mode of Communication**

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

##### **Interpersonal Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

##### **Presentational Mode of Communication**

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

**Students start French 4H as Intermediate Mid Learners, and move on a continuum toward Intermediate High Learners through this course.**

CORE IDEA	STANDARDS
<b>Interpretive:</b> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"><li>• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</li><li>• 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</li><li>• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</li><li>• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</li><li>• 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</li><li>• 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</li><li>• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</li></ul>

	<ul style="list-style-type: none"> <li>• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</li> <li>• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</li> </ul>
<p><b>Interpersonal:</b> 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"> <li>• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</li> <li>• 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</li> <li>• 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</li> <li>• 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</li> <li>• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</li> <li>• 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>
<p><b>Presentational:</b> 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"> <li>• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</li> <li>• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> <li>• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> <li>• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</li> <li>• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> <li>• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</li> </ul>
<b>Intercultural Statements:</b>	<b>Possible Topics</b>
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.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.

**Indicators:****Interpretive:**

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify stereotypes the effects on society
- Listen to native speakers at the high school age talk about personal identity
- View and understand videos describing immigration issues in French-speaking countries
- Compare personal and public identities in the United States and the target culture
- Understand narratives about events that happened in the past
- Understand cultural perspectives on personal and public identities
- View and understand infographics about public and personal identities
- View and understand infographics about immigration
- Students will learn about the influence of the government in French-speaking countries and how that influence affects identities and immigrants
- Listen to and watch a video about different attitudes regarding identities depending on cultures
- Listen to and watch a video about different attitudes toward immigrants depending on cultures
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Students will explore famous identities
- Understand news articles and videos identifying public identities in the target culture

**Interpersonal:**

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they ask and answer questions related to their personal and public identities
- Discuss personal identities
- Ask and answer questions about immigration
- Express opinions about immigration practices in French-speaking countries and the U.S
- Express opinions about the importance of public identities and give reasons why
- Ask questions about classmate's identities
- Tell 3 truths and a lie about yourself
- Interview classmates and identify the truths and the lie
- Describe something seen on the news about the effects of public identity
- Describe something seen on the news about preparing to enter the work force
- Interview someone from a French speaking country about his/her identity
- Interview someone from a French speaking country about his/her social media profile
- Discuss your best friend and their identity
- Interview classmates about personal objects that reflect their identity
- Do a role play with a partner assuming a famous public identity

**Presentational:**

- Present and or write about their public and personal identity
- Create a flipgrid about why you chose the French Language and how does the French culture relate to you
- Create an I am / No place for Hate poster
- Write 3 truths and one lie about yourself and your identity
- Present and discuss information about their personal identity
- Write and give your opinion on immigration policies
- Present information about a famous public person
- Create a graph comparing immigration policies in French speaking countries and the U.S.
- Write an e-mail to a high school aged student to describe your personal identity
- Write an email to a potential employer to explain how your study of French will make you a better employee
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

**Cultural Content Statement:** Personal Identity is developed through experiences that occur within one's family, one's community and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, stereotypes, prejudices, nationalities, and professional occupations)

**Communication:** discussing personal history (narrative and orally)

**Community Connections and Culture:** differences and similarities between USA and French-speaking countries regarding belief systems as stereotypes, prejudices and personality traits. Different cultures value different traits.

### Understandings:

*Students will understand that...*

1. Relating to and connecting to people from other cultures is an important part of becoming a global citizen.
2. Each culture uses both spoken and written language to relate to others in my community.
3. Learning a language influences who I am and my view of the world.
4. Personal preferences and skills are key factors to consider when making decisions about your future
5. The amount of leisure time available and how it is spent varies among cultures

### Essential Questions:

1. How are aspects of a person's identity expressed in various situations?
2. How do language and culture influence individual actions?
3. How can I use my language and other skills to relate to cultural groups in my community in an appropriate manner?
4. What personality traits are especially helpful for what professional occupations?
5. What do leisure time activities tell us about the values of a culture?
6. How do I interact in a culturally appropriate manner with others?

## 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 Tasks:

- Browse the following websites and identify Public identities  
<https://www.bonjourdefrance.com/exercices/decrire-une-celebrite-francaise.html>  
<https://www.tes.com/teaching-resource/les-c-l-brit-s-fran-aises-6432034>
- Watch a video about the ten richest French celebrities  
<https://youtu.be/0Wfq-oUVNvg>
- Watch the video clip by Maitre Gims Je suis français <https://youtu.be/hsOqEhMumaw>
- Read and interpret articles on immigration

### Other Evidence:

#### Pre-Assessment:

Self-reflection: "Can Do" statements

#### Interpretive:

- I can understand, read documents and listen to audio and video clips related to public and personal identities, stereotypes and immigration

#### Interpersonal:

- I can ask and answer questions about personal identities
- I can explain why I support or do not support immigration policies
- I can exchange information about the impact of immigration on a country
- I can describe public and personal identities
- I can describe how social media impacts one's identity

#### Presentational:

- I can present information about immigration
- I can present information about personal identities
- I can explain the importance of public identities
- I can explain why people want to immigrate
- I can explain the importance of immigration policies
- I can reflect on the different attitudes towards immigrants in the US and in French speaking countries



- Explore videos about how people in French speaking countries view immigration (EdPuzzle)

### **Interpersonal Tasks:**

- Interview a classmate to ask them what the most important aspects of their identity are and why
- Interview a French teenager to find out what the most important aspects of their identity are and why
- Compare and contrast the answers from American teenagers and French teenagers.
- Ask a partner what he/she thinks about the importance of immigration laws and share
- Meet with students who went to France with CIEE Interview them about their experiences with public and personal identities
- Interview an English Language Learner to gain insights into immigration.

