



Washington Township School District

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

Course Title:	Honors 3 French				
Grade Level(s):	10, 11, 12				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
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 intermediat- low level to the intermediate- mid 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><u>Grading on report cards is as follows:</u></p> <p>50% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)</p> <p>35% Secondary Assessments (Quizzes, Class Participation, Formative Assessments, Minor Projects)</p> <p>15% Support Assessments (Classwork, Homework)</p>				
		INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	

	Interpersonal Communication	<p>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</p> <p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p>	<p>I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.</p>	<p>I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p>
	Presentational Speaking	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>
	Presentational Writing	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.
	Interpretive Listening	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.

	Interpretive Reading	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.	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. I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts. This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.
	Intercultural Communication	In my own and other cultures I can compare products related to everyday life and personal interests or studies 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.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. 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.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. 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.
Primary Resources:	The textbook used for this course is <i>Bient dit! 2</i> , copyright © 2013 by Houghton Mifflin Harcourt Publishing Company. 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 21st Century skills for College and Career Readiness in a global society

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

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

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

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

Designed by:	Karen Lester Revised by Kayla Berry
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Under the	Rosemarie Armstrong, World Language and ESL Supervisor, K-12
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Written: August 2018

Revised: _____ July 2021 _____

BOE Approval: _____

Unit Title: Contemporary Life: Vacation, Camping and Travel

Unit Description: Students at an Intermediate-Mid level will be able to communicate/compare/contrast in all modes about different aspect of Contemporary Life. Students will listen to, understand and talk about the benefits of travel, vacations, camping, the positive and negative aspects of tourism and how vacation time is spent in countries all over the world as well as in the United States. Students will demonstrate an understanding of the cultural differences that exist within all these topics.

Unit Duration: 1 Marking period

Desired Results**Standard(s):****Interpretive Mode of Communication**

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Students start French 3H as Intermediate Low Learners, and move on a continuum toward Intermediate Mid Learners through this course.

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.• 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

<p>Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<p>Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Intercultural Statements:</p> <p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Possible Topics</p> <p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p> <p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.</p>
<p>Indicators:</p>	

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify vacation time and the effects on society
- Listen to native speakers at the high school age talk about leisure time activities
- View and understand videos describing popular travel destinations
- Compare vacations taken in French speaking countries to vacations taken in the U.S.
- Compare leisure time activities in the United States and the target culture
- Understand narratives about events that happened in the past
- Understand cultural perspectives on vacationing and travel
- View and understand infographics describing ecotourism
- View and understand infographics about travel destinations
- Students will learn about the influence of the government in French-speaking countries and how that influence affects leisure and vacation time
- Match pictures based on oral descriptions of popular vacation spots
- Listen to and watch a video about different attitudes regarding vacations depending on cultures
- Interpret ads/fliers from French speaking countries travel destinations
- Students will learn about emergency situations/medical practices that vary from the U.S. and should be known prior to traveling.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Listen to a description of a travel resort and identify the different things you can do there, how to get there
- Students will explore signage of travel/military time/road signs in target countries
- Understand news articles and videos explaining ecotourism
- Read and understand which the most popular tourist locations are and why
<https://www.msn.com/fr-ch/lifestyle/voyage/les-30-sites-touristiques-les-plus-visites-de-france/ss-BBFReWt>

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they ask and answer questions related to preferences of vacation locations
- Discuss travel and vacation experiences
- Ask and answer questions about ecotourism
- Express opinions about the positive and negative aspects of tourism and provide support
- Express opinions about the importance of being an ecotourist and give reasons why
- Discuss the advantages and disadvantages of camping
- Explain why or why not you would like to go camping and give reasons
- Ask questions about leisure time activities
- Create a survey about vacation activities
- Interview classmates about their travel experiences and create a graph showing the results.
- Describe something seen on the news about the effects of tourism
- Describe something seen on the news about preparing to enter the work force
- Interview someone from a French speaking country about his/her experience with tourism
- Interview someone from a French speaking country about his/her vacation experiences
- Discuss popular travel destinations of French people in France, Europeans traveling to France.
- Discuss accidents that may occur while traveling and how to handle them
- Discuss with a partner where in France or another French speaking country you would like to travel and why
- Speak about vacations you have experienced in your personal life
- Talk about how long vacations are in various French speaking countries and compare to the amount of vacation time in the U.S.
- Compare and contrast different ways of vacationing
- Discuss pitfalls of traveling
- Do a role play with a partner about where you might like to travel

Presentational:

- Present and or write about personal childhood experiences while traveling

- Create a brochure for a travel destination in a French speaking country
- Create a travel journal explaining where you went / what you saw / how you traveled
- Create an original vacation story based on a photograph/cartoon picture
- Write step by step instructions for a friend who is going camping for the first time
- Present and discuss information about ecotourism
- Present and or write information about the positive and negative effects of tourism
- Create a Venn Diagram to compare vacation locations in the United States and the target culture
- Present information about safety tips while traveling
- Write an e-mail to a high school aged student to ask about his/her favorite leisure time activities
- Create an infographic to present helpful tips to be a polite and ecofriendly traveler
- Write a story about a travel nightmare and all the things that went wrong
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

Understandings:

Students will understand that...

1. Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.
2. The amount of leisure time available and how it is spent varies among cultures.
3. The role of government influences the quality of life.
4. The way vacation time is spent reflects the values of a culture.
5. Time spent traveling creates cultural understanding.
6. Tourists should behave as guests in the country they are visiting.
7. Tourism has both negative and positive effects.

Essential Questions:

1. What teenage activities are the same or different in the target culture?
2. What do vacation, and travel activities tell us about the values of a culture?
3. How does our concept of vacation differ from that of the target culture?
4. How does travel change my life?
5. How do I interact appropriately in situations encountered in travel?
6. How do I get around in the target culture?
7. How does government affect the quality of life?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

- 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 the different ways people vacation
 - <https://www.quebeclocationdechalets.com/>
 - <https://www.pierreetvacances.com/>
 - <https://www.leclercvoyages.com/france>
 - <https://www.locatour.com/vacances/location-france.html>
- Read a train / plane schedule and plan the route to get from point A to point B
 - <https://www.viarail.ca/fr/tarifs-et-forfaits/forfaits>
 - <https://www.edreams.fr/travel/>

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio and video clips related to travel, vacation, camping and ecotourism.

Interpersonal:

- I can ask and answer questions about travel experiences
- I can explain why or why not to go camping
- I can ask and answer questions about vacations
- I can exchange information about the impact of tourists on the environment
- I can describe ecotourism
- I can describe how vacation time is commonly spent by people my own age
- I can describe how to prevent common medical problems when traveling
- I can explain why tourism can have negative effects on a country

Presentation:

- I can present information about travel etiquette

- Watch an ad for a resort and identify the key pieces of information
<https://youtu.be/nP1wQaM1twg>
- Browse brochures for study abroad programs and decide which one is best for you
- Research and make an itinerary for your dream trip to a French-speaking country
- Explore videos about how people in French speaking countries spend their vacation time
- Answer questions about the video and the information and vocabulary presented
- Watch video about benefits of travel
<https://youtu.be/Ou3ci1cT254>
- Read the article about the downside of cruise ships and answer the comprehension questions, identify vocabulary and express your own opinion about cruising. <https://www.make-my-trip.fr/conseils-aux-voyageurs/excursion-croisiere/>

Interpersonal Tasks:

- Ask a partner to describe where he/she would like to go on their next vacation and how they would travel
- Ask a partner what he/she thinks about the importance of vacation time
- Describe a vacation you took to a classmate and compare your experiences
- Ask a partner about how they generally spend their vacation and what they do, take turns
- With a partner – list the top five reasons that travel is important. Compare your answers with another group
- Role play the parts of travel agent and client.
- React with a partner to a specific travel situation – lost luggage, missed connection, late train
- Interview classmates about their favorite and least favorite family vacations
- Imagine the class wins the lottery – engage in a class debate about where to travel as a group and what to see while we are there.
- Watch the video about Marseille and discuss what you saw and why you would like to / would not like to go there. <https://youtu.be/G87bG7XzaPk>
- Meet with students who went to France with CIEE Interview them about their experiences.

Presentational Tasks:

- Write about a family trip taken in the past include details about where you went, where you stayed, how you got there etc.
- Write a dialogue and perform with a partner-debate a travel destination and explain all the things you can do when you are there
- Create a travel brochure for a destination in a French speaking country

- I can present information about ecotourism
- I can explain the importance of vacation and travel
- I can explain why people go camping or not
- I can explain why I want to travel to a specific place and outline the things I will do there
- I can explain the importance of free time and travel
- I can reflect on the different attitudes about travel and free time in the US and in French speaking countries

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. getting around town activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. 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, 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 vacations and camping in the past using the Passé Composé with avoir, être and reflexive
- Use correct time expressions with the past tense to indicate when on vacation
- Using correct prepositions with countries and cities
- **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

- Identify different types of vacations and what you might do on each
- Create a short video advertisement for a travel destination
- List five places you would like to visit, find photos, create a PowerPoint or Prezi to describe that location to the class.
- Students receive an email from a travel agent about something that has gone wrong with their travel plans. Respond to the email asking appropriate questions and posing possible solutions or alternatives.
- Write a postcard to a friend about a place your visited, describe what you did, what you ate, what you saw
- Write a blog describing a trip that you took, including pictures, details about where you went, how you got there and what you did in each place.
- After using to <https://www.pierreenvacances.com/> make an itinerary for your dream trip to France, create a presentation to persuade your parents to gift you the trip as a graduation present. Include suggestions on places to visit, see, eat, sleep.
- Write a postcard to a friend about a place visited, describe what you saw, what your hotel was like and where you ate. Describe the culture and the people that you met while there. Make recommendations for your friend if they visit the same place.
- With a partner write out a plan for a camping trip to the island of Corsica. Include all necessary equipment you will need and all the things you will need to prepare for
- Describe negative and positive aspects of tourism. Give suggestions for ways tourists can leave less of a negative impact on places they visit.
- After reading about ecotourism and popular destinations, create an infographic that explains what it is and places for ecotourist to visit, and what they can do there
<https://www.easyvoyage.com/bon-plan-voyage/les-bons-exemples-de-l-ecotourisme>

