



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 1A

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 an Introduction to HS French course. The course is an interactive, communicative-based approach through the Interpretive, Interpersonal and Presentational modes where students will be listening, speaking, reading and writing in the target language. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Novice High level in the ACTFL proficiency guidelines. Students are becoming more aware of global connections 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.

Designed by:

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Under the Direction of:

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Written: ____ July 2017 _____

Revised: _ July 2021 _____

BOE Approval: _____

Grading Procedures:

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

Grading on report cards is as follows:

50% Primary Assessments

35% Secondary Assessments

15% Support Assessments

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

Primary Resources:

The textbook used for this course is *Bient dit! 1*, copyright © 2013 by Houghton Mifflin Harcourt Publishing Company.

Unit Title: Bon appétit!**Unit Description:**

Students use French 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. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Unit Duration: 6-7 weeks**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 in French 1A are expected to be at a Novice High level by the end of the course.

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

<p>Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<p>Presentational: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 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. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<p>Intercultural Statements:</p>	<p>Possible Topics</p>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>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.</p>
<p>Indicators: <u>Interpretive:</u></p> <ul style="list-style-type: none"> • Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about foods. • Match pictures based on oral descriptions of various foods and drinks. • Read and listen to information about foods and drinks. • Listen to and watch a video about foods and drinks. • Read and listen to descriptions of foods and drinks. • Compare foods and drinks in the U.S. to those in various Francophone countries. • Understand cultural perspectives on foods and drinks. • 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 foods and drinks.
- Speak about foods and drinks.
- Speak about favorite foods and drinks.
- Offer, accept and refuse invitations relating to foods and drinks.
- Make plans for oneself and others to engage in eating and drinking.
- Speak about where, when and how often people enjoy foods and drinks.
- Speak about activities relating to foods and drinks.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare foods and drinks in the U.S. and Francophone countries.
- Use phrases to describe foods and drinks, including prices and personal tastes.
- Present and discuss information about foods and drinks.
- Present and or write information about foods and drinks.
- Explain the uses of expressions with -ir verbs, **vouloir**, **prendre** and **boire**.
- Explain the uses of the partitive when discussing foods and drinks.
- Explain the uses of the imperative.
- 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):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Understandings:

Students will understand that...

- 1.) foods and drinks are an integral part of life in the Francophone world.
- 2.) personal identity is developed through and expressed by one's choices of foods and drinks.
- 3.) there are similarities and differences in foods and drinks in Francophone countries compared to those in the United States.
- 4.) both cultures choose foods and drinks based on nutritional needs, available resources, cost and personal taste.

Essential Questions:

- 1.) How are foods and drinks in the United States similar/different to foods and drinks in French-speaking countries?
- 2.) How and why are foods and drinks different in the French-speaking world?
- 3.) How do we describe foods and drinks?
(using food and drink vocabulary and related expressions)?
- 4.) What foods and drinks are specific to the French-speaking world?
- 5.) What is the importance of cuisine in the French-speaking world?
- 6.) What are some of the similarities and differences in foods and drinks in French-speaking families compared to that of the US?
- 8.) How can one describe foods and drinks?
- 10.) Although there are differences, what connects us across cultures with foods and drinks?

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:

- **Au restaurant** (<https://youtu.be/ckTLQL7dvjl>)

Students watch and listen to the video clip and answer relative interpretive questions prepared by the instructor.

- **Le déjeuner à Montréal**

(http://quebec.huffingtonpost.ca/2015/04/14/restaurants-ou-dejeuner-a-montreal_n_7062406.html)

Students will review 3 out of the 20 recommended restaurants for lunch. They will explain where they want to go for lunch and what they will order.

- **Une Parisienne à Montréal**

(<https://www.uneparisienneamontreal.com/>)

Students will use the website to compare and contrast brunch choices from those in Montreal and in the U.S.

- **Food and Drink Listening Practice**

Students match what they see and hear with a teacher-provided vocabulary list.

- <http://time.com/8515/what-the-world-eats-hungry-planet/>

Students will look at pictures of families in French speaking countries and what they eat. They will compare these to pictures of English speaking families.

Interpersonal:

- Students will work in pairs on an information gap activity using food and drink vocabulary. Each student has some information they need to share with their partner, and the two of them work to share their information with each another.
- Play 20 Questions. Students will ask 20 questions about food and drink vocabulary.
- Discuss the differences between two photos that have foods and drinks on it
- Use Flip Grid to record a video discussing your favorite food and drink.
- Students will interview each other about what foods and drinks they like. Once they have completed their interview they will share with other students or the class what they found out.