### **Presentational Tasks:**

- Write aa reaction to one of the articles on immigration.
- Write a dialogue and perform with a partner-debate an immigration policy or practice and decide if you agree or disagree and why
- Create a welcome brochure for immigrants
- Create a short video clip to describe your personal identity
- List all the positive and negative aspects of your personal identity
- Students write an email to an immigrant to explain what they would need to do to assimilate into the culture

### Vocabulary evaluation/analysis

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

### **Formative Assessments:**

- Reading / Interpreting Realia – Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, EdPuzzle, Gimkit, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements – where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- Describing public and personal identities and immigration in the past using the Passé Composé with avoir, être and reflexive verbs
- Use correct time expressions with the past tense when describing public identities
- **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
- Scrabble – use letters to make words within the assigned vocabulary

### **Summative Assessments:**

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

## Learning Plan

### Learning Activities:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Brainstorm vocabulary that can be used to describe personal identity
- Speed dating/ Inside/ Outside Circle- Talk about your best qualities and what makes you unique
- Create a visual dictionary for younger French language learners in which you give pictures and simple French explanations of words having to do with personality and unique qualities
- Write positive comments about classmates in French
- Hashtag Summary- Read articles and short stories on issues related to personality, and identity and create a hashtag summary for each section to check for understanding
- Students can record a Flipgrid entry in which they show a picture of themselves that best exemplifies who they are as a person
- Brainstorm and discuss how studying French makes someone stand out and unique from other language learners
- Board Talk- Write a question on the board related to identity and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to identity and personality
- Brainstorm vocabulary that can be used to describe immigration
- Create a visual dictionary for French language immigrants in which you give pictures and simple French explanations of words having to do with immigration policies
- Board Talk- Write a question on the board related to immigration and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to immigration
- Compare and contrast French and American attitudes about immigration
- Read immigration articles on various websites
- Read current events about immigration and discuss
- Create an infographic about immigration practices in the US and France
- Interview a classmate about their opinions on immigration and share with the class
- Debate the positive and negative effects of Immigration laws
- Review use of time expressions in French and what past tense to use
- Review past tenses imparfait and passé composé with avoir and être and reflexive verbs
- Learn to use the plus que parfait
- Review and expand on negative expressions
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- Create a blog or vlog about immigration and provide support for your opinions about immigration

### Resources:

[NJ World Language Standards](#)  
[NJ World Language Progression Chart](#)  
[Annotated Glossary With Resources](#)  
[Ohio Model Curriculum](#)  
[A Green Mouse](#)  
[American Association of Teachers of French](#)  
[Bien dit! 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  
[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](#) – 11reate 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/](http://www.ecouterradioenligne.com/)  
[www.radio.fr/pays/France/](http://www.radio.fr/pays/France/)  
[www.radioguide.fm/internet-radio-france](http://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](#)

## **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.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

<b>4.0</b>	<b>Students will be able to:</b>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain cultural perspectives associated with the target culture(s) as evidenced by the cultural products and cultural practices associated with the target culture(s) and compare these perspectives with those of one's own culture.</li> <li>• Talk about your view of who you are, and why you are unique</li> <li>• Examine what factors contribute to cultural identity</li> <li>• Compare and contrast immigration practices in France, Canada and the U.S.</li> <li>• Talk about cause and effect</li> <li>• Predict outcomes based on events</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify positive and negative personality traits</li> <li>• Ask and respond to information about personal and public identities</li> <li>• Discuss immigration practices</li> <li>• Synthesize information found in culturally authentic materials</li> <li>• Use French to paraphrase language you have read or heard</li> <li>• Infer the meaning of unknown words</li> <li>• Recall what you have done or heard</li> <li>• Talk about what you would do</li> <li>• Give your opinion</li> <li>• Compare and contrast</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>



## 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 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

## Benchmark Assessment

### Interpretive task

Student will read an authentic French article on immigrant children in French schools and complete a reading comprehension guide. They will provide the main idea, the author's perspective and identify new vocabulary.

### Interpersonal Task

Comment est-ce que vous avez précisé votre identité. Quelles sont les trois catégories qui ont attribué la plus grande partie du développement de votre identité ? Expliquez comment ces catégories ont contribué à ce développement.

### Presentational Task

Dans notre classe, nous avons discuté l'histoire des États-Unis, l'immigration et les problèmes en Europe. Est-ce que tu penses que les États-Unis devraient continuer à accepter les immigrés ? Est-ce une bonne idée? Pourquoi? Pourquoi pas? Quels en sont les avantages ou les inconvénients? Donnez votre opinion personnelle.