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- 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 travel scenarios
- Describe different options for traveling between two locations
- Identify different kinds of hotel options and why you might choose one over the other
- Describe different types of vacationing and explain why you would choose one over another, give reasons
- Listen to announcements in a train station or airport and decide what to do next

- Talk about what modes of transportation are available to you in different cities / places.
- Talk about what to pack for specific travel destinations
- Identify prepositions of location and their uses with countries and cities
- Write and perform dialogue about going to (a city) for the weekend, discuss how you will get around
- Choose a travel destination and discuss with your partner how to get there, what to do when you go
- Compare and contrast French and American attitudes about vacationing
- Review use of time expressions in French and what past tense to use
- Review the months / seasons / weather vocabulary in relation to why we travel and what we do when we travel
- Create a visual dictionary describing unit vocabulary
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Bring in and describe pictures from a trip you took and describe all details
- Handout individual travel “nightmare” scenarios” and have students react and say what to do next
- Read travel destinations on various websites
- Plan a trip with a small group – write an itinerary, plan how to get there, what to do when you arrive, etc...
- Read current events about vacations and discuss
- Research statistics on the most popular vacation spots of French teenagers and compare
- Watch videos about tourists visiting specific cities in French speaking countries. Choose one and explain why you would like to visit, give reasons
- Review use of dates, times and numbers
- Go to <https://www.leclercvoyages.com/france> and plan a trip, exploring schedules, ticket prices for a variety of destinations, departure and travel dates
- Create an infographic about ecotourism
- Interview a classmate about their travel experiences and share with the class
- Write an e-mail to relatives to plan vacation activities, include all details
- Create a presentation for an ideal vacation
- Debate the positive and negative effects of tourism
- *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 camping and provide support for your opinions about camping

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/
www.radio.fr/pays/France/
www.radioguide.fm/internet-radio-france

Vacation websites

<https://www.quebeclocationdechalets.com/>
<https://www.pierreetvacances.com/>
<https://www.leclercvoyages.com/france>
<https://www.locatour.com/vacances/location-france.html>

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.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

4.0 Students will be able to:

- Engage in an unrehearsed conversation about the importance of ecotourism

3.0 Students will be able to:

- Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to vacations, travel and camping
- Create a presentation about an ideal vacation
- Understand/compare/contrast cultural perspectives on vacations
- Understand/compare/contrast cultural perspectives on the importance of travel etiquette
- Understand the importance of ecotourism
- Explain the connection between tourism and the environment

2.0 Students will be able to:

- Ask and respond to questions about vacations, camping and travel
- Describe personal travel experiences in the past tense using the passé composé and imparfait
- Identify vocabulary related to the themes of travel, vacationing and camping
- Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept
- Describe ways people from French speaking countries spend their vacations and compare them to the way people in the U.S. spend their vacations
- Discuss the benefits of travel and benefits of vacation time
- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classrooms and cultural activities.
- Use expressions of time when describing their vacation experiences in the past tense
- Plan a trip using French travel website
- Ask for help and suggestions for where to travel on your next vacation
- Understand the different ways to vacation in French speaking countries

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Benchmark Assessment

A. Interpretive task

Camping Au Sénégal

"Djidjack" et son équipe vous accueillent pour un séjour de rêve



Le Sénégal

Le Sénégal est bordé au Nord par la Mauritanie, à l'Est par le Mali et au Sud par les deux Guinées. Le climat est extraordinaire de novembre à juin, chaud la journée et frais la nuit. De juillet à octobre, c'est l'hivernage, chaud et avec des pluies que chacun attend, primordiales pour la vie de la région. La nature est luxuriante et déborde de



vitalité. Ces deux périodes méritent une visite..

Le Sénégal s'ouvre sur l'Atlantique avec ses 530 kms de plages. Celle de Palmarin, sur plus de 20 kms, est sablonneuse et sans danger.

Les peuples



Diola, Mandingue, Peul, Soninkés, Sérères, Bassari, Wolof, tous luttent pour une vie meilleure et pour garder leur tradition. Ces ethnies vivent en harmonie. "Djidjack" est intégré en pays Sérère, profite de la tolérance religieuse et de la paix qui caractérisent ses habitants et participe au développement de la région.

Infos-Voyage



Passeport en cours de validité - Visa non CEE - Vaccins: consulter votre médecin - Monnaie: euros et CFA - Possibilité de change à Djidjack au taux de 650. Attention: C'est à Dakar, Mbour et Kaolack qu'il est possible de retirer de l'argent dans des distributeurs... Transfert en taxi privé, en taxi brousse ou en car rapide. Vous munir de: chapeau, lunettes de soleil, crème solaire, répulsif anti-moustiques, chaussures légères et de marche ...

Aéroport International de Dakar-Yoff



Gorgui N'Doye, notre partenaire et ami à Dakar, vous accueille à la sortie en brandissant une pancarte portant votre nom au dessus de sa tête!!! Avant le débarquement, remplissez la fiche "séjour" pour la douane!!!

La grandeur des cases et leur système de ventilation naturel offrent confort et fraîcheur



Djidjack est implanté entre Palmarin N'Gounoumanne et Palmarin N'Gallou en bord d'océan. Ces deux villages s'atteignent à pieds en 15 et 20 minutes par la plage. Villages de pêcheurs et de cultivateurs, les habitants vous accueillent avec chaleur. Le chef du village de N'Gounoumanne, Christophe, vous expliquera le fonctionnement de son village, les traditions, sa vision du développement... Si vous venez à l'époque des cultures, il vous emmènera volontiers travailler aux champs avec lui!!!

Capacité d'accueil:

5 bungalows simples pouvant accueillir 3 personnes chacun

5 bungalows doubles, avec 2 -3 chambres, pouvant accueillir jusqu'à 6 personnes!!!

Chacun possède une salle de bains et un coin salon

Une tente Mauritanienne de 8 couchages (hors saison des pluies)

Un camping de 8 emplacements à l'ombre des arbres



La case à Impluvium, espace convivial regroupe restaurant, bar et bibliothèques.

Un accès INTERNET WIFI est mis à disposition de nos clients.

Au centre, l'Impluvium, construit sur le modèle des Diolas de Casamance, permet de récolter l'eau pendant la saison des pluies et il est un véritable puits de lumière pour le soleil ou la lune ...

Au bar, les sirops locaux, bissaps, pain de singe ... Le Morito reste la spécialité de Graziella!!!

Au restaurant vous dégusterez pour le déjeuner des plats sénégalais ou des buffets. Le soir, repas européens. Possibilité de prendre le repas à la table d'hôtes

A la bibliothèque: Plus de 600 BD vous attendent, romans divers jeux





Le Baobab Sacré Djidjack, "porte" pour atteindre l'ancêtre Djidjack est le protecteur de la concession. Il a été consacré par les descendants de la famille Djidjack du village de Djilor, bâti par l'ancêtre il y a plus de 475 ans ...Culture et animisme sont indissociables et Djidjack s'inscrit dans cette filiation.

Une petite piscine en eau de mer et en coquilliers attend les petits comme les grands!!!



Plusieurs terrasses dans les baobabs permettent de se reposer ou de prendre le petit déjeuner

Pour les groupes ou individuellement, une tente mauritanienne est installée dans le campement. La tente n'est pas accessible durant la saison des pluies.

Pour les routards, ou autres voyageurs, un camping ombragé est à disposition.



Le camping

Le terrain de camping de Djidjack, récemment agrandi, accueille à l'ombre des baobabs et des acacias les camping-cars, les 4 x 4 et bien entendu les tentes.

Les clients du camping bénéficient de l'ensemble de l'équipement de Djidjack : petite piscine, bibliothèque, plage....

Tarifs : 2500.- CFA par personne plus 600.- CFA de taxe touristique

Attention : l'eau est rare et son utilisation doit être raisonnable !!!

Activités comprises dans le forfait 7 jours



Excursion en pirogue d'une demi-journée sur le Siné - Saloum: découverte des îles, des amas coquilliers, de la pêche à la palangrotte ... et d'une des plus belles plages de la région.

Excursion en calèche de 3 heures dans la réserve de la biosphère de Palmarin

Excursion d'une journée à M'Bissel, ancienne capitale des rois du Sine

Balade et bivouac



Balade à Fadhiout sur l'île aux coquillages ou Bivouac sur les îles du Siné-Saloum en pirogue, île de Sangomar, site classé par l'Unesco - île aux oiseaux ... Des moments inoubliables où le poisson grillé sur la plage prend un goût inégalable.

Les prix sont variables selon le nombre de personnes, la durée... N'hésitez pas à nous [contacter](#)

BON VOYAGE

Interpersonal Task

You are having a conversation with your French speaking friend about what you did **last weekend**. Answer your friend's questions and ask her a question or two about her activities last weekend. Remember to ask her to repeat a question if you don't understand.

INTERPRETIVE TASK COMPREHENSION GUIDE:

I. Main Idea(s). Using information from the article, provide the main idea(s) of the article in English.

II. Supporting details. For each of the following,

- Circle the letter of each detail that is mentioned in the article
- Write the information that is given in the article in the space provided next to the detail below

A. The tribes struggle to keep their traditions alive.

B. Each bungalow has a bathroom.

C. You must cook your own meals because there is no place to eat.

D. The rainy season is November to June in Senegal.

E. There is not a lot of water available, so you should conserve.

F. There is no access to Wifi.

G. You should contact your doctor to see if you need any vaccines before traveling there.

H. Senegal is located on the Atlantic Ocean.

III. Meaning from context.

Based on this reading write what the following three words probably mean in English.

L'île _____

terrasses _____

les pluies _____

B. Presentational Task

You are writing an email to your French speaking friend about your plans for next summer. Tell her about your vacation plans for next summer. Give her many details such as: the weather, where you will go, what you will do there, what a typical day will be like and if you will have fun.

