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:	French 2A

Grade Level(s):	9, 10, 11, 12

Duration:	*Full Year:*	45	*Semester:*		*Marking Period:*	

Course Description:	This course is designed for the student who has successfully completed French 1A or has a teacher recommendation from the middle school upon completion of the Beginning 1 and 2 French courses. This 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 Novice High level and steadily moving towards the Intermediate low level in the ACTFL proficiency guidelines. Students are comparing and contrasting cultures and becoming more aware of global challenges and perspectives using culturally authentic resources.

Washington Township Principles for Effective Teaching and Learning

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

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

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

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

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

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

Written: ____July 2017_____

Revised: _____July 2021_____

BOE Approval: _____

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

Grading on report cards is as follows:

50% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

35% Secondary Assessments (Quizzes, Class Participation, Formative Assessments, Minor Projects)

15% Support Assessments (Classwork, Homework)

	NOVICE HIGH	**INTERMEDIATE LOW**	**INTERMEDIATE MID**
Interpersonal Communication	. I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
Presentational Speaking	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of short and simple texts when the topic is familiar.

Primary Resources:	The textbook used for this course is *Bient dit! 2*, copyright © 2013 by Houghton Mifflin Harcourt Publishing Company.

Unit Title: Ma famille et mes copains/All About Me

Unit Description: Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s).

Unit Duration: 1 Marking Period

Desired Results

Standard(s):

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Students start French 2A as Novice High Learners (Unit 1), and move on a continuum toward Intermediate Low 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.	• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • 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.
Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 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.
Presentational: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 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.

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

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about free-time activities.
- Match pictures based on oral descriptions of people, their descriptions and their daily routine.
- Read and listen to information about family and friends.
- Listen to and watch a video about family and friends.
- Read and listen to descriptions of family and friends.
- Compare free-time activities in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on family relationships and friendship.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to family, friends and free-time activities.
- Speak about free-time activities.
- Speak about family and friends.
- Describe oneself and one's daily routine.
- Speak about where, when and how often people engage in activities (day, month, season).

Presentational:
- Use simple sentences or a series of sentences to compare family relationships and friendships in the U.S. and Francophone countries.
- Use simple sentences or a series of sentences to describe my free-time activities and daily routine, including when and how often.
- Present and discuss information about one's free-time activities.
- Present and or write information about family relationships.
- Explain the uses of **avoir** and **être** to describe someone.
- Explain the uses of regular -er, -re and -re verbs in context.
- Explain adjective agreement, including use of some irregular adjectives (**beau**, **nouveau**, **vieux**)
- Explain how to use reflexive verbs to discuss daily routine.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement(s):

Relationships with friends and family varies among cultures and daily routine (topics that assist in the development of this understanding should include, but are not limited to: likes, dislikes, pastimes and daily schedules).

Understandings: *Students will understand that…*	**Essential Questions:**
1.) family relationships and friendships are an integral part of life in the Francophone world. 2.) personal identity is developed through and expressed by family relationships and friendships. 3.) there are similarities and differences in family relationships and friendships in Francophone countries compared to those in the United States. 4.) both cultures engage in various activities with family and friends based on needs, available resources, and personal taste. 5.) daily routine in Francophone cultures is similar to daily routine in the U.S. 6.) social etiquette in invitations to home has differences and similarities in Francophone countries and the U.S.	1.) How are family relationships in the United States similar/different to family relationships in French-speaking countries? 2.) How and why are friendships different in the French-speaking world? 3.) What characteristics of family relationships and friendships are specific to the French-speaking world? 4.) What is the importance of family and friends in the French-speaking world? 5.) What are some of the similarities and differences in friendships in French- speaking families compared to that of the US? 6.) Although there are differences, what connects us across cultures with family relationships and friendships?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive:

- https://youtu.be/bm7FhuioSz0 Students listen to someone describing his family and the relationships between him and these people. Students note the relationships and answer related interpretive questions.
- https://youtu.be/BNR8jo3XovY Students match illustrations with those they see and the descriptions they hear in the video.
- https://www.actualitix.com/loisirs-preferes-francais.html Read an article and accompanying graphics to find information about preferred leisure-time activities among the French.
- Read articles on ICulture on this topic and interpret.

Interpersonal:

- Students divide into pairs and interview each other about their family relationships for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
  - Create / Write a dialogue between two people discussing family relationships.
  - Interview a student or the teacher about his or her friends and family.
  - Interview (either student to student, student to teacher or teacher to student) about daily routine.
  - Create a PowerPoint, Prezi, iMovie, etc. displaying family members, friends or daily routine.
  - Illustrate pictures of family members.
  - Write a letter or postcard about a new friend you made at school.
  - Post an entry about favorite activities on Instagram or on a blog.
  - Write an email to a pen pal talking about family and friends (www.epals.com).

Presentational:

Other Evidence:

Pre-Assessment:

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

Formative Assessments:

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

Summative Assessments:

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

- Create a TV commercial advertising some favorite activities.
- Create a family tree and with extended family and present at a sentence/series of sentence level
- Outline with simple sentences one's daily routine.
- Plan a day.
- Sequence pictures to tell a story and write the captions using simple sentences (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene of your typical school day.
- Present a week's activities for your family.

Benchmarks:

Bien dit! Integrated Performance Assessments Level 2 – PP 1 – 9 and/or Teacher-created IPA.

Interpretive:Students will read short articles about student's home situation, family and pastimes, and then give the main idea and supporting details, as well as recognize keywords.

Presentational: Students will write an email to an Epal describing themselves, their family situation and their pastime activities.

Interpersonal: Students wil have a conversation with a student from Quebec about themselves and their families, giving details on personality and physical traits and their likes and dislikes.

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.