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
- Grammar: The verbs **prendre**, **vouloir** and **boire** in context
- Grammar: regular -ir verbs in context
- Grammar: the partitive in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

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

- Using a restaurant menu students will discuss what they are going to order for breakfast lunch or dinner.
- Interview classes from other countries about their food and drink, when possible using Skype
- Create a skit roleplaying a restaurant scene
- Create / Write a dialogue between a parent and a child discussing a family meal.
- Perform a skit as a pretend family getting ready for dinner or going to a restaurant.
-
- Design a restaurant menu that gives various breakfast lunch and dinner options.
- Respond to an email about food and drinks (www.epals.com).
- Write a restaurant review and post it on Instagram or on a blog.

Presentational:

- Create an advertisement for a new food cart to be introduced to the cafeteria. The food choices will reflect the target culture while offering healthy food choices.
- Write a review for a French or Canadian restaurant
- Design a meal plan for 3 days while you have visitors from France staying with you. Include French cuisine as well as cuisine particular to the U.S. Post the menu on an online forum, asking for feedback from other French teenagers.
- Create a breakfast, lunch and dinner menu for a new French/American restaurant.
- Make a shopping list for a dinner.
- Plan a meal for a party.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene from your favorite meal.
- Present a week's menu plan for your family.
- Write out your favorite recipe and give directions.
- Compare food choices in France, Québec and the U.S.

Benchmarks:

Teacher created Integrated Performance Assessment on Food and Drink.

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

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

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

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

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

Learning Plan

Learning Activities:

- Make a French breakfast
- Describe a French Breakfast
- Set a table
- Make a breakfast menu
- Create a poster with foods
- Role-play talking about various foods and drinks
- Write a critique of a meal
- Write a description of a meal
- Taste-testing of various foods and drinks
- Survey about food
- Chants with verb endings
- Have students respond to your commands about food and drinks (TE p. 185)
- Have groups of three act out a scene in which one student invites the others to her/his house for breakfast. Students refuse seconds of foods. (TE p. 187)
- Have students make a list of foods and discuss likes and dislikes with a partner (TE p. 189)
- Have students interview each other about breakfast, using a set of provided questions (TE p. 191)
- Have students present 6 sentences about what they want/don't want to eat drink. Record answers. (TE p. 193)
- Make a menu
- Role-play a café scene
- Make food posters
- Make a restaurant advertisement
- Internet activity with French restaurants
- Good eating habits poster or brochure (using imperatives)
- Survey about likes and dislikes of foods and drinks
- Group activity using a "command" performance
- Have students respond to your commands about food (TE p. 197)
- Act out a restaurant scene using a menu (TE p. 199)
- Have students interview each other about food using a provided set of questions (TE p. 201)
- In groups of 3 or 4, have a commander give orders to the group (TE p. 203)
- Have students create a crossword puzzle based on the *Téléroman* (TE p. 207)
- Use a menu for a game in which students race to add up the bill (TE p. 213)

Resources:

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

[I Love Languages](#)

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[Lawless French Audio Practice](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages](#) - Grammar Guides and Short Vocabulary quizzes

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

[Poll Everywhere](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom

(Martina Bex)

[Today's Meet](#) – Creat Chat Rooms

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

Newspapers and Magazines

[Paris Match](#)

[Le Point](#)

[Elle](#)

[L'Obs](#)

[L'Express](#)

[Photo](#)

[Marianne](#)

[Vogue Paris](#)

[Les Inrocks](#)

[L'Officiel](#)

[Le Magazine littéraire](#)

[Télérama](#)

[Télé 7 Jours](#)

[Numéro Magazine](#)

[Voici](#)

[L'expansion](#)

[Gala](#)

[Lire](#)

[Onze Mondial](#)

[L'histoire](#)

[Modes et travaux](#)

[Le Journal de Mickey](#)

[France Football](#)

[Sport auto](#)

[Chatelaine](#)

[Revue des deux mondes](#)

[Picsou Magazine](#)

[Le monde](#)
[Le Figaro](#)
[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt](#) – Create speaking exercises for your students
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Other Resources

[La Griffre 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/>

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):	
<ul style="list-style-type: none"> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.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: <ul style="list-style-type: none"> compare and contrast meals and related cultural practices in the U.S. and Francophone countries in a multi-media presentation.
3.0	Students will be able to: <ul style="list-style-type: none"> talk about foods and drinks for different meals at different times of the day in different environments.
2.0	Students will be able to: <ul style="list-style-type: none"> offer, accept and refuse foods and drinks. ask for and give an opinion of foods and drinks. inquire about food and place an order. ask about prices and pay the check. express quantity using the partitive. conjugate –ir verbs. tell what I want with the verb vouloir. tell what I'm eating or drinking with the verb prendre. Tell people what to do using the imperative. tell what I'm eating or drinking with the verb boire.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 182 – 211 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	Bien dit! 1 – Teacher's Edition PP 182 – 211 – Differentiated instruction for English language learners and speakers of Spanish

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

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

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of

media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Unit Title: On fait les magasins! (Clothing)

Unit Description:

Students use French in the three modes of communication to engage in the study of shopping and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence purchases of clothing and other items. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Unit Duration: 1 Marking Period

Desired Results

SEE UNIT 1

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about shopping experiences.
- Match pictures based on oral descriptions of items for sale in clothing and mass merchandise stores.
- Read and listen to information about purchasing clothing and various items.
- Listen to and watch a video about making purchases.
- Read and listen to descriptions of clothing and other items people frequently buy in a mass merchandise store.
- Compare shopping experiences in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on clothing and shopping.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to shopping.
- Speak about shopping.
- Speak about clothing.
- Offer, accept and refuse invitations to make purchases.
- Make plans for oneself and others to make purchases.
- Speak about where, when and how often people go shopping.
- Speak about activities relating to clothing and purchases.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare clothing and shopping in the U.S. and Francophone countries.
- Use phrases to describe clothing, including prices and personal tastes.
- Present and discuss information about clothing and purchases.
- Present and or write information about purchases.
- Explain the uses of expressions with demonstrative adjectives, interrogative adjectives, the verb **mettre**, the past tense of regular -er verbs and select irregular verbs (**passé 19ompose**) and related adverbial expressions.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement(s):

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

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1.) clothing and shopping experiences are an integral part of life in the Francophone world. 2.) personal identity is developed through and expressed by one's choices of clothing. 3.) there are similarities and differences in clothing and shopping experiences in Francophone countries compared to those in the United States. 4.) both cultures choose clothing based on available resources, cost and personal taste. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1.) How are clothing items and shopping experiences in the United States similar/different to clothing and shopping experiences in French-speaking countries? 2.) How and why are clothing and shopping experiences different in the French-speaking world? 3.) How do we describe clothing? (using clothing vocabulary and related expressions)? 4.) What clothing is specific to the French-speaking world? 5.) What is the importance of fashion in the French-speaking world? 6.) What are some of the similarities and differences in fashion in French- speaking families compared to that of the US? 8.) How can one describe clothing and other personal items? 10.) Although there are differences, what connects us across cultures with fashion and shopping experiences?
Assessment Evidence	
<p>Performance Tasks:</p> <p>5 Rules for the 3 Modes</p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ol style="list-style-type: none"> 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. <p>Interpretive:</p> <ul style="list-style-type: none"> • L’histoire de la mode française https://youtu.be/aK8CT8qSsFk <p>Students watch and listen to the video clip on the history of French fashion and answer relative interpretive questions prepared by the instructor.</p> <ul style="list-style-type: none"> • La mode / Gala http://www.gala.fr/mode <p>Students read teacher selected articles about current fashion trends and answer teacher-developed questions about particular items and their descriptions.</p> <ul style="list-style-type: none"> • Fashion Week in Paris https://youtu.be/77jpAxNkGOM <p>Students will watch and listen to the video clip on Fashion week in Paris and check of teacher selected statements that are mentioned in the video</p> <p>Interpersonal:</p>	<p>Other Evidence:</p> <p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Vocabulary evaluation/analysis • KWL Chart KWL Chart KWL Chart – Example • “Can Do” self-assessment rubric • Quick Write • Graffiti Wall – Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Clothing) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later. <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading / Interpreting Realia – Reading Strategies: Pronunciation and Comprehension strategies • Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues) • TPR response • Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry • Whiteboard responses • Smartboard responses • Exit slips / Polls • Grammar: The verbs mettre in context • Grammar: regular -er verbs and select irregular verbs in the passé 20ompose in context

- Interview classes from other countries about their clothing and shopping habits, when possible using Skype, etc.
- Create / Write a dialogue between a sales person in a clothing store and a customer trying to purchase several clothing items.
- Create a dialogue between 2 students about what they are planning to wear to an upcoming event.
- Illustrate and label pictures of different outfits one would wear for each season of the year.
- Students will work in pairs on an information gap activity using clothing and shopping vocabulary. Each student has some information they need to share with their partner, and the two of them work to share their information with each another.
- Play 20 Questions. Students will ask 20 questions about clothing and shopping vocabulary.
- Discuss the differences between two photos that have different articles of clothing on it
- Use Flip Grid to record a video describing your favorite outfit
- Students will interview each other about what type of clothing they like. Once they have completed their interview they will share with other students or the class what they found out.
- Using a clothing catalog students will discuss what they are going to buy for their back to school shopping.
- Create a skit roleplaying a shopping scene
- Create / Write a dialogue between a parent and a child discussing what clothing they should wear on different occasions.
- Perform a skit as a pretend family getting dressed for going to a fancy restaurant or a family event.
- Design a clothing advertisement that gives various clothing styles
- Respond to an email about clothing (www.epals.com).
- Write a review for a clothing store and post it on Instagram or on a blog.