C. Interpersonal Task

You are having a conversation with your French speaking friend about what you did last weekend. Answer your friend's questions and ask her a question or two about her activities last weekend.

Remember to ask her to repeat a question if you don't understand.

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	
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Unit Modifications for Special Population Students	
Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> research and discuss cultural issues/perspectives in more depth; pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; create original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist; be held accountable for additional listening comprehension tasks; create experiences and performances that reflect the results of research, interviews, or surveys in the target language; writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; <p>give assignments involving more sophisticated computer research and reporting</p>
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> Adapt the text based on language needs Create a bilingual dictionary in German and native language with a running list of vocabulary Create graphic organizers and charts Create notecards to assist in learning vocabulary Give extended time on Interpretive assignments Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	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

	<p>that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

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 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For 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
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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 2A: Family and Communities: Childhood and Adolescence

Unit Description: Students at an Intermediate-mid level will be able to communicate/compare/contrast in all modes of communication about the role of family and communities in the target culture. Students will listen to, understand and talk about childhood activities experienced in French-speaking countries and compare and contrast them to similar activities in the United States.

Unit Duration: 4-5 weeks (1/2 marking period)

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 3H as Intermediate Low Learners, and move on a continuum toward Intermediate Mid Learners through this course.

CORE IDEA	STANDARDS
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<p>Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.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. • 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. • 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. • 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. • 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.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<p>Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.
<p>Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.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. • 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. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 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.

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.	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 childhood activities and the effects on society
- Listen to native speakers at the high school age talk about childhood activities
- Compare childhood activities in the United States and the target culture
- Understand narratives about events that happened in the past
- Understand cultural perspectives on childhood and adolescence
- Listen to children's songs and identify keywords
- Understand narratives about childhood activities that happened in the past
- View and understand infographics depicting childhood activities in the target culture
- Students will learn about the influence of the government in French-speaking countries and how that influence affects the social interactions of its citizens
- Interpret ads/fliers from French-speaking countries about children's summer camps and identify activities offered
- Recognize common gestures, intonation, and other visual or auditory cues of the target language
- Listen to descriptions of various childhood activities and identify them

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they ask and answer questions related to childhood activities
- Discuss childhood games and childhood activities
- Discuss personal childhood experiences
- Express opinions about the positive and negative aspects of current and past childhood activities and provide support
- Ask questions about childhood activities
- Create a survey about childhood activities
- Interview classmates about their childhood experiences and create a graph showing the results
- Describe something seen on the news about the effects of changing childhood activities
- Talk about childhood activities in various French speaking countries and compare to those in the U.S.
- Interview someone from a French-speaking country about their childhood activities in his/her culture

Presentational:

- Present and or write about personal childhood experiences

- Present and discuss information about popular childhood activities in French-speaking countries and compare and contrast to those in the U.S
- Create a survey in which you ask people of various ages about their childhood activities
- Create a Venn Diagram to compare childhood activities now with those from prior times
- Write an e-mail to a high school aged student about childhood activities from the past
- Create an infographic to present about childhood activities in the target culture
- Create an original children's song
- Create a flyer promoting a children's summer camp, including all activities available include modern and old-fashioned games and activities
- Write step-by-step instructions for a friend who has never played a certain childhood game or activity
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

Understandings:

Students will understand that...

1. Technology has changed the way social relationships develop and are maintained
2. Living in different areas will affect lifestyle and activities based on cultural or community differences
3. There are many similarities and differences in childhood experiences
4. The role of government influences the quality of life

Essential Questions:

1. How do childhood activities compare across cultures?
2. How are childhood experiences from the U.S. similar to and different from those in the target culture?
3. How does where one lives shape the types of activities one does?
4. How does one's life experiences and where he/she is from affect his/her life?
5. How do American childhood activities compare/contrast to French childhood activities?
6. How do French childhood activities differ among different French-speaking cultures?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

- 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 the different childhood activities
<https://activitesmaison.com/jeux/>
<https://activitesmaison.com/activites-nature/>
<https://www.les-supers-parents.com/51-activites-a-faire-imperativement-avant-12-ans/>

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio clips related to childhood activities.

Interpersonal:

- I can ask and answer questions about childhood activities in the past and the present tense
- I can ask and answer questions about personal childhood experiences
- I can exchange information about childhood experiences in modern times as well as former times
- I can explain why childhood traditions are important in a culture

Presentational:

- I can present information about the ways childhood activities are changing
- I can present information about different childhood activities
- I can explain the importance of play in one's childhood

Formative Assessments:

- Watch an ad for a children's summer camp and identify the key pieces of information
<https://www.planetevacances.net/bundles/resapro/template/config/4485108245ab3c5b281d287.37532510.pdf>
- Browse brochures for daycare programs and decide which one offers the most activities
- Explore various summer camps for children of different ages and compare the activities
<http://www.123sejours.com/>
- Read the following blogs and identify games older people played
<https://enfantphotohumaniste.wordpress.com/category/a-quoi-ils-jouaient/>
- View the slide show to find out what toys people played with between 1900 and 1970
<https://slideplayer.fr/slide/1635535/>

Interpersonal Tasks:

- Ask a partner to describe what type of games he/she played when they were young
- Ask a partner what he/she played with as a child
- Describe your childhood activities to a classmate and compare your experiences
- Ask a partner about what their younger siblings play, compared to what you played when you were that age, take turns
- With a partner – list the top five reasons why childhood play is important. Compare your answers with another group
- Interview classmates about their favorite and least favorite childhood activities
- Interview your classmates about the childhood activities your grandparents participated in
-

Presentational Tasks:

- Write about your childhood experiences
- Create a flyer for a children's summer camp and include the many games and activities
- Create a short video advertisement for a children's summer camp
- Write a postcard to a friend about your childhood experiences
- Write an email describing what your grandparents used to play with when they were your age

- 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, etc.
- Student Blogs
- Matching vocabulary with photos
- Cloze Statements - where students must insert appropriate vocabulary.
- Analyze an infographic and summarize
- Listening to authentic audio/video clips
- Use the correct forms of the passé composé and the imparfait to explain your childhood experiences
- Use the expression: être en train de, to say what you are currently doing

Summative Assessments:

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

- After using <http://www.123sejours.com/> make an original itinerary for week long children's camp Include suggestions on places to visit, activities that will take place, games to play, what they would eat and where they would sleep.
- Create and present an autobiographical video/powerpoint of what you were like and what activities you did as a child.

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 childhood activities
- Identify different kinds of childhood games and why you might choose one over the other
- Describe different types of childhood toys and explain why you would choose one over another, give reasons
- Compare and contrast childhood activities in French-speaking countries with those in the U.S.
- Compare and contrast childhood activities you did to those your grandparents did
- Talk about what you used to play when you were a specific age (when I was 5... when I was 10...etc...)
- Write and perform a dialogue about what activities you did at a specific age
- Compare and contrast French and American attitudes about childhood play
- Review use of time expressions in French and what past tense to use
- Create a visual dictionary describing unit vocabulary
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Bring in and describe pictures from when you were a certain age and describe what you were like and what you did
- Read about childhood activities on various websites
- Plan a children's summer camp with a small group – write an itinerary including games, activities, what eating and sleeping arrangements you'll have
-
- Read current events about childhood activities and discuss
- Research statistics on the most popular childhood activities and compare
- Choose one of the popular activities and explain why you picked that one and give reasons
- Create an infographic about the effects of child play
- Interview a classmate about their childhood experiences and share with the class
- Create a step-by-step guide on how to play a childhood game
- *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 childhood activities and provide support for your opinions

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):	
<ul style="list-style-type: none"> 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. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Engage in an unrehearsed conversation about the importance of traditions as it pertains to the preservation of ones culture
3.0	Students will be able to: <ul style="list-style-type: none"> Use digital tools and face to face communication to ask classmates and members of the target culture questions related to childhood and cultural traditions Create a presentation about a personal childhood tradition Understand cultural perspectives on the role of grandparents in the family Understand cultural perspectives on the importance of child play Understand the importance of engaging in cultural traditions Exchange information about ways technology has changed childhood experiences Explain the importance of child play
2.0	Students will be able to: <ul style="list-style-type: none"> Ask and respond to simple questions Discuss personal childhood experiences Identify vocabulary related to the theme of childhood activities Describe events that happened in the past using the passé composé and the imparfait tenses Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept Recognize cognates Create short written or spoken responses with practiced vocabulary Discuss ways childhood activities are incorporated into traditions
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit 2B: Contemporary Life: country living vs. city living

Unit Description: Students at an Intermediate-Mid level will be able to communicate/compare/contrast in all modes about different aspect of Contemporary Life. Students will listen to, understand and talk about the benefits of living in the country versus living in the city, the positive and negative aspects of both and what city and country living is in French-speaking countries all over the world as well as in the United States. Students will demonstrate an understanding of the cultural differences that exist within all these topics.