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

Learning Plan

Learning Activities:
- Create a skit for meeting someone for the first time
- 20 questions
- Ex. 2 p. 8 Listen to Justine talk about her family and decide if the given statements are true or false.
- Ex. 5 p. 9 Describe family members in detail
- -Descriptions of self, classmates, family and friends
- Ex. 9 p. 11 Write out complete sentences to say what each person is like using avoir and être
- Ex. 11 p. 12 Listen to Martin describing his aunt and uncle and decide if he is talking about his aunt, his uncle or if you cannot tell.
- Ex. 14 p. 13 Write complete sentences describing the people in the pictures using 2 adjectives for each.
- Ex. 18 p. 14 Describe the people given in complete sentences using the correct forms of beau, nouveau and vieux
- Culture appliqué pp. 16+17 read and discuss differences in the French and American secondary education systems.
- Discuss likes and dislikes of sports and leisure activities
- Create a powerpoint showing what students are doing after school
- Ex. 25 p. 21 Write complete sentences describing what you do and how often

- Ex. 30 p. 23 Create 10 questions to ask a classmate, using –er verbs.
- Ex. 33 p. 25 Write out logical follow up sentences according to each person's situation using –ir and –re verbs.
- Ex p. Create a conversation with a partner describing what activities you like to do after school and how often you do those activities
- Describe your family's or friend's activities on a typical Sunday
- Ex. 41 p. 27 Use the picture sequence to create a dialogue with your partner between Laurent and Ingrid.
- Télé-roman pp. 28+29
- Lecture et Ecriture pp. 30-33(CD1 tracks 7+8)
- Lettres et sons p. 36 CD1 Tracks 11-13
- Online Culture project: Tout de Paris p. T71
- Create a picture sequence of your own morning routine. Write sentences in French under each picture using reflexive verbs and the times.
- Ex. 2 p. 160 Listen to Charlotte ask Lili questions about her morning and choose the correct picture to go with each of Lili's answers.
- Ex. 8 p. 163 Put the words in the correct order to form sentences with reflexive verbs.
- Create a conversation with a partner, comparing your morning routines. Mention at least three things you do, and three things you do not do.
- Ex. 22 p. 172 Listen to Céline's comments, and decide if she does the activities during the day or in the evening.
- Create a poster with all the things you do for your daily routine using reflexive verbs in the present tense and include appropriate illustrations.
- Movies:"Un air de famille"

Resources:
NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
Ohio Model Curriculum
A Green Mouse
American Association of Teachers of French
Bien dit! 1 – Student Online Resources
World Culture Encyclopedia
123 Teach Me – All Types of Resources (featuring free and pay-to-use sources)
CARLA
CIA – Facts About Countries Around The World
Class Tools
Creative Language Class
Culture Crossing
Digital Dialects
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
Fotobabble – Share and Narrate Pictures
French Tests and Quizzes for Practice
Glogster
I Love Languages
Instructional Resources – Learning Scenarios
IE Languages listening resources vocabulary, grammar, and pronunciation exercises
Language Guide – Vocabulary Lessons with Pronunciation and Practice
Languages On Line
Lang Media – Video Clips
Language Magazine
Lawless French Audio Practice
Learn A Language – Comprehensive Lessons, Games and Activities
Learner.org – Integrated Lessons for the World Language Classroom
Lingorilla – Video Clips and Interactive lessons
Lingt – Create speaking exercises for your students
LiveBinders
Live Worksheets
Lyrics Training
My Languages - Grammar Guides and Short Vocabulary quizzes

NCLRC
Neil Jones
Picture Dictionary
PicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Professor Garfield - Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
Today's Meet – Creat Chat Rooms
Voice Thread
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla

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

Online Activities
BBC Languages
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere

Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla

Other Resources
La Griffe de l'info
1jour1actu
Le Journal des Enfants
Audio Lingua
Géo Ado
Wapiti
Le Blog de Julie
Mon petit hebdo
L'actualité de la francophonie
Publicités et infographies de la francophonie
Réalia: Sites, documents, articles et infographies
Réalia: Publicités
Réalia: Photos, peintures, dessins
L'humour en français
Infographie français
Disney Channel France
Nickelodeon France
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
http://www.noslangues-ourlanguages.gc.ca/
http://www.logicieleducatif.fr/
http://www.ameliepepin.com/scolaire/list/6
https://schools.duolingo.com/
http://boutdegomme.fr/
http://www.nicurriculum.org.uk/
http://www.literacycenter.net/lessonview_fr.php
http://www.ortholud.com/index.html
http://ebookids.com/fr/livres-enfants/
http://www.kidzo.net/
http://enfants.bnf.fr/index.htm
http://cf.tfo.org/television/emissions/carmen/index.html
http://madamebellefeuille.blogspot.com.br/
https://www.language-gym.com/#!/
http://www.maisondequartier.com/cours/cours.php?lang=en
http://www.hello-world.com/languages.php/?language=French&translate=English
https://www.youtube.com/channel/UC36F2xfUQyKEMdpyniW2uog
https://www.youtube.com/user/MoukFrance/videos
https://www.youtube.com/channel/UC1Uqd7txhcLl2C9f6PSB_eg
https://www.youtube.com/user/FrenchTeacherCanada/playlists
https://newsinslowfrench.com/
http://podcastfrancaisfacile.com/englishmenu/french-communication-dialogue-daily-life-listen-to-mp3.html

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

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.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.		
4.0	**Students will be able to:** • Infer the role that personality and culture play in making friends and getting along with others.	
3.0	**Students will be able to:** • Compare and contrast family and leisure time activities to target culture through creating a multi-media rich presentation. • Present information about their extended family and family activities • Read authentic articles/ children's stories and listen/watch videos to interpret the main idea	
2.0	**Students will be able to:** • Talk about family relationships • Identify personality traits • Identify physical traits • Distinguish between positive and negative personality qualities • Identify roles of family members, historically and personally • Identify likes and dislikes • talk about their daily routine • use reflexive verbs in the present tense	
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**	
0.0	**Even with help, no success**	

	Unit Modifications for Special Population Students	
	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas Designing Lessons for Diverse Learners - Natalie Olinghouse Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey	

	[Strategies for Students with Diverse Talents](#) – New Jersey Appendix D [Strategies for Diverse Learners](#) - Nebraska
Advanced Learners	[Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D](#) Bien dit! 2 – Teacher's Edition PP 4- 39; 158 – 163 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf [Struggling Learners – NJ Appendix D](#) - Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. - Provide students with a list of specific words and phrases you want them to know. - Model different ways in which they can combine words and phrases for communication. - Have students create a section of their notebook for vocabulary and a separate section for grammar. - Allow students to accompany vocabulary words with pictures and English translations. - Teach content in chunks - Use of TPRS
English Language Learners	Bien dit! 2 – Teacher's Edition PP 4- 39; 158 – 163 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
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 that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#). Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf

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

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

Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf
ELA: https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then	The ability to solve problems effectively begins with	Multiple solutions exist to solve a problem.	Collaboration with individuals with diverse experiences can

develop a plan to address it in order to effectively solve a problem.	gathering data, seeking resources, and applying critical thinking skills.	• An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	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.