Presentational:

- Write a fashion review
- Create a collage using magazine pictures to represent clothing vocabulary
- Make a clothing catalog
- Create a catalog for an online clothing store.
- Make a shopping list for Back to School.
- Write a description of what you will wear on various occasions. (I.e. playing a sport, going to a party, attending a fancy wedding, going to school, playing outside or doing yard work).
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw your favorite outfit.
- Design a plan of what you're going to wear for a full week.
- Compare and contrast fads versus fashion.

- Grammar: adverbial expressions with the **passé 21ompose** in context
- Grammar: demonstrative adjectives in context
- Grammar: interrogative adjectives in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements – where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** – content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

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

Benchmarks:

Teacher created Integrated Performance Assessment on clothing.

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

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

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

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

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

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

Learning Activities:

- Fashion show
- Suitcase game
- Clothing poster
- Clothing catalog
- Dress-up dolls
- Guess who?
- Batik
- Role-play a scene in a clothing store
- Make a *boubou*
- Report on regional dress in France
- Design an open-air market place
- Have students follow teacher commands about clothing (TE p. 223)
- Discuss clothing sizes in France pg 224
- Have students stand up and describe their own outfits (TE p. 225)
- Point out items using demonstratives adjectives pg 226-227
- Have students act out a scene with an opinionated clothing shopper (TE p. 227)
- Talk about typical clothing from Senegal pg 227
- Have students use *24ompo* in a series of interview questions (TE p. 229)
- Give your opinion about the Boutique Ndiaye pg 231
- Conduct an oral drill about clothing (TE p. 231)
- Read about boubou pg 232
- Create a bulletin board using the boubou that the students made pg. 232
- Read about sale laws pg. 233
- Role-play buying sports equipment, leather goods and accessories
- Journal entry of past events
- Telephone conversation
- Pass the message from the present to the past
- Log of past events
- Math problems
- Loto
- Comic strips
- Write about a shopping trip with a friend
- Have students follow your commands about jewelry and accessories (TE p. 235)
- Discuss monetary unit used in Senegal pg. 236
- Have students act out scenes in different types of stores (TE p. 237)
- Talk about shopping in Senegal pg. 237
- Practice er verbs pgs. 238-239
- Pass the sentence / Whisper Down The Lane using the passé compose (TE p. 239)
- Past to Present – Students continue changing sentences around a circle (TE p. 241)
- Have students interview each other using a specific set of questions using the irregular past participles (TE p. 243)
- Create a story from the picture sequence.pg., 243
- Watch Tele-Roman and read and answer questions pg 244-245
- Based on the *Téléroman*, students create a scene in groups about buying gifts (TE p. 245) (LAL)
- Read about fashion in Senegal pg. 246 and answer questions.
- Fill out Reading strategy form pg. 246
- With a partner, write a story about a shopping trip pg. 247
- Do review exercises pg. 250-252
- Look at M'Bida's painting pg. 253 discuss

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[A Green Mouse](#)
[American Association of Teachers of French](#)
[Bien dit! 1 – Student Online Resources](#)
[World Culture Encyclopedia](#)
[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)
[CARLA](#)
[CIA – Facts About Countries Around The World](#)
[Class Tools](#)
[Creative Language Class](#)
[Culture Crossing](#)
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)
[FLENJ](#)
[FLTEACH](#)
[Fotobabble – Share and Narrate Pictures](#)
[French Tests and Quizzes for Practice](#)
[Glogster](#)
[I Love Languages](#)
[Instructional Resources – Learning Scenarios](#)
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)
[Languages On Line](#)
[Lang Media – Video Clips](#)
[Language Magazine](#)
[Lawless French Audio Practice](#)
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org – Integrated Lessons for the World Language Classroom](#)
[Lingorilla – Video Clips and Interactive lessons](#)
[Lingt – Create speaking exercises for your students](#)
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[My Languages – Grammar Guides and Short Vocabulary quizzes](#)
[NCLRC](#)
[Neil Jones](#)
[Picture Dictionary](#)
[PicLits – Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)
[Poll Everywhere](#)
[Poster My Wall – Online Poster and Flyer Maker](#)
[Professor Garfield – Read and Listen to Children's Stories and Create Their Own Comics Realia Project](#)
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Shelby County Schools World Languages](#)
[The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom \(Martina Bex\)](#)
[Today's Meet – Creat Chat Rooms](#)
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)

Newspapers and Magazines

[Paris Match](#)
[Le Point](#)
[Elle](#)
[L'Obs](#)

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

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt – Create speaking exercises for your students](#)
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Other Resources

[La Griffes 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/)

<https://www.pinterest.com/grahnforlang/infographics-for-world-languages-French/>

Presentation Software

[Blogger – Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fakebook](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

[Twister \(Fake Twitter\)](#)

[Vocaroo – Voice Recording Device](#)

[Voice Thread](#)

[Voki – Create an Avatar](#)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NH.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: <ul style="list-style-type: none">• Integrate merchandise into an online catalog according to prices, characteristics and uses, providing critiques of various pieces according to personal tastes and preferences.
3.0	Students will be able to: <ul style="list-style-type: none">• Present cultural products and imitate cultural practices related to a mass merchandise store as found in age- and level appropriate, culturally authentic materials.
2.0	Students will be able to: <ul style="list-style-type: none">• Offer and ask for help when choosing merchandise.• Ask for and give opinions of merchandise.• Use demonstrative and interrogative adjectives to distinguish among items.• Conjugate the verb mettre.