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

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

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

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



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

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

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>• research and discuss cultural issues/perspectives in more depth;</li> <li>• 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;</li> <li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>• perspectives of a specific theme or having a futuristic twist;</li> <li>• be held accountable for additional listening comprehension tasks;</li> <li>• create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>• 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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<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"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> </ul>

	<ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. 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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

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

### Indicators:

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

### Focus on standards 9.1, 9.2 and 9.4

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

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

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

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

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

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

## **Communication:**

### **Interpersonal:**

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

### **Interpretive:**

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

### **Presentational:**

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

## **Culture:**

### **Relating Cultural Practices to Perspectives:**

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

### **Relating Cultural Products to Perspectives:**

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

### **Connections:**

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

### **Acquiring Information and Diverse Perspectives:**

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

### **Language Comparisons:**

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

### **Cultural Comparisons:**

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

## **Communities:**

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

**Lifelong Learning:**

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

**Technology:**

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

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

*Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.*

<b>Unit 2 Title: Families in Different Societies</b>	
<b>Unit Description:</b> Students at an Intermediate-Mid level will be able to communicate/compare/contrast in all modes about family and family units. They will discuss how family values impact multi-culturalism, holidays/customs and education in the target culture, and how the role of family members differs based on cultural values and ideals. Students will demonstrate an understanding of the cultural differences that exist within all these topics	
<b>Unit Duration: 4-5 weeks</b>	
<b>Desired Results</b>	
<b>Standard(s):</b>  <b>SEE UNIT 1</b>	

### Indicators:

#### Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify family units
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify school systems
- Listen to native speakers at the high school age talk about their families
- View and understand videos describing family situations in French-speaking countries
- Compare families in the United States and the target culture
- Understand cultural perspectives on family and education
- Students will compare stereo types in the U.S to stereo types in France
- Discuss the positive and negatives of stereotypes
- View and understand infographics about school systems
- Students will learn about the influence of the government in French-speaking countries and how that influence affects families and education
- Listen to and watch a video about different attitudes regarding family and education depending on cultures
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Understand news articles and videos identifying family units in the target culture

#### Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they ask and answer questions related to their families
- Discuss families and school systems
- Ask and answer questions about family units
- Express opinions about education systems in French-speaking countries and the U.S
- Express opinions about the importance of family and give reasons why
- Ask questions about classmate's family
- Describe different stereo types in detail using verbs, adjectives and nouns
- Describe something seen on the news about the effects of education
- Describe something seen on the news about preparing to enter the work force
- Interview someone from a French-speaking country about his/her family
- Interview someone from a French-speaking country about his/her education
- Discuss your best friend and their family

- Do a role play with a partner describing various stereotypes

#### **Presentational:**

- Present and or write about their family at the intermediate mid level
- Create a flipgrid about why you chose the French Language and how does the French culture relate to you
- Present and discuss information about their family
- Write and give your opinion on the importance of family in your life
- Create a graph comparing families in French-speaking countries and the U.S.
- Create a graph comparing schooling in French- speaking countries and the U.S.
- Write an e-mail to a high-school-aged student to describe your family in detail at an intermediate mid level
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

### **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:**

- Students will look at infographics about the roles of various family members and compare to statistics from US families. Create a Venn Diagram comparing and contrasting the roles
- Students will view various websites of French and Canadian high schools and compare them to the American high school
- Students will read authentic articles on the French school system from the 1950's and compare them to the French school system in current time.

#### **Interpersonal:**

- Students interview a French student or adult to find out how the role of each family member in their family. How is that similar or different to the roles of each family member in your own family? What role do you think culture plays?
- Speed Dating- Interview a classmate about his or her family, report back to the class saying what the similarities and differences between their family and your own, noting the roles each family member takes
- Look at pictures of French families, and decide if the family is typical or not typical, giving your opinion why
- Students will discuss the importance of education in France and the U.S. and give their own opinion on the importance of education

#### **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.
- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on education

#### **Interpersonal:**

- I can ask and answer questions about family roles and cultural aspects of family life.
- I can exchange information about events using different time frames.
- I can describe family situations/family events/gender roles, etc. that I like and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can describe school systems and give my opinion on them and provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can discuss the positive and negative effects of stereo types.
- 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 family life making comparisons with supporting details in different time frames.
- I can research, synthesize information and present information about school systems making comparisons with supporting details in different time frames.



<p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>Students will write Dear Abby letters and write a response to the prompt- What defines a family? Why do you think this? (PowerSchool Unified Classroom Prompt)</li> <li>Create a survey in which you ask people about the type of family they have, and what the roles of each family member are. Include details with as many questions as possible</li> <li>Students will interview their grandparents and ask them what school was like when they attended and write an essay about the differences and similarities from then and today.</li> <li>Write a poem about a stereotype using verbs, adjectives and nouns.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a poem on stereo types</li> </ul> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Reading / Interpreting Realia</li> <li>Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)</li> <li>TPR response</li> <li>Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry</li> <li>Whiteboard responses</li> <li>Exit slips / Polls</li> <li>Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread</li> <li>Student Blogs</li> <li>Cloze Statements - where students must insert appropriate vocabulary.</li> <li><u>Word Splash Activity</u> - 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</li> <li>Analyze an infographic and summarize</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Chapter Test / Unit Test, IPA or a component</li> <li>Integrated Performance Assessment or a component</li> <li>Performance Assessment showing proficiency with "Can Do" statements and rubric</li> </ul>	
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**Benchmarks:**

Create a multimedia rich presentation in which you define what you believe constitutes a family and why, identify the roles of each member of your family, and then explain whether you believe your family to be traditional or non-traditional, and why. Support your opinion.