Technology

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

Communication:

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

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

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

Culture:
Relating Cultural Practices to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

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

Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

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

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

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

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

Technology:
Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

Unit Title: On fait la fête !/Celebrations

Unit Description: Students use the target language in the three modes of communication to explore milestone events as celebrated in the target culture and compare and contrast them to similar celebrations in the home culture.

Unit Duration: 1 Marking Period

<div align="center">

Desired Results

</div>

<u>Standard(s):</u>

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 2A as Novice High Learners (Unit 1), and move on a continuum toward Intermediate Low 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.	• 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.
Interpersonal: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	• 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.
Presentational: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	• 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.

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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	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.

Indicators:

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

Interpersonal:
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related celebrations.
- Speak about celebrations.
- Speak about preparing for a party.
- Describe preparations for parties and celebrations.
- Speak about where, when and how people celebrate.
- Discuss what you did in the past.

Presentational:
- Use simple sentences and series of sentences to compare celebrations and parties in the U.S. and Francophone countries.
- Use simple sentences and series of sentences to describe celebrations and parties, including when and how often.
- Present and discuss information about parties and celebrations.
- Present and or write information about parties and celebrations.
- Explain the uses of the verb **offrir** in context.
- Explain the uses of the verb **recevoir** in context.
- Explain the uses of the passé composé with **avoir** in context.
- Explain the uses of the passé composé with **être** in context.
- Explain the uses of the passé composé with reflexive verbs in context.
- Explain the uses of negative expressions in context.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Understandings: *Students will understand that…* 1.) parties and celebrations are an integral part of life in the Francophone world. 2.) personal identity is developed through and expressed by how people celebrate.	**Essential Questions:** 1.) How and why are parties and celebrations in the United States similar/different to parties and celebrations in French-speaking countries? 4.) What characteristics of parties and celebrations are specific to the French-speaking world?

3.) there are similarities and differences in parties and celebrations in Francophone countries compared to those in the United States. 4.) both cultures engage in various parties and celebrations based on needs, available resources, and personal taste. 5) daily routine in Francophone cultures is similar to daily routine in the U.S. 6.) large parties are held in similar locations in France as in the U.S. 7.) the etiquette for guests and hosts in France is similar to that in the U.S.	5.) What is the importance of parties and celebrations in the French-speaking world? 6.) What are some of the similarities and differences in parties and celebrations in French- speaking families compared to that of the US? 7.) Although there are differences, what connects us across cultures with parties and celebrations? 8.) How is the concept of time perceived in social gatherings?

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:
- https://www.agirenfrancais.com/fle/pourquoi-et-comment-celebre-t-on-la-fete-nationale-francaise-le-14-juillet/ Students read about Bastille Day and complete an accompanying quiz to demonstrate comprehension.
- https://www.youtube.com/watch?v=IOo3g71oQGc Students watch and listen to a video about Christmas in France and other European countries, noting specifics indicated by the teacher.
- https://www.youtube.com/watch?v=3aaw_oNYqvQ Students watch and listen to people discuss how they celebrate La Toussaint and answer interpretive questions provided by the teacher in advance.
- View a video showing a French family party. Have students note similarities/differences by observing.
- Research typical French teenager social/get-togethers/parties. Compare and contrast to the U.S. teen.

Interpersonal:
- Students divide into pairs and interview each other about their family celebrations for a presentation to the class. After the interviews are complete, each pair will introduce the other

Other Evidence:

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

Formative Assessments:
- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in

student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people discussing party plans.
- Interview a student or the teacher about his or her family celebrations.
- Interview (either student to student, student to teacher or teacher to student) about a party.
- Create a PowerPoint, Prezi, iMovie, etc. displaying plans for a party or a past celebration.
- Illustrate the events of a party or celebration.
- Write a letter or postcard about a party you attended.
- Post an entry about a party or holiday celebration on Instagram or on a blog.
- Write an email to a pen pal talking about how you celebrated Christmas or your birthday (www.epals.com).

Presentational:
- Create a TV commercial advertising a holiday event (like a Christmas Market).
- Create a party invitation.
- Create a party menu using detail at this level.
- Make a calendar showing the activities one has to do to prepare for a party.
- Plan a party as if you were the Event Planner
- Sequence pictures to tell a story and write the captions (Comic Strip – Version A or Version B)
- Draw a scene of a holiday celebration.
- Describe what you did after a party you gave ended.

sentences, a paragraph, captioned drawing, or diagram

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

Benchmarks:

Bien dit! Integrated Performance Assessments Level 2 – PP 10 – 18 or teacher-created IPA.

Interpretive: Students will read an article about Bastille Day and then give the main idea and supporting details, as well as recognize keywords.

Presentational: Students will write an email to their Epal describing how they celebrated Christmas, including things they did to prepare, what types of food they had, and any other traditions they may have celebrated. They will note how this may be different from the target country to demonstrate understanding of similarities/differences.

Interpersonal: Students will have a conversation about what their favorite holiday/celebration is and describe why it's their favorite, what they do to prepare for this celebration, and what kind of activities they do for this celebration. If feasible, they will try to skype with an exchange student or target French-speaking audience.

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.