	<ul style="list-style-type: none"> • Ask about and give prices. • Make a decision about which items to purchase. • Conjugate regular –er verbs in the passé 28ompose. • Conjugate select verbs in the passé 28ompose that have irregular past participles. • Add adverbial expressions to sentences about past activities.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Bien dit! 1 – Teacher's Edition PP 220 – 253 Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	Bien dit! 1 – Teacher's Edition PP 220 – 253 – Differentiated instruction for English language learners and speakers of Spanish
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)

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

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

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

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

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- *Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.*

Unit Title: À la maison**Unit Description:**

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Unit Duration: 6-7 weeks**Desired Results****Standards:****SEE UNIT 1****Indicators:**Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about homes and chores.
- Match pictures based on oral descriptions of rooms in the house and home furnishings.
- Read and listen to information about features of a house.
- Listen to and watch a video about doing chores around the house.
- Read and listen to descriptions of homes and items found around the house.
- Compare homes in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on housing and chores.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to homes and chores.
- Speak about houses.
- Speak about chores.

- Ask for, give and refuse permission.
- Tell how often you do things.
- Tell where things are.
- Ask where something is.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare homes and chores in the U.S. and Francophone countries.
- Use phrases to describe homes, including the names of rooms, items in those rooms and the activities people do there.
- Present and discuss information about homes and chores.
- Present and or write information about homes and chores.
- Explain the uses of the verbs **pouvoir, devoir, dormir, sortir** and **partir**, the passé composé of regular -ir and -re verbs, the passé composé of verbs using être, -yer verbs, and negative expressions.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Understandings:

Students will understand that...

- 1.) homes and chores are an integral part of life in the Francophone world.
- 2.) personal identity is developed through and expressed by housing choices and the activities people do around the house.
- 3.) there are similarities and differences in housing and chores in Francophone countries compared to those in the United States.
- 4.) both cultures choose housing based on available resources, cost and personal taste.

Essential Questions:

- 1.) How are homes and chores in the United States similar/different to clothing and shopping experiences in French-speaking countries?
- 2.) How and why are homes and chores different in the French-speaking world?
- 3.) How do we describe homes?
(using house vocabulary and related expressions)?
- 4.) What housing is specific to the French-speaking world?
- 5.) What is the importance of housing and chores in the French-speaking world?
- 6.) What are some of the similarities and differences in housing and chores in Francophone countries compared to that of the US?
- 8.) How can one describe homes and chores?
- 10.) Although there are differences, what connects us across cultures with housing and chores?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive:

- **Trouvez les maisons**
www.pap.fr/annonce/maison-a-vendre-3

Other Evidence:

Pre-Assessment:

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

Students explore the website and find homes for sale that meet specific criteria determined by the teacher.

- **Maison à vendre**

<https://youtu.be/MWEUx3Ysy48>

Students watch and listen to an advertisement for a home for sale and answer related interpretive questions.

- **Les maitresses de maison**

<https://vimeo.com/222503764>

Students watch a video about what house mothers do and identify the various chores mentioned.

Interpersonal:

- Interview classes from other countries about their homes and chores, when possible using Skype, etc.
- Create / Write a dialogue between realtor and a person wanting to purchase a home
- Create a dialogue between 2 students talking about their homes and their chores
- Illustrate and label pictures of different houses.
- Students will work in pairs on an information gap activity using houses, home and chores vocabulary. Each student has some information they need to share with their partner, and the two of them work to share their information with each another.
- Play 20 Questions. Students will ask 20 questions about homes and chores vocabulary.
- Discuss the differences between two photos that have different houses or chores on it
- Use Flip Grid to record a video describing your home.
- Students will interview each other about what kind of chores they like to do and do not like to do. Once they have completed their interview they will share with other students or the class what they found out.
- Using a real estate ad students will discuss what type of features they want in a house.
- Create a skit roleplaying a scene between a realtor and a person wanting to purchase a home.
- Create / Write a dialogue between a parent and a child discussing what chores they should do.
- Perform a skit as a pretend family that needs to complete a list of chores.
- Design an advertisement for a realtor listing various homes with different layouts
- Respond to an email about homes and or chores (www.epals.com).
- Write a review of a realtor and post it on Instagram or on a blog.