Unit Duration: 4-5 weeks (1/2 Marking period)

Desired Results

Standard(s):

SEE UNIT 2

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify country living and city living, and the effects on society
- Listen to native speakers at the high school age talk about where they prefer to live
- View and understand videos describing popular cities and county locations
- Compare living situations in French speaking countries to living situations in the U.S.
- Compare advantages and disadvantages for living in the city
- Compare advantages and disadvantages for living in the country
- Understand narratives about events that happened in the past
- Understand cultural perspectives on country and city living
- View and understand infographics describing country and city living
- Students will learn about the influence of the government in French-speaking countries and how that influence affects where one lives
- Match pictures based on oral descriptions of country vocabulary
- Listen to and watch a video about different attitudes regarding country living and city living
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Listen to a description of a living situation and identify the different advantages and disadvantages

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they ask and answer questions related to preferences of living situations
- Discuss experiences of living in the city or the country
- Ask and answer questions about country living and city living
- Express opinions about the positive and negative aspects of living in the country and provide support
- Express opinions about the positive and negative aspects of living in the city and provide support
- Explain why or why not you would like to live in the city or the country and give reasons
- Ask questions about living in the city or living in the country
- Create a survey about country and city living
- Interview classmates about their experiences of living in the city or the country and create a graph showing the results.
- Describe something seen on the news about the effects of living in the city
- Describe something seen on the news about the effects of living in the country
- Interview someone from a French speaking country about his/her experience of country or city living
- Discuss popular cities where French people like to live
- Discuss popular country locations where French people like to live
- Discuss with a partner where in France or another French speaking country you would like to live and why
- Speak about living situations you have experienced in your personal life

- Talk about how many people like to live in the country compared to how many people like to live in the city in various French speaking countries and compare the same in the U.S.
- Discuss pitfalls of living in the country or living in the city
- Do a role play with a partner about where you would prefer to live and provide support for your opinions

Presentational:

- Present and or write about personal living experiences
- Create a brochure for a realtor in a French speaking country
- Create an original story about what one could encounter while living in the country and/or living in the city based on a photograph/cartoon picture
- Present and or write information about the positive and negative effects of living in the city
- Present and or write information about the positive and negative effects of living in the city
- Create a Venn Diagram to compare living situations in the United States and the target culture
- Write an e-mail to a high school aged student to ask about his/her favorite future place to live
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

Understandings:

Students will understand that...

1. Personal preferences and skills are key factors to consider when making decisions about where to live.
2. The living conditions whether in the country or in the city vary among cultures.
3. The role of government influences the quality of life.
4. Where one lives reflects the values of a culture.
5. Country living and city living have both negative and positive effects.

Essential Questions:

8. What living conditions are the same or different in the target culture?
9. What does where one lives tell us about the values of a culture?
10. How does our concept of country living differ from that of the target culture?
11. How does our concept of city living differ from that of the target culture?
12. How does where I live affect my life?
13. How does government affect the quality of life?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

- 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:

- Watch the following video clip and identify the different places where French-speaking people live:
https://www.francetvinfo.fr/economie/immobilier/categories-sociales-ou-habitent-les-francais_2129755.html

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio and video clips related to living in the country and living in the city

Interpersonal:

- I can ask and answer questions about living situations
- I can explain why or why not to live in the city and the country
- I can ask and answer questions about living situations
- I can exchange information about the impact of living in the country and living in the city

Presentational:

- I can present information about living in the country and living in the city
- I can explain the importance of living where one prefers to live

- Read the following articles and identify advantages and disadvantages of living in the country and living in the city
- <https://www.paruvendu.fr/immobilier/l/vivre-en-ville-ou-a-la-campagne-quels-avantages-i39099>
- <http://www.parcoursfrance.com/actualites/avantages-et-inconvenients-de-vivre-a-la-campagne/>
- <https://www.logic-immo.be/fr/nouvelles-immo/lagitation-ou-le-confort-a-31137.html>
- Browse websites for realtors in France and French-speaking countries and identify various keywords specific to country living and city living
- Explore videos about why people in French speaking countries prefer to live in the country or the city

Interpersonal Tasks:

- Ask a partner to describe where he/she would like to live
- Ask a partner what he/she thinks about the importance of living in the country or the city
- Describe a living situation to a classmate and compare your experiences
- With a partner – list the top five reasons why living in the country or the city is important. Compare your answers with another group
- Role play the parts of realtor and homebuyer.
- Interview classmates about their favorite and least favorite places to live
- Imagine the class wins the lottery – engage in a class debate about whether to buy a vacation home in the country or in the city as a group and provide support for your opinions

Presentational Tasks:

- Write about a family trip taken in the past include details about where you went, where you stayed, how you got there etc.
- Write a dialogue and perform with a partner- debate a living situation and explain all the reasons why you should live there
- Create a brochure for a realtor in a French speaking country. Provide both city and country locations
- Create a short video advertisement for a country home and or a city home
- List five places you would like to live, find photos, create a PowerPoint or Prezi to describe those locations to the class.
- Write a blog describing places where you would like to live, include pictures and details about the advantages of living there.
- Create a presentation to persuade your parents to move to a place in the country or the city. Include advantages and disadvantages.

- I can explain why people live in the country or the city
- I can explain why I want to live in a specific place and provide reasons to support my decision
- I can reflect on the different attitudes about living in the country and the city and in the US and in French speaking countries

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. getting around town activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. 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, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- Using superlatives and comparatives when describing living in the city or the country
- Use the correct adjectives when describing living situations in the country and the city
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
-

Summative Assessments:

- Chapter Test / Unit Test

- | | |
|--|--|
| <ul style="list-style-type: none"> Describe negative and positive aspects of country living and city living | <ul style="list-style-type: none"> 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 city and country living
- Describe different options for living in the country and living in the city
- Identify different kinds of living situations and why you might choose one over the other
- Describe country living and country living and explain why you would choose one over another, give reasons
- Listen to video clips about people describing where they prefer to live
- Talk about what advantages and disadvantages there are to be living in different cities / places.
- Write and perform dialogue about living in the city and living in the country
- Compare and contrast French and American attitudes about city and country living
- Review adjectives used to describe country and city living
- Create a visual dictionary describing unit vocabulary
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Bring in and describe pictures from places you lived (real or imaginary) and describe all details
- Look at houses for sale on various websites
- Read current events about city and country living and discuss
- Research statistics on the most popular spots to live of the French and compare
- Create an infographic about country and city living
- Interview a classmate about their living experiences and share with the class
- Create a presentation for an ideal location for a vacation home
- Debate the positive and negative effects of living in the country and living in the city
- 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 city and or country living 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/
www.radio.fr/pays/France/
www.radioguide.fm/internet-radio-france

French summer camp websites

<https://www.action-sejours.com/>
<https://www.djuringa-juniors.fr/>
<http://www.123sejours.com/>
<https://vacances-enfants.ufcv.fr/>
<https://www.telligo.fr/>

Realtor websites

<https://www.avendrealouer.fr/>
<https://www.seloger.com/>
<https://www.leboncoin.fr/>
<https://immobilier.lefigaro.fr/annonces/>
<https://immogo.com>
<https://www.bienici.com/>

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

*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):	
<ul style="list-style-type: none"> 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.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. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Engage in an unrehearsed conversation about the country and city living
3.0	Students will be able to: <ul style="list-style-type: none"> Use digital tools and face to face communication to ask classmates and members of the target culture questions related to living in the country and the city Create a presentation about an ideal living situation Understand/compare/contrast cultural perspectives on country and city living Compare and contrast living in the city and the country in France, and French-speaking countries to those of the US Present information about the advantages and disadvantages of living in the country and the city Read authentic articles and listen/watch videos to interpret the main idea Synthesize information related to country and city living for the purpose of creating a multi-media rich presentation.
2.0	Students will be able to: <ul style="list-style-type: none"> Ask and respond to questions about country and city living Describe their personal living situation Identify vocabulary related to the themes of country and city living Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept Describe why people from French-speaking countries live in the country or the city and compare them to why people in the U.S. live in the country or the city Discuss the benefits of living in the country and living in the city Give and follow a series of oral and written directions, commands, and requests for participating in age- and-level appropriate classrooms and cultural activities. Plan a vacation home purchase using French realtor websites Understand the different places one can live in French speaking countries
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Benchmark Assessment

IPA: Préférez-vous vivre en ville ou à la campagne?

Vous allez visiter Paris et la culture française vous intéresse. Vous cherchez les informations sur la ville de Paris sur Internet et vous trouvez ces blogs suivants.

A. There is a phenomenon going on in France today. You are reading the following blogs online about why French people prefer to live where they do.

Je m'appelle Karine. J'ai 24 ans et je suis **enceinte** de 7 mois.

J'habite à la campagne depuis quelques mois. Avant je vivais en banlieue parisienne. Pour rien au monde je ne retournerai en ville. Les gens y sont trop speed et égoïste. Ici, à la campagne, mon mari et moi avons trouvé **la paix** et l'harmonie. Je suis ravie que mon bébé naisse à la campagne. Loin du stress et de la pollution. Karine

J'ai vécu en ville jusqu'à l'âge de 24 ans et je n'imaginai pas pouvoir vivre ailleurs. Malheureusement, le travail m'a "obligée" à vivre à la campagne (le poste était accompagné d'un logement de fonction obligatoire). Pour moi, cela ne devait être que provisoire parce que je vivais la campagne comme **une prison**. J'attendais mes jours de repos avec impatience pour filer à la ville la plus proche (40 kms). Là, je peux visiter les musées pendant nos vacances et on va dans les expos. A notre village, on lit beaucoup, notre commune de 4000 habitants possède un petit cinéma qui passe les derniers films (à des prix bien intéressants). Pierre

Nous habitons actuellement en ville, avec un enfant de 19 mois et un chien...

Je dois dire que je suis née en ville mais, j'aspire à présent à vivre en campagne! Nous avons eu la chance d'y vivre avant la naissance de notre fils et avons adoré!

Pourquoi? Le calme, l'air plus pur qu'en ville (ah! les gaz d'échappements!), les grandes promenades à votre porte pour le chien et la poussette. Bien-sûr, comme partout il y a des avantages et **des inconvénients**, mais à partir du moment où la famille se sent bien, ou elle est heureuse, c'est pour nous l'essentiel! De plus, soyons **honnête**, il est plus difficile de se loger en ville qu'en campagne, et pour le prix de notre appartement, nous aurons une immense maison à la campagne....ce qui ne gâche rien! Anne

Je vis dans la banlieue Nord de Bangkok... C'est horrible et je déteste. J'y reste pour des raisons professionnelles. Pollution, bruit et foule... Je déteste toutes les grandes villes pour la même raison... C'est quand même plus agréable de se pavaner dans les jardins Zen de Kyoto plutôt que de courir pendant que le feu est rouge à Tokyo ! 😊

Je choisis de loin la campagne, la verdure et le calme... Marc

Ville sans hésiter, la campagne quand j'aurais des cheveux blancs ! Je ne vois même pas pourquoi il conviendrait d'argumenter pour un jeune comme moi, les raisons semblent **évidentes**. Les villes sont d'immenses pôles culturels (études, littérature, cinéma, expositions, conférences...) et idéologiques (et pleins d'autres choses), qui a déjà vu une révolution se faire à la campagne ? Marie

INTERPRETIVE TASK ANSWER SHEET

I. Key word recognition.

Look at these words in boldface in the article. Tell what they probably mean in English based on the context of the sentence .

enceinte _____ la paix _____

une prison _____ des inconvénients _____

honnête _____ évidentes _____

II. Important words and phrases.

There are 5 correct ideas and 3 distracters.