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

Learning Plan

Learning Activities:

- Create a calendar in French and include all the French holidays
- Ex. 1 p. 44 Listen to people talk about holidays and match the conversation to the correct picture.
- Ex. 5 p. 45 Create a conversation with a partner where one of you asks for advice on what to give to a friend for his/her birthday. Your partner will give you suggestions. Use the advertisement in the book, or use advertisements from online websites
- View a video showing a French family party. Have students note similarities/differences by observing.
- Research typical French teenager social/get-togethers/parties. Compare and contrast to the U.S. teen.
- Ex. 11 p. 49 Listen to the conversations and decide if the answer is logical or illogical
- Ex. 14 p. 49 Create a skit with a partner where the two of you are trying to buy a present for your mother or father. You disagree on everything. Use props to enhance your skit
- -Ex. 18 p. 51 Listen to the conversations about holidays and write down which holiday each conversation is about.
- Write an email to your friend inviting him/her to come to the 14th of July festivities in town. Explain all the things you will be able to do and or see, use the invitation on page 51
- Culture appliqué pp. 52-53 Read and discuss the celebrations of Carnival and Mardi Gras. How are they similar/different?
- Create a power point presentation of the celebration of Carnival and Mardi Gras in various French-speaking areas.
- Create a mask for a Mardi Gras or Carnival celebration and explain some of the symbols on it.
- Make a party invitation for a typical French Soirée online
- Ex. 21 p. 56 Listen to the conversations and match the correct conversation to each picture.
- Ex. 26 p. 57 Create a skit using the expressions from Exprimons-nous !
- Create a verb chart of the passé composé of avoir.
- Ex. 27 p. 58 Listen and indicate if the sentences are in the present tense or in the passé composé.
- Have students ask parents, siblings and grandparents to find out what happened on the day they were born. They will write a paragraph in the passé composé to describe what happened on the day they were born.
- Explain the rules of a verb chart of the passé composé of être without being directly taught
- Draw a cartoon of all the motion verbs that take être in the passé composé and write the sentences under each picture.
- Ex. 33 p. 61 Write complete sentences in the passé composé to say what happened in French class yesterday.
- Ex. 39 p. 63 Use as many negative expressions as possible to create a story about a soirée that was unsuccessful.
- Ex. 41 p. 63 Use the picture sequence to write a paragraph about what happened at a party.
- Télé-roman pp. 64+65
- Lecture et Ecriture pp. 66-69 (CD2 track 7)
- Lettres et sons p. 72 CD2 Tracks 10-12
- Online Culture project: International Student Fair p. T74
- Movies: "Jour de Fête"

Resources:
NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
Ohio Model Curriculum
A Green Mouse
American Association of Teachers of French
Bien dit! 1 – Student Online Resources
World Culture Encyclopedia
123 Teach Me – All Types of Resources (featuring free and pay-to-use sources)
CARLA
CIA – Facts About Countries Around The World
Class Tools
Creative Language Class
Culture Crossing

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

Newspapers and Magazines
Paris Match
Le Point
Elle
L'Obs
L'Express
Photo
Marianne
Vogue Paris
Les Inrocks
L'Officiel
Le Magazine littéraire
Télérama
Télé 7 Jours
Numéro Magazine
Voici
L'expansion
Gala
Lire
Onze Mondial

L'histoire
Modes et travaux
Le Journal de Mickey
France Football
Sport auto
Chatelaine
Revue des deux mondes
Picsou Magazine
Le monde
Le Figaro
Le Parisien
Les échos
L'Équipe
L'Humanité
La Tribune
Midi Libre
La Presse

Online Activities
BBC Languages
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla

Other Resources
La Griffe de l'info
1jour1actu
Le Journal des Enfants
Audio Lingua
Géo Ado
Wapiti
Le Blog de Julie
Mon petit hebdo
L'actualité de la francophonie
Publicités et infographies de la francophonie
Réalia: Sites, documents, articles et infographies
Réalia: Publicités
Réalia: Photos, peintures, dessins
L'humour en français
Infographie français
Disney Channel France
Nickelodeon France
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
http://www.noslangues-ourlanguages.gc.ca/
http://www.logicieleducatif.fr/
http://www.ameliepepin.com/scolaire/list/6
https://schools.duolingo.com/
http://boutdegomme.fr/
http://www.nicurriculum.org.uk/
http://www.literacycenter.net/lessonview_fr.php
http://www.ortholud.com/index.html
http://ebookids.com/fr/livres-enfants/
http://www.kidzo.net/
http://enfants.bnf.fr/index.htm
http://cf.tfo.org/television/emissions/carmen/index.html
http://madamebellefeuille.blogspot.com.br/

https://www.language-gym.com/#!/
http://www.maisondequartier.com/cours/cours.php?lang=en
http://www.hello-world.com/languages.php/?language=French&translate=English
https://www.youtube.com/channel/UC36F2xfUQyKEMdpyniW2uog
https://www.youtube.com/user/MoukFrance/videos
https://www.youtube.com/channel/UC1Uqd7txhcLl2C9f6PSB_eg
https://www.youtube.com/user/FrenchTeacherCanada/playlists
https://newsinslowfrench.com/
http://podcastfrancaisfacile.com/englishmenu/french-communication-dialogue-daily-life-listen-to-mp3.html

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

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.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.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.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.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.

4.0	**Students will be able to:**
	• Develop a detailed agenda for a family celebration that can utilized by a party planner and include a written note to the client that her/his day is going to be special.
3.0	**Students will be able to:**
	• 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. including self, family and cultural celebrations.
	• Compare and contrast age- and level-appropriate, culturally authentic materials in an oral or written presentation.
2.0	**Students will be able to:**
	• Give and follow a series of oral and written directions, commands, and requests for participating in age- and-level appropriate classrooms and cultural activities.
	• Wish someone a good time in various cultural and social situations.
	• Ask for and give advice in various social situations.
	• Correctly use direct and indirect object pronouns in sentences.
	• Conjugate the verb **offrir**.
	• Conjugate the verb **recevoir**.
	• use reflexive verbs in the passé composé.
	• Ask for help and check if things have been done when preparing for a celebration.
	• Use the passé composé with être and avoir to describe activities in the past.
	• Use negative expressions in complete sentences.
	• Create a party invitation
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas Designing Lessons for Diverse Learners - Natalie Olinghouse Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey Strategies for Students with Diverse Talents – New Jersey Appendix D Strategies for Diverse Learners - Nebraska
Advanced Learners	Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D Bien dit! 2 – Teacher's Edition PP 40 - 75; 170 – 175 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf Struggling Learners – NJ Appendix D - Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. - Provide students with a list of specific words and phrases you want them to know. - Model different ways in which they can combine words and phrases for communication. - Have students create a section of their notebook for vocabulary and a separate section for grammar. - Allow students to accompany vocabulary words with pictures and English translations. - Teach content in chunks - Use of TPRS
English Language Learners	Bien dit! 2 – Teacher's Edition PP 40 - 75; 170 – 175 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
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 that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI)Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA

Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf
ELA: https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

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

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

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

Technology

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

Communication:

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

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

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

Culture:
Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

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

Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

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

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

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

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

Technology:
Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

Unit Title: Faisons les courses/Food, Glorious Food

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

Unit Duration: 1 Marking Period

Desired Results

Standards:

SEE UNIT 2

Indicators:

Interpretive:
- Skim and scan/read culturally authentic audio, video or written text from electronic information sources and other sources to identify information about preparing and shopping for food.
- Match pictures based on oral descriptions of foods.
- Read and listen to information about preparing and shopping for food.
- Listen to and watch a video about food and demonstrate understanding.
- Read and listen to descriptions of preparing and shopping for food and take notes/summarize what you heard.
- Read and listen to information about preparing and shopping for food.
- Compare food preparation and shopping in the U.S. to those in various Francophone countries.
- Understand and explain cultural perspectives on food and food preparation.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to food preparation and shopping.
- Speak about preparing and shopping for food.
- Describe preparations for food and shopping.
- Speak about where, when and how people prepare and shop for food.
- Discuss the quantities of food you purchase and use.

Presentational:
- Use simple sentences and series of sentences to compare food and food preparation in the U.S. and Francophone countries.
- Use sentences to describe food preparation and shopping for food, including when and how often. Compare the shopping experience in France to the U.S. Compare nutrition in Franch to the U.S.
- Present and discuss information about food shopping and preparation.
- Present and or write information about food shopping and preparation.
- Explain the uses of the partitive.
- Explain the uses of direct and indirect object pronouns.
- Explain the uses of **y** and **en**.
- Explain the placement of object pronouns in statements.
- Explain how to ask for specific information using various question formats.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Understandings:	**Essential Questions:**
Students will understand that…	1.) How are food shopping and preparation in the United States similar/different to food shopping and preparation in French-speaking countries?
1.) food and food shopping are an integral part of life in the Francophone world.	
2.) personal identity is developed through and expressed by how people prepare, shop for and consume food.	2.) How and why is food different in the French-speaking world?
3.) there are similarities and differences in food preparation and shopping in Francophone countries compared to those in the United States.	3.) What characteristics of food preparation and food shopping are specific to the French-speaking world?

4.) that in the Francophone world people shop for food on a daily basis at individual shops rather than once a week/month. 5.) that the French eat their main meal in the afternoon rather than in the evening. 6.) that the French eat their meals at different times of the day. 7.) both cultures engage in food preparation and shopping based on needs, available resources, and personal taste. 8.) that restaurants in French-speaking countries have a different way of presenting menus. 9.) that gratuity is included in French restaurants.	4.) What is the importance of food in the French-speaking world? 5.) What are some of the similarities and differences in food shopping and preparation in French- speaking countries compared to that of the US? 6.) How is diet different culturally in French-speaking countries? 7.) Although there are differences, what connects us across cultures with food preparation and shopping?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes
In order to help students better master this unit remember these rules when selecting activities:

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

Interpretive:
- https://youtu.be/4ILYCdTLEuI Students listen to a conversation about food shopping and name items they hear, including quanities of each.
- https://youtu.be/CTBsBW3gaoA Students follow along as a chef prepares ratatouille. They note the ingredients, quantities and steps the chef uses as he prepares the dish.
- https://youtu.be/0nIKWw8Gt1M Students listen to conversations that take place in a boulangerie and answer questions about what each customer orders or chooses not to order.
- http://time.com/8515/what-the-world-eats-hungry-planet/
  Students will view pictures of French speaking families and what they typically eat. They will compare these to what we typically eat in the U.S. Are the food pyramids the same?
- Review clips from the movie: "Julie & Julia" and answer questions created by the teacher on the cultural affects.

Interpersonal:
- Students divide into pairs and interview each other about shopping habits and food preparation for a presentation to the class. After the interviews are complete, each pair will introduce the other

Other Evidence:

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

Formative Assessments:
- Reading / Interpreting Realia – Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- 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

student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people involved in purchasing or preparing food.
- Interview a student or the teacher about his or her food preferences.
- Interview (either student to student, student to teacher or teacher to student) about food shopping and/or food preparation.
- Create a PowerPoint, Prezi, iMovie, etc. displaying foods available for purchase or steps involved in food preparation.
- Illustrate the steps involved in shopping for food or food preparation.
- Write a letter or postcard about a great meal you just experienced.
- Post an entry about a recipe on Instagram or on a blog.
- Write an email to a pen pal talking about where you purchase groceries (www.epals.com).

Presentational:
- Create a TV commercial advertising a supermarket.
- Create a supermarket circular.
- Create a recipe with a shopping list.
- Make a calendar showing a menu for a week.
- Plan a meal.
- Sequence pictures to tell a story and write the captions (Comic Strip – Version A or Version B)
- Draw a scene of food preparation.
- Using a map of a grocery store, locate various food items.
- Create a video demonstration on how to make a recipe with a partner.
- Create a video of a cooking show.

- **Word Splash Activity** – content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

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

Benchmarks:

Bien dit! Integrated Performance Assessments Level 2 – PP 19 – 27 or a teacher-created IPA.

Interpretive: Students will read information from the website: mangerbouger.fr and then give the main idea and supporting details, as well as recognize keywords.