**Learning Plan**

**Learning Activities:**

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Brainstorm vocabulary that can be used to describe family
- Speed dating/ Inside/ Outside Circle- Talk about your family and family roles
- 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
- Hashtag Summary- Read articles and short stories on issues related to family and create a hashtag summary for each section to check for understanding
- Students can record a Flipgrid entry in which they show a picture of their family and explain the family roles

- Brainstorm and discuss how studying French makes someone stand out and unique from other language learners
- Board Talk- Write a question on the board related to family and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to family
  - Brainstorm vocabulary that can be used to describe school systems
- Create a visual dictionary for younger French students in which you give pictures and simple French explanations of words having to do with school
- Board Talk- Write a question on the board related to school and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to education
  - Compare and contrast French and American attitudes about education
  - Read articles on education and school systems on various websites
  - Read current events about education and discuss
- Create an infographic about educational practices in the US and France
- Interview a classmate about their opinions on school systems and share with the class
- Debate the positive and negative effects of stereotypes
  - Brainstorm vocabulary that can be used to describe stereo types
  - Speed dating/ Inside/ Outside Circle- Talk about positive and negative aspects of stereo types
- Create a visual dictionary for younger French-language learners in which you give pictures and simple French explanations of words having to do stereo types
- Hashtag Summary- Read articles and short stories on issues related to stereo types and create a hashtag summary for each section to check for understanding
  - Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- Create a blog or vlog about family, education or stereo types and provide support for your opinions

## Resources:

[NJ World Language Standards](#)  
[NJ World Language Progression Chart](#)  
[Annotated Glossary With Resources](#)  
[Ohio Model Curriculum](#)  
[A Green Mouse](#)  
[American Association of Teachers of French](#)  
[Bien dit! 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](#)  
[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](#) – Create 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/](http://www.ecouterradioenligne.com/)  
[www.radio.fr/pays/France/](http://www.radio.fr/pays/France/)  
[www.radioguide.fm/internet-radio-france](http://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](#)

## **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.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Interview French people of multiple age groups, and determine how the idea of family and having a traditional family has changed over the years. Compile findings in a multimedia rich presentation to share with native speaking audiences</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Talk about the family and describe members of the family in great detail</li> <li>• Talk about family roles within the family</li> <li>• Talk about the French education system in great detail</li> <li>• Compare and contrast the differences and similarities of the education system in the 1950's and today</li> <li>• Talk about cause and effect</li> <li>• Predict outcome based on events</li> <li>• Compare and contrast cultural differences</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify members of the family and extended family</li> <li>• Ask and respond to factual information about their family, and other families</li> <li>• Identify differences between different types of family structures</li> <li>• Identify differences between the French and American education system</li> <li>• Synthesize information found in culturally authentic materials</li> <li>• Use French to paraphrase language you have read or heard</li> <li>• Infer the meaning of unknown words</li> <li>• Recall what you have done or heard</li> <li>• Talk about what you would do</li> <li>• Give your opinion</li> <li>• Compare and contrast</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>• research and discuss cultural issues/perspectives in more depth;</li> <li>• 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;</li> <li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>• perspectives of a specific theme or having a futuristic twist;</li> <li>• be held accountable for additional listening comprehension tasks;</li> <li>• create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>• 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</li> </ul>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> <li>• Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<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"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> </ul>



	<ul style="list-style-type: none"> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

### **Unit 3 Title: How Science & Technology Affect Our Lives**

#### **Unit Description:**

Students at an Intermediate-Mid level will be able to communicate/compare/contrast in all modes about how science and technology affect their lives. Students will explore the impact of different forms 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: 4-5 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.

CORE IDEA	STANDARDS
<p><b>Interpretive:</b> 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"> <li>• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</li> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.</li> <li>• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</li> <li>• 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).</li> <li>• 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.</li> <li>• 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.</li> </ul>
<p><b>Interpersonal:</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.)</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Presentational:</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.</li> <li>• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.</li> <li>• 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.</li> <li>• 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.</li> </ul>

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.
<p><b>Understandings:</b>  <i>Students will understand that...</i>            Lack of or access to technology impact people in many countries.</p> <p>The ethical component in scientific discovery varies by the country/religious framework in the constitutions/laws.</p> <p>The rapid advances of technology have impacted the social/emotional well-being of individuals.</p>	<p><b>Essential Questions:</b>            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?</p>