First, circle the letter of the ideas mentioned in the article.

Then, write the sentence from the article that tells you that idea.

A. People in the city are selfish.

B. A city apartment costs less than a house in the country.

C. Pierre has to live in the country for reasons related to his job.

D. If you are young, there is not much to do in the city.

E. In the country, you are far from stress and pollution.

F. It's important for Anne's family to be happy.

G. Marc loves all big cities.

H. Going to the movies costs less in the country.

III. Main Idea(s).

Using information from the article, provide the main idea(s) of the article in English.

IV. Regardez ces interviews et complétez ce tableau:

http://www.youtube.com/watch?v=P_bS-vs5lqY

Ces personnes aiment vivre en ville. Clochez la colonne s'ils ont mentionné ces raisons:

Pour avoir beaucoup de choix	
Pour être partie d'un mouvement urbain	
Pour le sens de communauté	
Pour les espaces verts	
Pour les activités culturels	
Pour la circulation de voitures	
Pour les produits spéciaux	

B. Presentational Task:

You are sending your French Pen pal an email telling him/her about a trip that you took to the country or the city last summer. Tell him/her where and when you went, what transportation you used, what the weather was, what you did there, and how your experience was.

C. Interpersonal Task:

You are speaking to your French speaking cousin in Marseille. Tell her where you prefer to live and give several reasons 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	

Unit Modifications for Special Population Students	
Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks; • create experiences and performances that reflect the results of research, interviews, or surveys in the target language; • writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; <p>give assignments involving more sophisticated computer research and reporting</p>

Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> Adapt the text based on language needs Create a bilingual dictionary in German and native language with a running list of vocabulary Create graphic organizers and charts Create notecards to assist in learning vocabulary Give extended time on Interpretive assignments Allow use of a dictionary (in the native language) Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

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 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:**Relating Cultural Practices to Perspectives:**

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Unit 3 : Global Challenges : Healthy Living

Unit Description: Students use the target language in the three modes of communication to explore their home and school communities. Students will demonstrate comprehension of the importance of living a healthy lifestyle, the evolving trends and roles of healthcare services in the different cultures.

Unit Duration: 1 Marking period

Desired Results

Standards:

SEE UNIT 2

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify healthcare systems and the effects on society
- Listen to native speakers at the high school age talk about living a healthy life
- View and understand videos describing medical situations
- Compare healthcare in French speaking countries to healthcare in the U.S.
- Compare pharmacies in the United States and the target culture
- Understand narratives about events that happened in the past
- Understand cultural perspectives on healthcare and a healthy lifestyle
- View and understand infographics about healthcare
- View and understand infographics about healthy living
- Students will learn about the influence of the government in French-speaking countries and how that influence affects healthcare

- Match pictures based on oral descriptions of various body parts, illnesses and symptoms
- Listen to and watch a video about different attitudes regarding healthcare depending on cultures
- View and understand video clips of Dr. Patient conversations
- Interpret posters about healthcare, hospitals and pharmacies from French-speaking countries
- Students will learn about emergency situations/medical practices that vary from the U.S.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Listen to descriptions of symptoms and identify the illnesses associated with them
- Students will explore signage of medical signs in target countries
- Understand news articles and videos explaining healthcare and medical practices

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and/or teacher in which they ask and answer questions related to medical situations
- Discuss medical experiences
- Ask and answer questions about healthcare
- Express opinions about the positive and negative aspects of healthcare systems and provide support
- Express opinions about the importance of healthcare systems and give reasons why
- Discuss the advantages and disadvantages of healthcare systems in the U.S. and French-speaking countries
- Ask questions about medical situations
- Create a survey about medical situations
- Interview classmates about their medical experiences and create a graph showing the results
- Describe something seen on the news about the effects of healthcare and medical practices
- Interview someone from a French speaking country about his/her experience with healthcare
- Interview someone from a French speaking country about his/her medical experiences
- Discuss accidents that may occur and how to handle them
- Describe body parts, illnesses and symptoms
- Ask and tell how someone feels
- Describe symptoms and give advice
- With a partner have a Dr. Patient conversation and switch roles using various illnesses
- Describe what you do to stay in shape
- Talk about what you do for working out
- Speak about medical situations you have experienced in your personal life
- Compare and contrast healthcare systems in French-speaking countries and the U.S.

Presentational:

- Present and or write about personal medical experiences
- Create a pamphlet for a pharmacy in a French speaking country
- Write and perform a dialogue between a Dr. and a patient
- Create an original story about a medical situation based on a photograph/cartoon picture
- Write step-by-step instructions for what to do in case of an emergency or medical situation for a friend who is going to a French-speaking country
- Present and discuss information about healthcare systems
- Present and or write information about the positive and negative effects of healthcare systems in the U.S. and French-speaking countries
- Create a Venn Diagram to compare healthcare systems in the United States and the target culture
- Present information about safety tips while traveling to a French-speaking country
- Create an infographic to present helpful tips in case of emergencies
- Write a story about a medical nightmare and all the things that went wrong
- Describe body parts and illnesses/symptoms that go with them
- Write a dialogue in which you ask and tell how someone feels
- Create a dialogue between a Dr. and patient where the patient gives symptoms and the Dr. gives advice
- Create a multi-media presentation about a healthy lifestyle, including staying in shape and working out, as well as good nutrition

- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.

Understandings:

Students will understand that...

1. Healthcare systems vary among cultures
2. The type of healthcare available varies among cultures.
3. The role of government influences the quality of life.
4. There are many different factors that contribute to healthy living.
5. What is considered healthy can differ according to the culture in which one lives.
6. Different healthcare systems and medical practices have both advantages and disadvantages.
7. Pharmacies in French-speaking countries play an important role in healthcare.

Essential Questions:

1. What parts of healthcare is the same or different in the target culture?
2. What does a healthcare system tell us about the values of a culture?
3. How does our concept of being healthy differ from that of the target culture?
4. How does being healthy and staying in shape affect my life?
5. How do I interact appropriately in medical situations encountered in French-speaking countries?
6. How does government affect the quality of life?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

- 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:

- View and listen to the podcast and answer questions about what happened
<https://www.podcastfrancaisfacile.com/podcast/chez-le-docteur.html>
- Review the medical website for adolescents and identify key vocabulary words
http://www.who.int/topics/adolescent_health/fr/
- Read the article about how to stay healthy and answer questions about it.
<https://fr.wikihow.com/%C3%AAtre-en-bonne-sant%C3%A9>
- Read and listen to "La consultation chez le médecin" and answer the online questions to demonstrate understanding
<http://monde.bonjourdumonde.com/n7/a11.htm>
- Watch video from adpifformation and identify new vocabulary in context
https://youtu.be/0_BEJx8-wJ4

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio and video clips related to healthcare, staying in shape and healthy lifestyles.

Interpersonal:

- I can ask and answer questions about medical experiences
- I can ask and answer questions about healthcare systems
- I can exchange information about the impact of exercise and nutrition on one's life
- I can describe body parts, illnesses and symptoms
- I can describe how to treat an illness
- I can give advice and recommendations about medical situations
- I can describe how to prevent common medical problems
- I can explain why different healthcare systems can have positive and negative effects on people

Presentational:

- I can present information about healthcare systems
- I can present information about pharmacies
- I can explain the importance of healthcare
- I can explain the importance of exercise and nutrition to stay in shape
- I can explain why you should see a doctor or a pharmacist

- Read an article about the impact of healthcare on young people
- Watch a video of Caillou and answer to demonstrate understanding through open ended questions.
<https://youtu.be/qXCVtUo3EmM>
- View charts depicting how many French people have participated in various medical situations (doctor visits, surgeries, hospital visits, etc...) and interpret data
<http://big.assets.huffingtonpost.com/sondageifopv.edici.pdf>
- Watch a video about a French pharmacy and answer questions about the importance of the pharmacy in France

Interpersonal:

- Students divide into pairs and interview each other about their medical experiences
- Roleplay a Doctor/Patient conversation and switch roles
- Give advice to a friend about their health concerns
- Using pictures talk about what is wrong with the people in the pictures and give advice on what they should do
- Survey classmates on illnesses they have or have not had

Presentational:

- Create a PowerPoint, Prezi, iMovie, etc. explaining the importance of pharmacies in French-speaking countries
- Write an email to a friend about a personal medical experience
- Create a pamphlet for staying healthy
- Write and perform a dialogue between a Dr. and a patient
- Create an original story about a medical situation based on a photograph/cartoon picture
- Write step-by-step instructions for what to do in case of an emergency or medical situation for a friend who is going to a French-speaking country
- Present and discuss information about healthcare systems
- Present and or write information about the positive and negative effects of healthcare systems in the U.S. and French-speaking countries
- Create a Venn Diagram to compare healthcare systems in the United States and the target culture
- Present information about safety tips while traveling to a French-speaking country

- I can explain what one should do in specific medical situations
- I can explain the importance of staying in shape
- I can reflect on the different attitudes about healthcare and being healthy in the US and in French speaking countries

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. getting around town activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. 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, 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 medical situations using the subjunctive and future tenses
- Use correct tenses when using if and when clauses in order to give medical advice
- Using the irregular verb courir
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Create an infographic to present helpful tips in case of emergencies
- Write a story about a medical nightmare and all the things that went wrong
- Describe body parts and illnesses/symptoms that go with them
- Write a dialogue in which you ask and tell how someone feels
- Create a dialogue between a Dr. and patient where the patient gives symptoms and the Dr. gives advice
- Create a multi-media presentation about a healthy lifestyle, including staying in shape and working out, as well as good nutrition
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))