Presentational: Students will write an email to their Epal giving suggestions on what healthy, nutritious foods he/she can eat and what things it would be better to avoid.

Interpersonal: Students will have a conversation asking and answering questions about what a typical breakfast and a typical dinner are like in the United States. They will compare this with a typical French breakfast and dinner. If possible have the conversation with a French exchange student or skype with someone in a French-speaking country.

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.

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

Learning Plan

Learning Activities:

- Create a supermarket advertisement in French using vocabulary given in the Vocabulaire 1.
- Create a shopping list of fruits, vegetables and other ingredients, then look up the items on various French supermarket websites to find out the prices. Make a presentation to the class to show which supermarket would be the cheapest to buy your products.
- Ex. 3 p. 84 Write out the recipe for a dish you like to make in French.
- Write out a recipe of a healthy dish.
- Make a chart showing when to use the indefinite articles, definite articles, and when to use the partitive articles.
- Ex. 12 p. 87 Create a survey to ask several classmates what they eat for breakfast, lunch and dinner. Compare your notes with a partner to see which dishes are the most popular.
- Make a chart showing the uses of direct and indirect object pronouns.
- Make a chart of places that get replaced by Y.
- Ex. 16 p. 89 Play a guessing game in small groups. Use the pronoun Y instead of the name of the store.
- Ex. 20 p. 91 Create questions based on the answers given. Use both est-ce que and inversion.
- Culture pp. 92+93 Read about maple syrup and research what other items besides "des sucettes" are made with maple syrup, and make a power point presentation that includes pictures.

- Make a poster depicting the various specialty stores and include pictures of items that can be purchased in each of those stores. Label all items in French.
- Ex. 25 p. 96 Write out 7 sentences to say which specialty stores you would go to in order to buy the products given. Try to add 3 additional sentences.
- Create a map/chart to show words of location.
- Create a chart of items that get replaced with the pronoun EN.
- Ex. 29 p. 98 Write out sentences to say how many of each item is in the picture using the pronoun EN.
- Ex. 33 p. 99 Describe a fruit or vegetable to a partner. They will have to guess the fruit or vegetable you are describing. Take turns.
- Create a chart of all the object pronouns and show which order they would go in.
- Write 5 sentences to say what you are going to buy for friends using acheter à. With a partner take turns asking questions and respond using two object pronouns.
- Make a chart showing contractions with à and de
- Create a story using the picture sequence.
- Télé-roman pp. 104-105
- Lecture et Ecriture pp. 106-109 (CD3 track 7)
- Lettres et sons p. 72 CD3 Tracks 11-13
- Online Culture project : Une épicerie. T114
- Movies: Le Chef, Julie & Julia, Haute Cuisine

Resources:
NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
Ohio Model Curriculum
A Green Mouse
American Association of Teachers of French
Bien dit! 1 – Student Online Resources
World Culture Encyclopedia
123 Teach Me – All Types of Resources (featuring free and pay-to-use sources)
CARLA
CIA – Facts About Countries Around The World
Class Tools
Creative Language Class
Culture Crossing
Digital Dialects
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
Fotobabble – Share and Narrate Pictures
French Tests and Quizzes for Practice
Glogster
I Love Languages
Instructional Resources – Learning Scenarios
IE Languages listening resources vocabulary, grammar, and pronunciation exercises
Language Guide – Vocabulary Lessons with Pronunciation and Practice
Languages On Line
Lang Media – Video Clips
Language Magazine
Lawless French Audio Practice
Learn A Language – Comprehensive Lessons, Games and Activities
Learner.org – Integrated Lessons for the World Language Classroom
Lingorilla – Video Clips and Interactive lessons
Lingt – Create speaking exercises for your students
LiveBinders
Live Worksheets
Lyrics Training

My Languages – Grammar Guides and Short Vocabulary quizzes
NCLRC
Neil Jones
Picture Dictionary
PicLits – Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
Poll Everywhere
Poster My Wall – Online Poster and Flyer Maker
Professor Garfield – Read and Listen to Children's Stories and Create Their Own Comics Realia Project
Read, Write, Think – Awesome Resources (need to be modified for language taught)
Scholastic
Shelby County Schools World Languages
The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)
Today's Meet – Creat Chat Rooms
Voice Thread
World Language Classroom – Resources and Activities
World Stories – Stories From Around The World
Yabla

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

Online Activities
BBC Languages
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere

Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla

Other Resources
La Griffe de l'info
1jour1actu
Le Journal des Enfants
Audio Lingua
Géo Ado
Wapiti
Le Blog de Julie
Mon petit hebdo
L'actualité de la francophonie
Publicités et infographies de la francophonie
Réalia: Sites, documents, articles et infographies
Réalia: Publicités
Réalia: Photos, peintures, dessins
L'humour en français
Infographie français
Disney Channel France
Nickelodeon France
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
http://www.noslangues-ourlanguages.gc.ca/
http://www.logicieleducatif.fr/
http://www.ameliepepin.com/scolaire/list/6
https://schools.duolingo.com/
http://boutdegomme.fr/
http://www.nicurriculum.org.uk/
http://www.literacycenter.net/lessonview_fr.php
http://www.ortholud.com/index.html
http://ebookids.com/fr/livres-enfants/
http://www.kidzo.net/
http://enfants.bnf.fr/index.htm
http://cf.tfo.org/television/emissions/carmen/index.html
http://madamebellefeuille.blogspot.com.br/
https://www.language-gym.com/#!/
http://www.maisondequartier.com/cours/cours.php?lang=en
http://www.hello-world.com/languages.php/?language=French&translate=English
https://www.youtube.com/channel/UC36F2xfUQyKEMdpyniW2uog
https://www.youtube.com/user/MoukFrance/videos
https://www.youtube.com/channel/UC1Uqd7txhcLl2C9f6PSB_eg
https://www.youtube.com/user/FrenchTeacherCanada/playlists
https://newsinslowfrench.com/
http://podcastfrancaisfacile.com/englishmenu/french-communication-dialogue-daily-life-listen-to-mp3.html

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

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.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 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.