Presentational:

- Create an advertisement for a home for sale.
- Create a multimedia rich presentation comparing how people live, work and socialize in France and the U.S.

adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia – Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar : The verbs **pouvoir, devoir, dormir, sortir, partir** and -yer verbs in context
- Grammar: regular -ir and -re verbs in the **passé 34ompose** in context
- Grammar: **passé 34ompose** with **être**
- Grammar: negative expressions
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements – where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** – content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

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

- Make a schedule for a family's chores, including who and when the chores need to be done.
- Compare homes and household chores in France and the U.S.
- Draw a floor plan of a house and label all the rooms and the chores that can be done in those rooms.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Design your ideal house.
- Present a week's plan for how you and other members of a household handle chores.
- Compare homes in various countries.

Benchmarks:

Teacher created Integrated Performance Assessment on houses and chores.

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

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

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

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

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

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

Learning Plan

Learning Activities:

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

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[A Green Mouse](#)
[American Association of Teachers of French](#)
[Bien dit! 1 – Student Online Resources](#)
[World Culture Encyclopedia](#)
[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)
[CARLA](#)
[CIA – Facts About Countries Around The World](#)
[Class Tools](#)
[Creative Language Class](#)
[Culture Crossing](#)
[Digital Dialects](#)
[EdModo](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[FLENJ](#)

[FLTEACH](#)

[Fotobabble – Share and Narrate Pictures](#)

[French Tests and Quizzes for Practice](#)

[Glogster](#)

[I Love Languages](#)

[Instructional Resources – Learning Scenarios](#)

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)

[Languages On Line](#)

[Lang Media – Video Clips](#)

[Language Magazine](#)

[Lawless French Audio Practice](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org – Integrated Lessons for the World Language Classroom](#)

[Lingorilla – Video Clips and Interactive lessons](#)

[Lingt – Create speaking exercises for your students](#)

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages – Grammar Guides and Short Vocabulary quizzes](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits – Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Professor Garfield](#) – Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom \(Martina Bex\)](#)

[Today's Meet – Creat Chat Rooms](#)

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

Newspapers and Magazines

[Paris Match](#)

[Le Point](#)

[Elle](#)

[L'Obs](#)

[L'Express](#)

[Photo](#)

[Marianne](#)

[Vogue Paris](#)

[Les Inrocks](#)

[L'Officiel](#)

[Le Magazine littéraire](#)

[Télérama](#)

[Télé 7 Jours](#)

[Numéro Magazine](#)

[Voici](#)

[L'expansion](#)

[Gala](#)

[Lire](#)

[Onze Mondial](#)

[L'histoire](#)

[Modes et travaux](#)

[Le Journal de Mickey](#)
[France Football](#)
[Sport auto](#)
[Chatelaine](#)
[Revue des deux mondes](#)
[Picsou Magazine](#)
[Le monde](#)
[Le Figaro](#)
[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt – Create speaking exercises for your students](#)
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Other Resources

[La Griffes 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/>

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):	
<ul style="list-style-type: none"> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.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: <ul style="list-style-type: none"> Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.
3.0	Students will be able to: <ul style="list-style-type: none"> Ask and respond to questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.
2.0	Students will be able to: <ul style="list-style-type: none"> Ask permission to do leisure activities. Give or refuse permission to do certain activities. Tell how often you do chores. Name rooms of a house and the contents of various rooms. Tell where things are located in a house. Conjugate regular –re and –ir verbs in the passé compose. Conjugate the verbs dormir, sortir and partir. Conjugate the verbs pouvoir and devoir. Conjugate –yer verbs. Conjugate verbs with the auxiliary verb être in the passé 41ompose. Use negative expressions.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 254 – 287 Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication.

	<ul style="list-style-type: none"> • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	Bien dit! 1 – Teacher’s Edition PP 254 – 287 – Differentiated instruction for English language learners and speakers of Spanish
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

Individuals from different cultures may have different	Culture and geography can shape an individual's	Awareness of and appreciation for cultural differences is critical to avoid	Solutions to the problems faced by a global society require the contribution of
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points of view and experiences.	experiences and perspectives.	barriers to productive and positive interaction.	individuals with different points of view and experiences.
<p>Technology</p> <ul style="list-style-type: none"> • 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 lming. • 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. <p><u>Communication:</u></p> <p><u>Interpersonal:</u> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.</p> <p><u>Interpretive:</u> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><u>Presentational:</u> 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.</p> <p><u>Culture:</u></p> <p><u>Relating Cultural Practices to Perspectives:</u> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><u>Relating Cultural Products to Perspectives:</u> Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.</p> <p><u>Connections:</u> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><u>Acquiring Information and Diverse Perspectives:</u> Learners access and evaluate information and diverse perspectives that are available through the language and its culture.</p> <p><u>Language Comparisons:</u> Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.</p> <p><u>Cultural Comparisons:</u></p>			

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Unit Title : Allons en ville !