- 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 medical situations and living a healthy lifestyle
- Describe different options for treating various illnesses
- Identify different kinds of symptoms and match them to body parts and illnesses
- Describe different types of healthcare systems and explain why you would choose one over another, give reasons
- Listen to dialogues between doctors and patients and describe what happened.
- Talk about what types of healthcare are available to you in different cities / places.
- Talk about what to do in case of an emergency
- Write and perform dialogue about going to the doctor
- Compare and contrast French and American attitudes about healthcare and what it means to be healthy
- Create an infographic to compare how adolescents of French-speaking countries stay in shape versus how American adolescents stay in shape
- Use the subjunctive tense to give advice on what to do when you are hurt
- Use the future tense and if and when clauses to say what will happen
- Use the irregular verb courir to suggest how to stay in shape
- Create a visual dictionary describing unit vocabulary
- Review unit vocabulary with Quizizz, Kahoot, and Quizlet
- Describe pictures of different medical situations and describe all details
- Handout individual medical “nightmare” scenarios” and have students react and say what to do next
- Read about different illnesses and symptoms on various websites
- Read current events about healthcare systems and compare U.S. and French-speaking countries
- Research statistics on the most common medical complaints of French teenagers and compare
- Watch videos about doctor/hospital visits in French speaking countries. Choose which country you would prefer to live in based on the healthcare system and explain why, give reasons
- Create an infographic about healthcare.
- Interview a classmate about their medical experiences and share with the class
- Write an e-mail to a friend about a recent medical experience include all details
- Create a presentation that explains how to stay healthy
- Debate the positive and negative effects of various healthcare systems
- *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 staying in shape 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/
www.radio.fr/pays/France/
www.radioguide.fm/internet-radio-france

French Health websites

<http://www.medecine-et-sante.com/>
<https://www.e-sante.fr/maladies>
<https://www.topsante.com/medecine>
<https://www.ponroy.com/>
<https://www.passeportsante.net/>
<http://www.who.int/fr>

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

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

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

Standard(s):

- 7.1.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.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Infer the role that personality and culture play in living a healthy life • Debate the value of the French healthcare system compared to that of the US • Use multimedia tools to discuss the importance of a healthy lifestyle in French-speaking countries compared to the US
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the healthcare systems of French-speaking countries to those of the US • Present information about the value of healthcare and a healthy lifestyle • Present information about staying in shape • Read authentic articles and listen/watch videos to interpret the main idea

	<ul style="list-style-type: none"> Synthesize information related to a healthy lifestyle for the purpose of creating a multi-media rich presentation.
2.0	Students will be able to: <ul style="list-style-type: none"> Ask and respond to factual and interpretive information about different healthcare systems in French-speaking countries Ask and respond to factual and interpretive information about staying in shape and healthy living Compare healthcare in French-speaking countries to healthcare in the U.S. Use digital tools to search for information about the importance of pharmacies in different cultures Identify the different body parts and illnesses and symptoms that go with them Give advice in medical situations using the subjunctive Use the future tense and if/when clauses in context Use target language to paraphrase what is heard or read in oral or written descriptions Infer the meaning of some unfamiliar words that are used to describe and or summarize how to stay in shape of live a healthy life Continue proficiency in the use of subjunctive and future tenses in context Use the irregular verb courir to give advice Recognize differences in the healthcare systems in the US and in French-speaking countries
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Benchmark Assessment

IPA: Health

A. Interpretive Task

You are taking a health class in Paris at the Université Sorbonne. Your professor has asked you to come up with multiple ways to improve your health in order to live a longer life. You start by reading this article to come up with some ideas.

LONGUE VIE A CEUX QUI PRATIQUENT UNE ACTIVITE PHYSIQUE !

Pour **vivre en forme et en bonne santé** longtemps, la **pratique régulière d'une activité physique ou sportive** est indispensable. Quelles sont les **activités physiques et sportives** recommandées, sous quelles formes, à quel rythme et à quelle intensité ? Voici un recueil des dernières données sur ce sujet.

L'activité physique : indispensable pour vivre longtemps en forme et en bonne santé

Le rythme idéal minimal de l'activité physique et sportive

Quel type d'activité physique ?

La marche oui, mais au bon rythme

Toutes les activités physiques se cumulent dans la journée

Exercice physique continu ou fractionné ?

L'activité physique : indispensable pour vivre longtemps en forme et en bonne santé

Les études montrant les immenses **bénéfices de l'activité physique** sur la santé se sont fortement multipliées. Leurs conclusions nous permettent d'affiner les recommandations. Nous sommes tous différents et nous n'avons pas les mêmes goûts. C'est à chacun de repérer les conseils les plus adaptés à son propre cas. En effet, tout dépend du niveau de sédentarité, du temps dont on dispose, de l'âge, du **poids**, d'une éventuelle **maladie**, etc.

Le rythme idéal minimal de l'activité physique et sportive

Une séance de sport tous les deux jours est idéale pour bénéficier en continu des bienfaits de l'activité physique sur votre santé. C'est une question d'imprégnation hormonale (insuline). Quel type d'activité physique ?

Vélo, gym, judo, tennis, stretching... **tout type d'activité physique est bénéfique.**

Pour motiver les plus sédentaires, on recommande classiquement une simple marche de 30 minutes trois fois par semaine. Pour les sujets légèrement plus actifs, **marcher 30 minutes** par jour est l'objectif minimal à atteindre.

La marche oui, mais au bon rythme

Jusqu'à présent, **l'intensité de l'activité physique** ne semblait pas très importante. Autrement dit, inutile de **pratiquer un sport** de compétition, une marche suffit.

Mais une nouvelle étude indique désormais qu'il faut privilégier la **marche active** au détriment de la marche lente. Ce point a été précisé chez des **personnes âgées** de plus de **65 ans** : les personnes qui marchent le plus lentement ont un risque de décès supérieur de 44% à celles qui marchent le plus rapidement

Toutes les activités physiques se cumulent dans la journée

L'important est de **bouger** aussi souvent que possible. C'est ainsi que toutes les **activités physiques** réalisées dans la journée se cumulent, même les **activités** domestiques, comme passer l'aspirateur, monter les escaliers, voire jardiner. Ce point est particulièrement intéressant à connaître pour les personnes les plus sédentaires.

Exercice physique continu ou fractionné ?

Pour le coeur, par rapport à un **exercice physique continu de 30 minutes**, ce sont les **exercices fractionnés** (pleine intensité sur de courtes périodes) les plus efficaces, avec une réduction de 30% du risque des **maladies cardiovasculaires** (2) !

Selon le Dr Martin Juneau, directeur de la prévention à l'Institut de cardiologie de Montréal, voici l'exercice type : faire une course (ou autre exercice physique) à pleine intensité pendant 15 secondes, suivi d'un repos de 15 secondes, pendant 8 minutes. On s'accorde ensuite une pause de 4 minutes, avant de recommencer une seconde fois un bloc d'exercices identiques aux 8 premières minutes.

INTERPRETIVE TASK COMPREHENSION GUIDE:

I. Main Idea(s).

Using information from the article, provide the main idea(s) of the article in English.

II. Supporting details. For each of the following,

- Circle the letter of each detail that is mentioned in the article
- Write the information that is given in the article in the space provided next to the detail below

A. Studies show that there are many health benefits of physical activities.

B. Yoga has the most benefits.

C. People should practice a physical activity or sport to live a long and healthy life.

D. It is recommended to walk 30 minutes three times a week.

E. The important thing is to move as much as possible.

F. Practicing a sport every other day is ideal.

G. To help your heart, you need to exercise for an hour every day.

H. Older people who walk slow have a lower chance of death (44%) than older people who walk fast.

III. Meaning from context.

Based on this reading write what the following three words probably mean in English.

Les exercices fractionnés

Bouger

Les bénéfices

IV. Watch the program called Conseils Santé at <http://www.youtube.com/watch?v=hTlf153MGt8> and check all the advice that they give in the program in the boxes below.

	Eat well balanced meals
	Eat 5 fruits and vegetables every day
	Drink lots of water
	Do yoga
	Participate in a sport
	Buy organic products
	Exercise regularly
	Do not deprive yourself of sleep
	Take vitamins
	Do not smoke

B. Interpersonal Task

You just bought your lottery ticket with your French Friend. The lottery jackpot is 6 million euros. You decide to go to a local café and discuss what you would do if you won the lottery.
Answer your friend's questions and ask her some too!

C. Presentational Task

Your French speaking pen pal wrote you an email. Your friend was complaining that he/she had gained weight and was not feeling so great. You write an email back to your friend sympathizing with him/her and giving advice on what activities he/she should do to feel better.

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

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:

- interacting with native speakers of the language, or
- immersed in a target language environment.

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

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

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time		

Unit Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> research and discuss cultural issues/perspectives in more depth; pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; create original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist; be held accountable for additional listening comprehension tasks; create experiences and performances that reflect the results of research, interviews, or surveys in the target language; writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; <p>give assignments involving more sophisticated computer research and reporting</p>
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar.

	<ul style="list-style-type: none"> • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <ul style="list-style-type: none"> • Adapt the text based on language needs • Create a bilingual dictionary in German and native language with a running list of vocabulary • Create graphic organizers and charts • Create notecards to assist in learning vocabulary • Give extended time on Interpretive assignments • Allow use of a dictionary (in the native language) • Rephrase and restate instructions
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%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-S-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.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-S-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
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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: Contemporary Life/Beauty and Aesthetics

Unit Description: Students at an Intermediate Low-Mid level will be able to communicate/compare/contrast in all modes about different types of entertainment, such as movies, books, television shows and music. Students will listen to, understand and talk about different types of entertainment as well as demonstrate an understanding of some ways French-speaking countries integrate the same or different types of entertainment into their cultures. Students will also be exposed to different music genres and demonstrate their ability to discuss their opinions.