<p><b>Performance Tasks:</b></p> <p><b><u>5 Rules for the 3 Modes</u></b></p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ul style="list-style-type: none"> <li>• They must be <b><u>authentic</u></b>.</li> <li>• They should always be <b><u>engaging</u></b>.</li> <li>• Activities should be <b><u>varied</u></b>.</li> <li>• They need to be <b><u>focused</u></b> around the unit theme.</li> <li>• Class/teacher should be 90% in <b><u>target language</u></b></li> </ul> <p><b>Interpretive:</b></p> <ol style="list-style-type: none"> <li>1. Read the article: “Quant, le concurrent français de google?” and answer questions about it.</li> <li>2. Read the article: “Robot ou homme bionique: and answer questions about it.</li> <li>3. Look at infographics on how French people consume media, and answer questions</li> <li>4. Answer questions on classmates’ surveys about which invention would best improve your life</li> <li>5. Listen to interviews from various French people about their consumption of media and answer questions</li> </ol> <p><b>Interpersonal:</b></p> <ol style="list-style-type: none"> <li>1. Interview a French teenager to find out how they consume various types of media (film, music, tv, etc.)</li> <li>2. Discuss with a partner how you would improve an existing invention</li> <li>3. Debate with a classmate what changes in media/ technology need to be made in the IMC</li> <li>4. Ask a classmate- How important is having a car to you? Why?</li> </ol> <p><b>Presentational:</b></p> <ol style="list-style-type: none"> <li>1. Unified Classroom Written Prompt- How do you consume media? Why? Are you different than your classmates?</li> <li>2. Create a survey in which you ask classmates how and how often they consume various types of media</li> <li>3. Write a short email to Mr. Strout in which you give recommendations about what changes need to be made in media and technology in the IMC</li> <li>4. Create a survey in which you ask classmates what type of product/ invention they wish they could have to help improve their lives</li> </ol>	<p><b>Other Evidence:</b></p> <p><b><u>Pre-Assessment:</u></b></p> <p><b>Self-reflection: “Can Do” statements</b></p> <p><b><u>Interpretive:</u></b></p> <ul style="list-style-type: none"> <li>• I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on media and technology topics.</li> </ul> <p><b><u>Interpersonal:</u></b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions about the role of technology and different forms of media, various inventions, and the role of science and technology in everyday life.</li> <li>• I can exchange information about events using different time frames.</li> <li>• 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.</li> <li>• I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.</li> </ul> <p><b><u>Presentational:</u></b></p> <ul style="list-style-type: none"> <li>• I can research, synthesize information and present information about medical advancements, technology, and social media, making comparisons with supporting details in different time frames.</li> </ul> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Reading / Interpreting Realia</li> <li>• Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)</li> <li>• TPR response</li> <li>• Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry</li> <li>• Whiteboard responses</li> <li>• Exit slips / Polls</li> <li>• Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread</li> <li>• Student Blogs</li> <li>• Cloze Statements - where students must insert appropriate vocabulary.</li> <li>• <b><u>Word Splash Activity</u></b> - 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</li> <li>• Analyze an infographic and summarize <a href="https://www.techdirt.com/skyisrising2/">https://www.techdirt.com/skyisrising2/</a></li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter Test / Unit Test, IPA or a component</li> <li>• Integrated Performance Assessment or a component</li> <li>• Performance Assessment showing proficiency with “Can Do” statements and rubric</li> </ul>
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**Benchmarks:**

Work with a group to either create a new invention, or an improvement to an existing invention. Explain to the class what your product is, how your product works, and why the product is worth purchasing. Use various types of conjunctions to enhance your presentation. Answer classmates' questions about the product. After each group has presented, give a written response saying which product you would buy, and why

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>
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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:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Speed dating/ Inside/ Outside Circle- Talk about your relationship and consumption to all forms of media and compare and contrast to what your classmate says. Report findings back to class
- Brainstorm vocabulary that can be used to describe science and technology
- Create a visual dictionary for younger French language learners in which you give pictures and simple French explanations of words having to do with science and technology

- Hashtag Summary- Read articles and short stories on issues related to and create a hashtag summary for each section to check for understanding
- Create and roleplay a Shark Tank type show where you will persuade investors to invest in your product
- Use Kahoot, Quizlet, Quizizz, and Gimkit to review vocabulary and grammar to go with unit
- Create a Venn Diagram in which you compare and contrast the consumption of media in French culture to that the US culture.
- Read and discuss the infographics about the consumption of media by young people in France
- Respond to Unified Classroom prompt- How and how often do you consume various forms of media?
- Board Talk- Write a question on the board related to media and have students write their response on the board.
- Create a Word Wall with vocabulary and ideas relating to social media
- Compare and contrast French and American attitudes about social media
- Read current events about science and technology and discuss
- Create an infographic about media usage in the US and France
- Interview a classmate about their opinions on media usage and share with the class
- Debate the positive and negative effects of media
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- Create a blog or vlog about media types and provide support for your opinions
- From AP FRENCH LANGUAGE & CULTURE COURSE DESCRIPTION:

SUGGESTED RESOURCES Article § “Téléphone portable avantage inconvénient impact environnemental,” picbleu.fr  
Téléphone portable avantage inconvénient impact environnemental Chart § “DAS Débit Absorption Spécifique Radiations portable et santé,” chart 2, picbleu.fr, DAS Débit Absorption Spécifique Radiations portable et santé Article and Chart §  
Impact of technology and development of technology on the African continent § Each of the two articles below includes an accompanying infographic. “La soif de technologie des jeunes Africains” Jonathan Kalan, Afrique Renouveau, May 2013  
“Technologie: Le grand boom de la téléphonie mobile en Afrique” Makhtar, SeneNews, August 6, 2013

#### **Resources:**

[NJ World Language Standards](#)  
[NJ World Language Progression Chart](#)  
[Annotated Glossary With Resources](#)  
[Ohio Model Curriculum](#)  
[A Green Mouse](#)  
[American Association of Teachers of French](#)  
[Bien dit! 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](#)  
[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/](http://www.ecouterradioenligne.com/)  
[www.radio.fr/pays/France/](http://www.radio.fr/pays/France/)  
[www.radioguide.fm/internet-radio-france](http://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