Unit Description:

Students use the target language in the three modes of communication to explore how city life in the home and target culture are similar and different. They compare the layout of cities in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Unit Duration: 6-7 weeks

Desired Results

Standard(s):

SEE UNIT 1

Indicators:

Interpretive:

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

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to city life.
- Speak about cities.
- Speak about activities in cities.
- Ask for and give directions.
- Ask for information.
- Make requests.
- Plan your day with someone else.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare cities in the U.S. and Francophone countries.
- Use phrases to describe cities and the activities people do in specific places in a city.
- Present and discuss information about city life.
- Present and or write information about giving directions and daily plans.
- Explain the uses of the **voir**, **savoir** and **connaître** in context, the use of the **imperative** to give directions and how to ask questions using **inversion**.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Understandings:

Students will understand that...

1.) towns and cities play an integral role in life in the Francophone world.

Essential Questions:

- 1.) How are cities in the United States similar/different to cities in French-speaking countries?
- 2.) How and why are cities different in the French-speaking world?
- 3.) How do we describe cities and urban life?

<p>2.) personal identity is developed through and expressed by activities people engage in in towns and cities.</p> <p>3.) there are similarities and differences in cities in Francophone countries compared to those in the United States.</p> <p>4.) both cultures share similarities in the activities people do in towns and cities.</p>	<p>(using city vocabulary and related expressions)?</p> <p>4.) Which major cities are of great importance to the French-speaking world?</p> <p>5.) What is the importance of urban life in the French-speaking world?</p> <p>6.) What are some of the similarities and differences in cities and related activities in Francophone countries compared to that of the US?</p> <p>8.) How can one describe cities?</p> <p>10.) Although there are differences, what connects us across cultures in urban life?</p>
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Assessment Evidence

<p>Performance Tasks:</p> <p><u>5 Rules for the 3 Modes</u></p> <p>In order to help students better master this unit remember these rules when selecting activities:</p> <ol style="list-style-type: none"> 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. <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> • Le 47etro à Rennes http://www.star.fr/se-deplacer/comment-voyager-sur-le-reseau/metro/ <p>Students will read an article about the metro in Rennes France and answer teacher created questions.</p> <ul style="list-style-type: none"> • A la pharmacie https://lasante.net <p>Students will explore a French pharmacy website to discover what products one can purchase at a French pharmacy and compare them to products available in an American drugstore.</p> <ul style="list-style-type: none"> • A la Banque https://www.bredespace.com/fr/etudiants <p>Students will read through a French bank website that deals specifically with students, and find services available to them.</p> <ul style="list-style-type: none"> • En Ville http://www.carcassonne.org/ 	<p>Other Evidence:</p> <p><u>Pre-Assessment:</u></p> <ul style="list-style-type: none"> • Vocabulary evaluation/analysis • KWL Chart KWL Chart KWL Chart – Example • “Can Do” self-assessment rubric • Quick Write • Graffiti Wall – Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Cities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later. <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading / Interpreting Realia – Reading Strategies: Pronunciation and Comprehension strategies • Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues) • TPR response • Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry • Whiteboard responses • Smartboard responses • Exit slips / Polls • Grammar : The verbs voir, savoir, connaître and regular present-tense verbs in context • Grammar: the imperative in context • Grammar: inversion to make questions, in context • Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos • Reading comprehension using authentic sources • Cloze Statements – where students must insert appropriate vocabulary.
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Students will visit a French city website and explore what type of activities one can do, as well as explore maps of the city and find various locations as instructed by the teacher.

- **A la Poste**

<https://www.laposte.net/accueil>

Students will explore the French Post Office website and write down several services that are available at a French Post Office and compare them to services available in a U.S. Post Office.

- **Find your way**

Students will listen to directions and use a Game Piece to move on a map of a city.

Interpersonal:

- Interview classes from other countries about cities in their country, when possible using Skype, etc.
- Create / Write a dialogue between a sales person in a location in the city (post office, bank, Bureau de Tabac etc.) and a customer
- Create a dialogue between 2 students talking about activities they like to do in the city
- Illustrate and label pictures of places in the city.
- Students will work in pairs on an information gap activity using city and directions vocabulary. Each student has some information they need to share with their partner, and the two of them work to share their information with each another.
- Play 20 Questions. Students will ask 20 questions about popular cities in France and Canada, as well as about places in the city.
- Discuss the differences between two photos that have 2 different cities on it
- Use Flip Grid to record a video describing your city or a city in France or Canada
- Students will interview each other about what kind of activities they like to do and do not like to do in the city. Once they have completed their interview they will share with other students or the class what they found out.
- Using a city map, students will give directions to one another to places in the city.
- Create a skit roleplaying a scene between a customer and an employee at a post office, bank or bureau de tabac
- Create / Write a dialogue between a parent and a child discussing what activities they should do in the city.
- Perform a skit as a pretend family that is planning a trip to the city.
- Design an advertisement for a place in the city
- Respond to an email about your city. (www.epals.com).
- Write a review of a and post it on Instagram or on a blog

Presentational:

- 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 an advertisement for a business located in the city.
- Design a task list for several locations in a city. (I.e. Bureau de Tabac, La Poste, La Banque)
- Create a brochure for a city
- Describe what you're going to do in various places in a city.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a map of a city and include directions to various locations.
- Present a plan for displaying what you're going to do in a city.
- Compare cities in various countries.