4.0	**Students will be able to:** • Infer the role that personality and culture play in shopping, diet and food preparation.
3.0	**Students will be able to:** • Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices • Compare and contrast the dining, eating, food preparation and shopping experiences of the target culture with one's own culture. Which one do they prefer? Why?
2.0	**Students will be able to:** • ask about food preparation • make requests • shop for groceries • ask where things are • use the partitive • use direct and indirect object pronouns • use the pronoun y • make questions • use the pronoun en • place object pronouns in sentences • make contractions with à and de • Create a supermarket circular in French
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction

	10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas Designing Lessons for Diverse Learners – Natalie Olinghouse Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey Strategies for Students with Diverse Talents – New Jersey Appendix D Strategies for Diverse Learners – Nebraska
Advanced Learners	Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D Bien dit! 2 – Teacher's Edition PP 80 – 115 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf Struggling Learners – NJ Appendix D - Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. - Provide students with a list of specific words and phrases you want them to know. - Model different ways in which they can combine words and phrases for communication. - Have students create a section of their notebook for vocabulary and a separate section for grammar. - Allow students to accompany vocabulary words with pictures and English translations. - Teach content in chunks - Use of TPRS
English Language Learners	Bien dit! 2 – Teacher's Edition PP 80 – 115 – Differentiated instruction for English language learners and speakers of Spanish Invite French-speaking ELLs to class for discussions/perspectives http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
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 that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: **https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf**
Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI)Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA

Visual and Performing Arts: **https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf**
ELA: **https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf**

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce

outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

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

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

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

Technology

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

Communication:

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

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

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

Culture:
Relating Cultural Practices to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

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

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

Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

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

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

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

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

Technology:
Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

Unit Title: Au lycée/School Days

Unit Description: Students use the target language in the three modes of communication to explore the role of education in the home and target culture(s) by comparing and contrasting education in both cultures.

Unit Duration: 1 Marking Period

<u>**Standards:**</u>

SEE UNIT 2

Indicators:

<u>Interpretive:</u>
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about school and the educational system.
- Match pictures based on oral descriptions of school subjects and places in a typical school setting.
- Read and listen to information about activities in a school setting and respond to comprehension questions or create your own.
- Listen to and watch a video about school life and make comparisons between target culture and one's own culture.
- Read and listen to descriptions of school activities.
- Read and listen to information about what students do during their school day.
- Compare schools and school life in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on school life.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

<u>Interpersonal:</u>
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related school and school settings.
- Speak about school.
- Describe a typical school day and school setting.
- Speak about where, when and how people interact in a school setting.
- Discuss the difference between a French lycée and an American high school.

Presentational:
- Use lists and or chunks of language, and memorized phrases to compare schools in the U.S. and Francophone countries.
- Use phrases to describe a school setting and a school schedule.
- Present and discuss information about school life.
- Present and or write information about school life.
- Explain object pronouns in the passé composé.
- Explain **quelqu'un, quelque chose, ne… rien, ne… personne** and **ne… que**.
- Explain the verbs **suivre** and **ouvrir**, in the present tense and in the passé composé.
- Explain **depuis, il y a** and **ça fait** to discuss duration of activities.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Understandings:
Students will understand that…

1. school and education are an integral part of life in the Francophone world.

2. personal identity is developed through and expressed by activities people choose in their school life.

3. there are similarities and differences in education and school in Francophone countries compared to those in the United States.

4. both cultures express how they value education based on needs, available resources, and personal taste.

5. there are similarities in school and education in Francophone cultures compared to the U.S.

Essential Questions:
1.) How are school and education in the United States similar/different to school and education in French-speaking countries?

2.) How and why is education different in the French-speaking world?

3.) What characteristics of education and school life are specific to the French-speaking world?

4.) What is the importance of education in the French-speaking world?

5.) What are some of the similarities and differences in school buildings in French-speaking countries compared to those in the US?

6.) How does culture affect school breaks/vacation time and school schedules.

7.) Although there are differences, what connects us across cultures with school life and education?

Performance Tasks:

5 Rules for the 3 Modes

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

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

- https://youtu.be/KKikkw0wNFY Students listen to a description of the educational system in Quebec and answer related teacher-created interpretive questions.
- http://www.bonjourdefrance.com/exercices/contenu/19/civilisation/527.html Students peruse the website to find information about the education system in France.
- http://lyc-sabatier-carcassonne.fr/ Students search the school's website for specific information indicated by the teacher's updated questions.

Interpersonal:
- Students divide into pairs and interview each other about their school day for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview. Students will also look at a typical teenager's schedule in a school in France.
  - Create / Write a dialogue between two people discussing their school schedule and the French schedule.
  - Interview a student or the teacher about his or her preferred courses.
  - Interview (either student to student, student to teacher or teacher to student) about school life.
  - Create a PowerPoint, Prezi, iMovie, etc. displaying a school schedule and related locations. Include how it is different from the French student schedule.
  - Illustrate a map of their ideal school to share with other students.
  - Write a letter or postcard about your school schedule.

Other Evidence:

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

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

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

- Post an entry about a school day on Instagram or on a blog.
- Write an email to a pen pal talking about school (www.epals.com).

Presentational:
- Create a TV commercial advertising a school.
- Create a school schedule.
- Create an opinion poll on preferences related to school and school subjects.
- Make a calendar showing a school schedule.
- Plan a school event.
- Sequence pictures to tell a story and write the captions (Comic Strip – Version A or Version B)
- Draw a scene in a specific area of the school building.
- Using a map of a school, locate various school locations.
- Compare school schedules and buildings in the target country to one's own culture and present the difference to the class. Each pair/group will take a different target country or French city to note differences.

Benchmarks:
Bien dit! Integrated Performance Assessments Level 2 – PP 28 – 36 or teacher-created IPA.

Interpretive: Students will read an article on how to succeed in a "lycée" and then give the main idea and supporting details, as well as recognize keywords. They must compare and contrast their own schedule to one in France and using a graphic organizer state the pros and cons of each.