Unit Duration: 1 Marking Period

Desired Results

Standard(s):

SEE UNIT 2

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify popular movies, music, books and television shows
- Listen to others describe their reactions and identify their emotions.
- View and understand videos about popular movies, books and television shows.
- Compare attitudes towards films, books, music and television programming and support their preference/viewpoint.
- Understand narratives about movies that were seen in the past.
- View and understand reviews for movies and television shows.
- View and understand television commercials.
- Read and understand a weekly television program guide.
- Match pictures based on oral descriptions of music, movies and literature
- Read and listen to information about music, movies and literature
- View and understand videos about popular cultural events
- Listen to and watch a video about music, movies, art and literature
- Read and listen to descriptions of music, movies, television shows and literature
- Compare music, movies, television shows and literature in the U.S. to those in various French speaking countries.
- Understand cultural perspectives on music, movies and literature
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Read a review about a recent film and answer questions
- Watch a trailer for a recent film and identify important information
- Watch a music video about newly released song and discuss
- Read a book review and answer questions
- Read a short story by a French author and discuss
- Watch French music videos and interpret the lyrics / video
- Students will become aware of popular musical acts in French speaking countries and artists who are influential worldwide.
- Students will interpret a movie schedule and understand the use of military time

Interpersonal:

- With a partner discuss a movie you both attended and explain what you like/don't like about it
- Describe a book/movie/concert to your partner
- Ask and answer questions about personal experience and preference with music and books.
- Discuss with a partner a book / movie / musician that you don't like and explain why
- Describe the events of a book or movie or tv show that is familiar to everyone and see how quickly your partner can identify what you are talking about

- Express opinions about television programs and movies and provide support.
- Describe the plot of your favorite novel / favorite movie
- Give recommendations or advising against movies, books and television shows and give reasons why.
- Ask and answers questions about television viewing habits.
- Discuss likes and dislikes of television shows and movies and provide support.
- Describe likes and dislikes of music genres and give reasons why.
- Asking for and giving information about a movie.
- Ask your partner what kind of music he/she likes and discuss / compare your own answers. Possibly ask the same of a French teenager.
- Choose a partner in the room who has different taste than you in movies / music / literature and discuss
- Interview someone from a French speaking country about the influence of entertainment (movies, television, music, literature) on their daily life

Presentational:

- Use phrases to describe happenings in movies and television shows.
- Present and or write about likes and dislikes of movies or television shows and support your preference/viewpoint.
- Present and discuss information about attitudes toward televisions shows.
- Present and discuss information about movies, music, literature and television shows.
- Present and write information about movies, music, literature and television shows.
- Create a written television program guide
- Create and present information about a movie or television program.
- Write a movie critique.
- Choose a film or a book. Create a video in which you and your group act out a scene or a summary of the story. Be creative / use props
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.
- Present or write about likes and dislikes of movies and/or television programs and support your opinion.
- Choose a French author / artist / musical group – research their work and present to the class
- Act out a scene from a movie or book with classmates
- Create an original music video with classmates
- Write a review for a school newspaper of the video productions your classmates have made
- Present a review of a movie, book or concert
- Compare and contrast French and American Teenagers attitudes about music, literature and films.

Understandings:

Students will understand that...

1. Movies and television shows are an integral part of life in the Francophone world.
2. There are similarities and differences between television shows and movies in French-speaking countries and the U.S.
3. Both cultures engage in various activities with family and friends based on needs, available resources, and personal taste
4. Being able to discuss entertainment / media increases the ability to engage with others from the target culture.
5. More time is spent watching television in the U.S. than in French-speaking countries.
6. Many French-speaking actors and music artists are popular in the United States.
7. Musical events are very popular in the target culture.
8. Dances in the streets (bals populaires) are multi-generational.
9. Group outings are more common than dating with one -person
10. The role of government impacts quality of life (other countries receive more vacation time, government paid child-care allows women more freedom in work world, school schedule allows more freedom, etc.)
11. Military time is used in postings of event times
12. The role of the "café" in entertainment for teens

Essential Questions:

1. How has technology influenced television and movie viewing habits?
2. How does culture affect personal preferences?
3. What does the amount of time spent viewing television say about the priorities of a culture?
4. What is the importance of media / entertainment in each culture?
5. Is Pop culture global or does it differ from culture to culture?
6. How do we define "quality of life" in different countries?
7. How do current events impact our lives?
8. How has social media changed the entertainment world in other countries?

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:

-watch various movie trailers and identify vocabulary words, describe what happened in the videos

<http://www.youtube.com/watch?v=Kp9B1tCiG9g>
<https://youtu.be/ufFC9JA8zk>
https://youtu.be/tJ9NmwxH_oQ
http://www.youtube.com/watch?v=gxbwcBlj_dM
<http://www.youtube.com/watch?v=uWZe4x61DIQ>

-Students will look at the 2018 Cannes film festival website and answer questions about it.

<https://www.festival-cannes.com/fr/>

-Read a description of a movie and determine if statements are true/false about the event

- Research current musical acts in France and answer questions about them

-Watch current pop music videos from French artists and identify new vocabulary in context

- Read an article about the impact of television on young people

<https://blog.francetvinfo.fr/dans-vos-tetes/2016/01/11/les-effets-de-la-television-sur-vos-comportements.html>

-Read a text message exchange between two friends about a television show and answer to demonstrate understanding through open ended questions.

-Read a text message exchange between two friends about a book and answer to demonstrate understanding through open ended questions.

-Read a movie review and determine what the critic enjoyed/disliked about the movie

-View a chart depicting how many hours of television are watched in different countries and interpret data

-Explore the internet to find a current television program guide and identify what kinds of programs are available to watch

-Watch as a French person interprets an American Pop song in French and identify translation differences and cultural differences

<https://youtu.be/jrZYC9dFuM>

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio and video clips related to different types of entertainment

Interpersonal:

- I can ask and answer questions about entertainment preferences
- I can exchange information about events that have happened in the past
- I can describe what types of movies, books, music or tv shows that I like and why
- I can explain how I feel in certain situations

Presentational:

- I can present information about different types of entertainment

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
- Interrogative pronouns/demonstrative pronouns
- Present participle
- Comparatives and superlatives
- The conditional tense
- If statements
- Review of imperfect tense
- Qui/que/dont
- C'est/Il est
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- 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/>

Interpersonal:

- Students divide into pairs and interview each other about their favorite books / movies / tv shows
- Interview a student or the teacher about his or her interests in television and music
- Discuss the movies that are playing in the theater this week and why you would / would not like to go see them and reasons why
- Describe a concert that you have been to (or would like to go to) and discuss with a partner
- Create a survey about favorite books / movies / tv shows / musical acts and ask your classmates to describe what they think of each
- Choose a specific TV show or movie and ask several classmates if they have seen it and what they thought of it
- Speed dating – find someone with similar tastes in music and/or movies
- Look at a series of photos from a music concert or movie and describe to your partner what you think is happening
- Discuss with your partner how much time you and your family members spending each day watching television. Ask your partner about their habits
- With a partner – discuss / debate the television program guide and decide what you both would like to watch
- In pairs - interview a famous French musical act or actor, role play the part of the interviewer and the famous person.
- Assume the roles of a television reporter and a celebrity. Conduct an interview about a role the actor has recently played.
- Post an entry about a favorite movie on Instagram or on a blog.
- View a TV guide or available shows on Netflix/Hulu/Amazon... and discuss with your partner which ones you would like to watch tonight.

Presentational:

- Create a PowerPoint, Prezi, iMovie, etc. explaining the details of a movie / book
- Write a letter or postcard about a concert you attended.
- Re-enact scenes from a movie
- Create an original music video
- Write a short biography of a famous French music star or actor
- Post an entry on Instagram or on a blog about a concert you have been to
- Describe to the class a favorite television program or movie, analyze and explain why it's appealing, how often it is viewed and the actors in it
- Write an email to a pen pal talking about your views on a specific movie or television show (www.epals.com).
- Create a TV commercial advertising a movie
- Create an invitation to a concert and make it inviting
- Create a class "red carpet event" – students will be in pairs. Each pair will announce as their partner walks down the "runway"

Summative Assessments:

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

- | | |
|---|--|
| <ul style="list-style-type: none">-Create a timeline of events in tv advances.-Students assume the role of film critic and present their critique to the class.-Write a summary of a movie or novel-Create a comic strip which re-tells the story of a favorite movie or novel-Sequence pictures to tell a story and write the captions (Comic Strip – Version A or Version B)-Participate in a class film festival. Students will be assigned different roles (director, actor, writer...)-Make a storyboard of a movie with scenes or make through Windows Movie Maker.-Create a class Padlet: Each set of partners oversee different aspects of a movie, name of actors, director, producer, rating, box office hit or failure. | |
|---|--|