## **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.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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a multi-media presentation exploring the positive and negative effects on society that are a result of how we consume our media (Netflix, social media, etc.)</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Talk about the how people consume their media</li> <li>• Talk about cause and effects</li> <li>• Predict outcome based on events</li> <li>• Compare and contrast cultural differences on views on how media is consumed by us as a society</li> <li>• Synthesize information found in websites, podcasts, and articles about media consumption, scientific discovery, and technology</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify media terms</li> <li>• Identify terms about scientific discoveries and social media</li> <li>• Use various types of conjunctions</li> <li>• Ask and respond to factual information about media and technology</li> <li>• Identify differences between different types of media</li> <li>• Synthesize information found in culturally authentic materials</li> <li>• Use French to paraphrase language you have read or heard</li> <li>• Infer the meaning of unknown words</li> <li>• Recall what you have done or heard</li> <li>• Talk about what you would do</li> <li>• Give your opinion</li> <li>• Compare and contrast</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>research and discuss cultural issues/perspectives in more depth;</li> <li>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;</li> <li>create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>perspectives of a specific theme or having a futuristic twist;</li> <li>be held accountable for additional listening comprehension tasks;</li> <li>create experiences and performances that reflect the results of research, interviews, or surveys in the target language;</li> <li>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;</li> </ul> <p>give assignments involving more sophisticated computer research and reporting</p>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>Provide students with a list of specific words and phrases you want them to know.</li> <li>Model different ways in which they can combine words and phrases for communication.</li> <li>Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>Allow students to accompany vocabulary words with pictures and English translations.</li> <li>Teach content in chunks</li> <li>Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>Adapt the text based on language needs</li> <li>Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>Create graphic organizers and charts</li> <li>Create notecards to assist in learning vocabulary</li> <li>Give extended time on Interpretive assignments</li> <li>Allow use of a dictionary (in the native language)</li> <li>Rephrase and restate instructions</li> </ul>
<b>Learners with an IEP</b>	<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"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> </ul>

	<ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. 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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the



capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

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

### Indicators:

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

### Focus on standards 9.1, 9.2 and 9.4

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

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

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

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

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

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



- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

## **Communication:**

### **Interpersonal:**

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

### **Interpretive:**

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

### **Presentational:**

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

## **Culture:**

### **Relating Cultural Practices to Perspectives:**

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

### **Relating Cultural Products to Perspectives:**

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

### **Connections:**

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

### **Acquiring Information and Diverse Perspectives:**

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

### **Language Comparisons:**

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

### **Cultural Comparisons:**

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

### **Communities:**

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

### **Lifelong Learning:**

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

**Technology:**

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

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

*Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.*

**Unit 4 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/analyze/critique information in all modes about current global challenges. Students will listen to, understand and talk about different challenges faced by countries all over the world as well as in the United States. Students will demonstrate an understanding of ways French-speaking countries are dealing with these challenges

Students will explore environmental concerns and its impact on individuals and economies.

**Unit Duration: 5-6 Weeks**

**Desired Results**

**Standard(s):**

**SEE UNIT 3**

<p><b>Understandings:</b>  <i>Students will understand that...</i>  The environment is a global issue for each country.  The role of government impacts quality of life  There are differences in opinion about the state of our environment  Countries around the world have unique issues involving the environment and human rights</p>	<p><b>Essential Questions:</b>  What environment, political and social issues pose challenges to societies throughout the world?  What are the origins of these issues?  What are possible solutions/challenges to those issues?</p>
<p>Assessment Evidence</p>	

<p><b>Performance Tasks:</b></p> <p><b><u>5 Rules for the 3 Modes</u></b></p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ul style="list-style-type: none"> <li>• They must be <b><u>authentic</u></b>.</li> <li>• They should always be <b><u>engaging</u></b>.</li> <li>• Activities should be <b><u>varied</u></b>.</li> <li>• They need to be <b><u>focused</u></b> around the unit theme.</li> <li>• Class/teacher should be 90% in <b><u>target language</u></b></li> </ul> <p><b>Interpretive:</b></p> <ol style="list-style-type: none"> <li>1. Watch Edpuzzle videos on various environmental issues. Take notes and be prepared to discuss your findings</li> <li>2. Listen to the song Le Pire by Maitre Gims <a href="https://youtu.be/BEVYAHvwiwZo">https://youtu.be/BEVYAHvwiwZo</a> and answer questions</li> <li>3. View info grams that show problems in our world today that cause problems in the environment.</li> </ol> <p><b>Interpersonal:</b></p> <ol style="list-style-type: none"> <li>1. Interview a classmate to find out what environmental problems are important to them and why</li> <li>2. Ask a classmate what environmental issues they feel are the most taxing to their communities and their country. Report findings to class</li> <li>3. Interview a French teenager over Skype to find out what environmental issues they believe to be the most pressing that they and their country are facing</li> </ol> <p><b>Presentation:</b></p> <ol style="list-style-type: none"> <li>1. Write a letter to Mr. Strout in which you outline how our school can help reduce the effect of environmental issues, you express the positives and negatives about factors that contribute to these issues</li> <li>2. PowerSchool Unified Classroom written response- What do you feel the biggest environmental issue facing our community is? How might you solve that issue?</li> <li>3. Create a poster pointing to what you feel is the most important environmental issue and give commands stating how to help reduce the effect.</li> </ol>	<p><b>Other Evidence:</b></p> <p><b>Other Evidence:</b></p> <p><b><u>Pre-Assessment:</u></b></p> <p><b>Self-reflection: “Can Do” statements</b></p> <p><b><u>Interpretive:</u></b></p> <ul style="list-style-type: none"> <li>• I can understand, read, compare and contrast documents and listen to audio clips related to global challenges</li> <li>• <b><u>Interpersonal:</u></b></li> <li>• I can ask and answer questions about environmental issues</li> <li>• I can ask and answer questions about basic human rights</li> <li>• I can exchange information about events that have happened in the past</li> <li>• I can describe what types of environmental challenges the world is facing</li> <li>• I can explain how I feel about the importance of human rights</li> </ul> <p><b><u>Presentation:</u></b></p> <ul style="list-style-type: none"> <li>• I can research, synthesize information and present information about global challenges that affect everyday life making comparisons with supporting details in different time frames.</li> </ul> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Reading / Interpreting Realia</li> <li>• Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)</li> <li>• TPR response</li> <li>• Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry</li> <li>• Whiteboard responses</li> <li>• Exit slips / Polls</li> <li>• Teacher quiz / Socrative / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread</li> <li>• Student Blogs</li> <li>• Cloze Statements - where students must insert appropriate vocabulary or grammar</li> <li>• <b><u>Word Splash Activity</u></b> - 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</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Chapter Test / Unit Test, IPA or a component</li> <li>• Integrated Performance Assessment or a component</li> <li>• Performance Assessment showing proficiency with “Can Do” statements and rubric</li> </ul>
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**Benchmarks:**