Presentational: Students are answering a survey question about students daily weekday schedules for a newspaper article. They write a composition for a French newspaper, describing their daily routine. They will write about what they do from the time they get up untill the time they go to bed. They will include some details about activities they dp while they are at school.
Interpersonal: Students will have a conversation asking and answering questions about what they did yesterday from the time they got up until the time they went to bed. They will need to include some activities they did at school (i.e. classes they had, tests they may have had and where they ate lunch).

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.

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

Learning Plan

Learning Activities:
- Draw a map of your high school and label all the rooms and places in French.
- Ex. 2 p. 120 Listen to the students talk about their school week. Decide if they had a good day or a bad day.
- Design the ideal high school in groups of 3 or 4.
- Create a chart to show how to use direct and indirect object pronouns in the passé composé.
- -Have students identify direct and indirect objects in sentences written in the passé composé, then have them rewrite the sentences using direct and indirect object pronouns.
- Ex. 11 p. 124 Listen to messages on Salina's voicemail. Then choose the correct response with the negative expressions.
- Ex. 14 p. 125 Write the opposite sentences using the negative expressions.
- Ex. 16 p. 126 Listen to the conversation between Myriam and Tristan and answer the questions given.
- Ex. 20 p. 127 Create 10 questions to ask other students about their habits over the past months in school.
- Research French high school menus and write a paragraph to describe a typical school lunch in France.
- Ex. 27 p. 134 Listen to students talking about their classes. Decide if the students have the class now, already had the class, or are going to have the class.
- Write a sentence to say which class the students are following using the verb suivre.
- Write out your class schedule in French.
- Ex. 34 p. 137 Write out sentences according to the pictures using the expressions depuis, il y a and ça fait.
- Télé-roman pp. 140-141
- Lecture et Ecriture pp. 142-145 (CD4 track 8)
- Lettres et sons p. 148 CD4 Tracks 11-13
- Online Culture project:. Compare and contrast high schools in France and high schools in the U.S. by researching lycée websites. Create a power point presentations showing the similarities and differences.
- Read ICulture articles on this topic and interpret.
- Movies: "Etre et Avoir"

Resources:
NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
Ohio Model Curriculum
A Green Mouse
American Association of Teachers of French
Bien dit! 1 – Student Online Resources
World Culture Encyclopedia
123 Teach Me – All Types of Resources (featuring free and pay-to-use sources)
CARLA
CIA – Facts About Countries Around The World
Class Tools
Creative Language Class
Culture Crossing
Digital Dialects
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
FLTEACH
Fotobabble – Share and Narrate Pictures
French Tests and Quizzes for Practice
Glogster
I Love Languages

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

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

Le Figaro
Le Parisien
Les échos
L'Équipe
L'Humanité
La Tribune
Midi Libre
La Presse

Online Activities
BBC Languages
Kahoot
Lingt – Create speaking exercises for your students
Poll Everywhere
Puzzle Maker
Socrative
QR Code Activity Generator
Quizlet
Quia
Yabla

Other Resources
La Griffe de l'info
1jour1actu
Le Journal des Enfants
Audio Lingua
Géo Ado
Wapiti
Le Blog de Julie
Mon petit hebdo
L'actualité de la francophonie
Publicités et infographies de la francophonie
Réalia: Sites, documents, articles et infographies
Réalia: Publicités
Réalia: Photos, peintures, dessins
L'humour en français
Infographie français
Disney Channel France
Nickelodeon France
https://www.pinterest.com/grahnforlang/infographics-for-world-languages-french/
http://www.noslangues-ourlanguages.gc.ca/
http://www.logicieleducatif.fr/
http://www.ameliepepin.com/scolaire/list/6
https://schools.duolingo.com/
http://boutdegomme.fr/
http://www.nicurriculum.org.uk/
http://www.literacycenter.net/lessonview_fr.php
http://www.ortholud.com/index.html
http://ebookids.com/fr/livres-enfants/
http://www.kidzo.net/
http://enfants.bnf.fr/index.htm
http://cf.tfo.org/television/emissions/carmen/index.html
http://madamebellefeuille.blogspot.com.br/
https://www.language-gym.com/#!/
http://www.maisondequartier.com/cours/cours.php?lang=en
http://www.hello-world.com/languages.php/?language=French&translate=English
https://www.youtube.com/channel/UC36F2xfUQyKEMdpyniW2uog
https://www.youtube.com/user/MoukFrance/videos
https://www.youtube.com/channel/UC1Uqd7txhcLl2C9f6PSB_eg
https://www.youtube.com/user/FrenchTeacherCanada/playlists
https://newsinslowfrench.com/
http://podcastfrancaisfacile.com/englishmenu/french-communication-dialogue-daily-life-listen-to-mp3.html

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

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

\multicolumn{2}{l	}{**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:** • Develop an argument for which culture has the most preferable school day based on critiquing cultures.
3.0	**Students will be able to:** • Use digital tools to exchange basic information by recombining memorized words, phrases and sentences on topics related to self and targeted themes by creating a school calendar. • Compare and contrast age and leve-appropriate culturally authentic materials orally and in writing
2.0	**Students will be able to:** • Talk about school places and events. • Use object pronouns in the passé composé. • Ask how something turned out. • Hypothesize potential situations in which they may find themselves • Use the expressions quelqu'un, quelque chose and their opposites. • Conjugate the verb suivre. • Use the expressions depuis, il y a and ça fait. • Ask for and give information. • Conjugate the verb ouvrir.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

**Unit Modifications for Special Population Students**
	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas Designing Lessons for Diverse Learners - Natalie Olinghouse Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey Strategies for Students with Diverse Talents – New Jersey Appendix D Strategies for Diverse Learners - Nebraska

Advanced Learners	[Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D](#) Bien dit! 2 – Teacher's Edition PP 118 - 151 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf [Struggling Learners – NJ Appendix D](#) • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	Bien dit! 2 – Teacher's Edition PP 118 - 151 – Differentiated instruction for English language learners and speakers of Spanish http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
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 that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#). Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the [Parent and Educator Resource Guide to Section 504](#) to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

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

Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf
ELA: https://www.nj.gov/education/cccs/2016/ela/CompanionG0608.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

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

Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

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

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12

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

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

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

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.