Learning Activities:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Create a movie review. Find a review of the same movie from a different country. Compare and contrast the opinions and present to the class.
- Create a review of a tv show or Netflix series and present to the class
- View a foreign film and analyze
- Review use of vocabulary / language / articles / tenses as presented in the movie
- Watch an interview of a famous French-speaking actor
- Look at the tv guide for Canal+, find shows you are interested in
- Compare and contrast the amount of time people spend watching television in French speaking countries versus the amount of time people spend watching television in the U.S.
- Match the French movie title to the American movie
- Compare shows on a tv guide from Canal+ and a popular U.S. network
- Create a review of a tv show or Netflix series and present to the class
- Interview your classmate about his or her favorite movie
- Interview your classmate about his or her favorite television show
- Talk about what your friends and family members like to watch on television
- Talk about what types of movies or television shows your friends and family members like to watch
- Talk about what types of books your friends and family members like to read
- Talk about what music genres your friends and family members like to listen to
- Create a survey in which you compare the amount of television viewing times between you and classmates and compare results to average viewing times by teens in France and compare/contrast.
- Interview a classmate about his or her favorite movie – Switch roles – and then write a paragraph or two describing what you both like and if there are any similarities
- Write a description of your favorite actor or musical artist
- Ask your partner questions about picture prompts
- Work within a group to plan a trip to a movie or a concert
- Plan a cultural event in which you share French movies / music / literature with others
- Watch a commercial about a French cultural event – answer questions
- Research French speaking artists and their influence on American culture
- Play 20 Questions or Headbandz to identify the movie, music, television show or literature being described
- Create an interactive notebook for unit vocabulary and grammar
- Review vocabulary and grammar with Quizlet, Socrative, Quizizz, and Kahoot
- Call GoogleVoice- Report about your favorite musical group / movie / tv show
- Language Races- Look at a picture of a movie and speak for at least 30 seconds about the picture
- Play vocabulary Battleship- Ask questions to figure out the vocabulary word, and “sink” partner’s Battleship
- Play Lotto to review vocabulary
- Create a visual dictionary with vocabulary (sentence, part of speech, synonym)
- Use the conditional tense to describe how the ending of a book or movie could have been different
- Use the imperfect tense to describe what happened in a book or movie
- Use if statements with the conditional and imperfect tenses to explain what could have happened in a story
- Use qui, que and dont to describe actors, movies and television shows
- Use the expressions C’est and Il est to describe actors, movies and television shows
- Use the comparatives and superlatives to compare movies and television shows
- Use the present participle while describing actors and musicians
- Use interrogative and demonstrative pronouns to tell which movies, television shows or books you like
- Watch and analyze the movie: La Raffle
- Role Plays
- Skits
- Use photos of famous French sights as photo prompts for students to describe what they see, or write a short story based on the picture

- Read a French children's story / novel / short
- Have students volunteer to read and act out movie scenes
- Explore music trends in France and French music genres online
- Sequence Events of a movie using pictures, comics, sentence strips, etc.
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Look at a list of popular French shows on Netflix, are they similar to popular shows in English?
- View/Listen to playlists on Spotify created by popular French-speaking artists
- Use a still image from 4 types of movies as a prompt Students write a summary as to what they think the movie is about. They should include a title, genre, names for actors and description of what happens in their movie.

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/

www.radio.fr/pays/France/

www.radioguide.fm/internet-radio-france

Online French television guides

<https://www.programme-tv.net/>

<https://www.telez.fr/guide-tv/>

<http://tvmag.lefigaro.fr/programme-tv/TNT/guide-tele.html>

<http://guide.mycanal.fr/guide/grille/?chaines=312,26,543,301,545,313>

Movie review websites

<http://www.allocine.fr/film/aucinema/top/presse/>
<https://www.senscritique.com/films>
<http://www.premiere.fr/Cinema/Critique-Film>
<http://www.lapresse.ca/cinema/critiques/>
<https://www.telerama.fr/cinema>

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):	
<ul style="list-style-type: none"> 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.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. 	
4.0	Students will be able to: <ul style="list-style-type: none"> Debate the importance of “entertainment” in their life, using research and a multi-media presentation depicting what is entertainment, why it is important and how it affects culture and daily existence.
3.0	Students will be able to: <ul style="list-style-type: none"> Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. Literature, music, television, film and more Compare and contrast age- and level-appropriate, culturally authentic materials in an oral or written presentation.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain why something is entertaining Describe a film / literature / music / television show using descriptive adjectives Identify how entertainment makes one feel Ask for and give advice about what book to read or what movie to see Use the conditional and imperfect tenses with if statements Use qui, que and dont Use superlatives and comparatives Use the present participle Use C'est and Il est Ask others what their opinions about film / music / literature / television are and give own detailed opinion Write a review of a film / book / tv show / concert Create a movie poster
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Benchmark Assessment

IPA unit 4 : Entertainment

A. Interpretive Task

Vous êtes étudiant(e) à l'Université de Paris et votre camarade de chambre veut aller au cinéma ce soir. Vous avez décidé de voir un film français, *La Graine et le Mulet* qui joue au Rex. Vous cherchez les critiques de ce film et vous lisez les blogs suivants sur le site Ciné-blogue:

Film intéressant, différent, avec de bons comédiens. Vaut la peine d'être vu. Toutefois je ne peux accorder 4 ½ étoiles comme indiqué dans La Presse. Je pense qu'il correspond à l'attitude des français face aux immigrants ou sinon, il en reprend bien les clichés. J'ai toutefois trouvé le film un peu long, particulièrement lors du repas et à la fin, à la poursuite de la mobylette.

7/10

beaulieu@....

Ah... ce film c'est mon bonbon, mon petit trésor, j'en suis insatiable. J'y reviens toujours, encore et encore. Hafsia Herzi et Habid Boufares sont sublimes, attachants, de grands acteurs! Herzi est d'une sensualité troublante... Leur relation, leurs dialogues et leur complicité sont touchants, émouvants. J'ai littéralement craqué pour eux. Les scènes de <<couscous>> mettent l'eau à la bouche. Superbe représentation de la réalité des familles maghrébines en France, vivant dans la misère mais l'affrontant avec la force de l'unité familiale. Un film d'une grande humanité. Si je pouvais lui attribuer 11/10, ce serait sans hésitation...

10/10

cabucine025@.....

(Attention: cette critique révèle le contenu du film.)

Rythme vraiment très lent. Détails des scènes inutiles: c'est bien beau de se sentir chez ces gens, avec leurs histoires de familles et tout ça. Après une heure de visionnement, on assiste enfin au démarrage réel du sujet, soit l'achat du bateau...ouf, quelle longue attente! Et tout ça pour quoi, pour aboutir au fiasco de tout le labour et de l'espoir qui avait été placé entre les mains de l'entourage du personnage principal. Le personnage principal est down comme pas possible, jamais vu un personnage central si déprimé. Curieuse façon de terminer un sujet et cette façon déprimante m'a aussi surpris que déçu.

5/10

kaprakorne@....

Je ne comprends pas ceux qui n'ont pas aimé ce film! Quelle belle histoire, le jeu des comédiens est si réel, si authentique, qu'on a l'impression qu'ils ne jouent pas mais vivent leur propre histoire! Génial! J'ai l'impression d'avoir fait un voyage dans un monde arabe et j'ai vu des choses que je ne connaissais pas. C'est intéressant d'apprendre pas le biais d'une histoire comme celle-ci. Les femmes arabes ont tellement de caractère. Pour cette belle et touchante histoire, il faut absolument aller voir ce film.

9/10

ro.d@...

L'histoire est bonne, les acteurs sont crédibles mais le film est beaucoup trop long!! Ce genre de scénario, qui n'est pas un film d'action, de suspense ou historique ne peut pas durer aussi longtemps. L'intrigue n'est pas assez captivante pour maintenir le spectateur intéressé 2h30 durant. Ce n'est pas non plus un film philosophique ou allégorique qui mérite plus de scènes afin de faire passer le message. J'aurais donné 9/10 si le film était moins long, mais malheureusement il s'allonge au point de faire oublier le beau jeu des acteurs et une belle histoire.

L'un des meilleurs films que j'ai vus en 2008. Déconcertant pendant les 30 premières minutes mais d'un réalisme déchirant. Une description authentique de ce qu'est la vie de beaucoup d'émigrants en Europe. Toutefois, je comprends que plusieurs ai pu abandonner dans le premier tiers du film si on a pas l'habitude de se mettre à la place de l'autre pour essayer de comprendre la condition de plusieurs émigrants nord africains en France et cela peut aussi s'apparenter à ce qui peut se passer ici au Québec. A voir absolument.

10/10

unpeuplus@....

INTERPRETIVE TASK COMPREHENSION GUIDE:

I. Main Idea(s).

Using information from the article, provide the main idea(s) of the blogs in English.

II. Supporting details. For each of the following,

- Circle the letter of each detail that is mentioned in the blogs
- Write the information that is given in the blogs in the space provided next to the detail below

A. A lot of the scenes were too long.

B. The main character is depressing.

C. It's a story of a family of Arab immigrants.

D. Habid Boufares is the director of the film.

E. This film is a spy film.

F. Careful. This critic reveals the content of the film.

G. There are a lot of Hollywood special effects.

H. The press loved this movie.

III. Meaning from context.

Based on this reading write what the following words probably mean in English.

Captivant _____
Reel _____
le spectateur _____

IV. Watch the interview with Marion Cotillard called Marion Cotillard: Interview par Laurent Dela at http://www.youtube.com/watch?v=3tGT_nlPvrk and check all the things that she discussed with the host during the program in the boxes below.

	Her desire to do something new
	Her award for best actrice
	Her current film
	The director with whom she wants to work
	The actors with whom she worked
	Her desire to do a musical
	Her relationship with Guillaume Canet
	Her next film

	Her desire to direct a film
	Her work for the environment

B. Interpersonal Task

You and your French friend are discussing TV shows. Ask your friend what TV shows they prefer to watch and why. Tell what shows you prefer and what shows you don't like and give reasons why. Give details about your favorite programs.

C. Presentational Task

Your French speaking pen pal wrote you an email. Your friend was telling you what they like to do to have fun. Your pen pal loves American movies. You write an email back to your friend telling them about the last time you went to the movies, what movie you saw and who is in the movie. Also tell your friend about the plot of the movie, what type of movie was it, and give your opinion about the movie. Did you like the movie? Would you recommend the movie? Why? or Why not?

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	

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-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 Modifications for Special Population Students

Advanced Learners	http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf <ul style="list-style-type: none"> • research and discuss cultural issues/perspectives in more depth; • pose questions that involve inferencing and focusing on complex cross-curricular themes or global problems; explain reasons for taking a certain position or making a specific decision both orally and in writing in the target language; • create original songs, stories, short plays, poems, designs, etc., showing multicultural • perspectives of a specific theme or having a futuristic twist; • be held accountable for additional listening comprehension tasks; • create experiences and performances that reflect the results of research, interviews, or surveys in the target language; • writing editorials, letters, etc., to target language newspapers in the United States; e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines; <p>give assignments involving more sophisticated computer research and reporting</p>
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations.

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:**Relating Cultural Practices to Perspectives:**

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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