**Create a PowerPoint OR Multi Media Presentation in which you outline factors that contribute to various environmental problems, what you find good, and what you believe to be a challenge and why. Then offer solutions to these issues you addressed. Be prepared to answer questions.**

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

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

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

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

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

## Learning Plan

### Learning Activities:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Brainstorm vocabulary that can be used to describe various art forms including poetry, fables, paintings and sculpture
- Identify different kinds of environmental problems and why you might think one is more important than another
- Describe different types of art and explain why you would think one is more important than another, give reasons
- Compare and contrast environmental issues in French-speaking countries with those in the U.S.
- Compare and contrast environmental problems today to those your when your grandparents were alive
- Write and perform a dialogue discussing an environmental issue and provide possible solutions
- Compare and contrast French and American attitudes about the environment
- Create a visual dictionary describing unit vocabulary
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Bring in and describe posters that show a specific environmental problem and a possible solution
- Read about environmental problems on various websites
- Plan an environmental campaign with a small group – write an itinerary including activities and demonstrations you might have to convince people to act positively to your campaign
- Read current events about environmental issues and discuss
- Research statistics on the most relevant environmental problems and compare
- Choose one of the problems and explain why you picked that one and give reasons
- Create an infographic about the effects of humans on the environment
- Interview a classmate about the environmental issue they are most passionate about and share with the class
- Create a step-by-step guide on how to organize a campaign about an environmental issue you are passionate about
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- Create a blog or vlog about environmental issues and provide support for your opinions

### Resources:

[NJ World Language Standards](#)  
[NJ World Language Progression Chart](#)  
[Annotated Glossary With Resources](#)  
[Ohio Model Curriculum](#)  
[A Green Mouse](#)  
[American Association of Teachers of French](#)  
[Bien dit! 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

[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/](http://www.ecouterradioenligne.com/)  
[www.radio.fr/pays/France/](http://www.radio.fr/pays/France/)  
[www.radioguide.fm/internet-radio-france](http://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](#)

## **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.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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Create a multi-media presentation in which they analyze a work of two separate artists from different time periods, and compare and contrast, noting differences and similarity in style, and noting the role gender and culture play in the artist's works</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explain styles/themes/symbolism and compare artists and their art (music, literature) in detail</li> <li>• Synthesize various authentic resources and then discuss/explain cause and effect</li> <li>• Predict outcome based on events</li> <li>• Compare and contrast cultural differences</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify artists and their art</li> <li>• Identify cultural periods of art, music, and poetry</li> <li>• Identify French contributions to art, music, film, and poetry</li> <li>• Identify differences between different types art (music, movies, literary periods)</li> <li>• Synthesize information found in culturally authentic materials</li> <li>• Use French to paraphrase language you have read or heard</li> <li>• Infer the meaning of unknown words</li> <li>• Recall what you have done or heard</li> <li>• Talk about what you would do</li> <li>• Give your opinion</li> <li>• Compare and contrast</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>• research and discuss cultural issues/perspectives in more depth;</li> <li>• 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;</li> <li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>• perspectives of a specific theme or having a futuristic twist;</li> <li>• be held accountable for additional listening comprehension tasks;</li> </ul>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> </ul> <p>Rephrase and restate instructions</p>
<b>Learners with an IEP</b>	<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"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul>

	Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a> . 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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> 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.

<b>Unit 5 Title: Influences of Beauty and Art</b>
<b>Unit Description:</b> Students at an Intermediate High level will be able to communicate/analyze/critique information in all modes about esthetics, beauty and art. Students compare and contrast artistic styles, explore nuances of poetry, and discuss films, music and pieces of art in the target culture and how all these impact our society. Architecture and musical influences are discussed and investigated.
<b>Unit Duration: 5-6 weeks</b>
<b>Desired Results</b>
<b><u>Standard(s):</u></b>  <b>SEE UNIT 3</b>



**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?

**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. Read and interpret various poems by authors of different time periods and answer questions about them
2. View animated videos of fables and interpret them:  
• <https://www.youtube.com/watch?v=IPKxWKrHVq8>  
• [https://www.youtube.com/watch?v=yk\\_mEzOq1i0](https://www.youtube.com/watch?v=yk_mEzOq1i0)  
• <https://www.youtube.com/watch?v=S6hwjhiKPFE>
3. View various impressionist paintings and identify the impressionist characteristics

#### Interpersonal:

1. Skype with a French teenager to compare and contrast their definition of art with those of US students. What is similar and what is different?
2. Interview a classmate- What is the most important art form to you? Why?
3. Look at two pieces of art from two different eras. What is similar and what is different? Discuss with a classmate.
4. Explain why you like or dislike a painting and support your opinion

#### Presentational:

1. Present a piece of art that has a special meaning to you, and explain why it is significant to you
2. Written response- What is beauty? What makes something beautiful? What is not beautiful?
3. Create a survey in which you question classmates about their feeling toward certain types of art and music
4. Create a multi-media presentation about a specific fable and write an analysis, explaining the moral of the story and why you like or do not like the moral.

## 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 different forms of art.

#### Interpersonal:

- I can ask and answer questions about the role of the various forms of art and cultural aspects of art
- I can exchange information about events using different time frames.
- I can describe situations with various perspectives on art and beauty 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 different forms of art, 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:**

1. Fill out a questionnaire in which you answer questions about two particular pieces of art, music, or poems. These answers will be used to create a multi-media presentation.
2. Create a PowerPoint or GoogleSlides presentation in which you analyze two pieces of art, music, or poems from one of the artists on the list. Include biography, historical background, symbolism/political statements (if any) and details of the pieces. Also include your opinion. Present to the class.
3. Ask a classmate questions about his/ her presentation. Find out why they selected their particular pieces of art, music, or literature

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:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Brainstorm vocabulary that can be used to describe various art forms
- Describe different types of art forms and explain why you would think one is more important than another, give reasons
- Compare and contrast popular poetry and art works in French-speaking countries with those in the U.S.
- Create a visual dictionary describing unit vocabulary
- Bring in a piece of art, and describe to the class. What about it so significant to you?
- Make a Flipgrid recording in which you describe a piece of art that you really like.
- Review terms and vocabulary with Gimkit and Quizlet Live
- Discuss which form of art is most important to you, and why? Discuss answers with a classmate and record written responses on Unified Classroom
  - Listen to and answer questions from internet selections about famous French artists such as Jean de la Fontaine and Claude Monet.
- Speed dating/ Inside/ Outside Circle- Talk about what defines art. Ask classmates questions, and report your findings to the 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 art and poetry
- Hashtag Summary- Read articles and short stories on issues related to the art and music and create a hashtag summary for each section to check for understanding
- Create a Venn Diagram in which you compare and contrast poets and artists from the same time periods (Classical and Modern)
- .Board Talk- Write a question on the board related to art and poetry and have students write their response on the board
- Create a Word Wall with vocabulary and ideas relating to art and poetry
- Brainstorm – What is art? Write responses on sticky notes on board, and talk about answers as a class
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- View impressionist art works on various websites
- Read current events about poetry and art and discuss
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- Investigate what is happening on the French Art/Music scene today

### Resources:

[NJ World Language Standards](#)  
[NJ World Language Progression Chart](#)  
[Annotated Glossary With Resources](#)  
[Ohio Model Curriculum](#)  
[A Green Mouse](#)  
[American Association of Teachers of French](#)  
[Bien dit! 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  
[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/](http://www.ecouterradioenligne.com/)  
[www.radio.fr/pays/France/](http://www.radio.fr/pays/France/)  
[www.radioguide.fm/internet-radio-france](http://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](#)

## 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a presentation in which you offer solutions to an environmental issue you are passionate about</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Discuss/explain and compare political and social environmental issues based upon a variety of sources the student has reviewed.</li> <li>• Explain how the environment effects a town, a province or the country</li> <li>• Provide viewpoints/discussion using cause and effect</li> <li>• Predict outcomes based on events</li> <li>• Compare and contrast cultural differences</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify environmental terms</li> <li>• Identify terms having to do with the environment and politics (dealing with these topics)</li> <li>• Ask and respond to factual information about what you do for to improve the environment</li> <li>• Give advice</li> <li>• Synthesize information found in culturally authentic materials</li> <li>• Use French to paraphrase language you have read or heard</li> <li>• Infer the meaning of unknown words</li> <li>• Recall what you have done or heard</li> <li>• Talk about what you would do</li> <li>• Give your opinion</li> <li>• Compare and contrast</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<a href="http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a> <ul style="list-style-type: none"> <li>• research and discuss cultural issues/perspectives in more depth;</li> <li>• 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;</li> <li>• create original songs, stories, short plays, poems, designs, etc., showing multicultural</li> <li>• perspectives of a specific theme or having a futuristic twist;</li> <li>• be held accountable for additional listening comprehension tasks;</li> </ul>
<b>Struggling Learners</b>	<a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a> <ul style="list-style-type: none"> <li>• Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc.</li> <li>• Provide students with a list of specific words and phrases you want them to know.</li> <li>• Model different ways in which they can combine words and phrases for communication.</li> <li>• Have students create a section of their notebook for vocabulary and a separate section for grammar.</li> <li>• Allow students to accompany vocabulary words with pictures and English translations.</li> <li>• Teach content in chunks</li> <li>• Use of TPRS</li> </ul>
<b>English Language Learners</b>	<a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a> <ul style="list-style-type: none"> <li>• Adapt the text based on language needs</li> <li>• Create a bilingual dictionary in German and native language with a running list of vocabulary</li> <li>• Create graphic organizers and charts</li> <li>• Create notecards to assist in learning vocabulary</li> <li>• Give extended time on Interpretive assignments</li> <li>• Allow use of a dictionary (in the native language)</li> </ul> <p>Rephrase and restate instructions</p>
<b>Learners with an IEP</b>	<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"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul>

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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 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