Benchmarks:

Teacher created Integrated Performance Assessment on maps and the city

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

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

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

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

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

Learning Plan

Learning Activities:

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

Resources:

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

[Instructional Resources – Learning Scenarios](#)

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)

[Languages On Line](#)

[Lang Media – Video Clips](#)

[Language Magazine](#)

[Lawless French Audio Practice](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages](#) – Grammar Guides and Short Vocabulary quizzes

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits](#) – Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

[Poll Everywhere](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

[Professor Garfield](#) – Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)

[Today's Meet](#) – Creat Chat Rooms

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

Newspapers and Magazines

[Paris Match](#)

[Le Point](#)

[Elle](#)

[L'Obs](#)

[L'Express](#)

[Photo](#)

[Marianne](#)

[Vogue Paris](#)

[Les Inrocks](#)

[L'Officiel](#)

[Le Magazine littéraire](#)

[Télérama](#)

[Télé 7 Jours](#)

[Numéro Magazine](#)

[Voici](#)

[L'expansion](#)

[Gala](#)

[Lire](#)

[Onze Mondial](#)

[L'histoire](#)

[Modes et travaux](#)

[Le Journal de Mickey](#)

[France Football](#)

[Sport auto](#)

[Chatelaine](#)

[Revue des deux mondes](#)

[Picsou Magazine](#)

[Le monde](#)

[Le Figaro](#)
[Le Parisien](#)
[Les échos](#)
[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt – Create speaking exercises for your students](#)
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Other Resources

[La Griffes 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/>

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 \(Fake Twitter\)](#)

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):	
<ul style="list-style-type: none"> 7.1.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: <ul style="list-style-type: none"> Create a multimedia rich presentation to compare cities and city life in the home and target cultures.
3.0	Students will be able to: <ul style="list-style-type: none"> Ask and respond to questions about cities and city life, including asking for and giving directions and completing transactions in various places using digital tools and face-to-face communication in the target language.
2.0	Students will be able to: <ul style="list-style-type: none"> Plan their day. Ask for and give directions. Ask for information. Make requests. Use the verb voir in the present tense to talk about what people see. Use the verbs savoir and connaître to talk about knowing information and being familiar with people and places. Use the imperative to give directions and make requests. Use inversion to ask questions.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 292 – 325 Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS

English Language Learners	Bien dit! 1 – Teacher's Edition PP 292 – 325 – Differentiated instruction for English language learners and speakers of Spanish
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

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

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Unit Title : Enfin les vacances !**Unit Description:**

Students use the target language in the three modes of communication to discuss vacation plans and travel in the home and target culture are similar and different. They compare travel opportunities and modes in the home culture with that of the target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Unit Duration: 6-7 weeks**Desired Results****Standard(s):****SEE UNIT 1****Indicators:**Interpretive:

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

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to travel and vacations.
- Speak about travel and vacations.
- Speak about activities during vacations.
- Ask for and give information about travel.
- Ask for information about travel and vacations.
- Make requests.
- Plan a vacation with someone else.

Presentational:

- Use lists and or chunks of language, and memorized phrases to discuss travel and vacations in the U.S. and Francophone countries.
- Use phrases to discuss travel and vacations.
- Present and discuss information about travel and vacations.
- Present and or write information about vacation plans and past vacations.
- Explain the uses of **appeler**, prepositions with countries and cities, idiomatic expressions with **faire** and ordinal numbers.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Understandings:

Students will understand that...

- 1.) travel and vacations play an integral role in life in the Francophone world.
- 2.) personal identity is developed through and expressed by vacation choices.
- 3.) there are similarities and differences in travel and vacations in Francophone countries compared to those in the United States.
- 4.) both cultures share similarities in how people travel and go on vacations.

Essential Questions:

- 1.) How are vacations in the United States similar/different to vacations in French-speaking countries?
- 2.) How and why is travel different in the French-speaking world?
- 3.) How do we describe vacations?
(using travel vocabulary and related expressions)?
- 4.) How is vacation important to the French-speaking world?
- 5.) What is the importance of vacation in the French-speaking world?
- 6.) What are some of the similarities and differences of vacations and travel in Francophone countries compared to that of the US?
- 8.) How can one describe travel and vacations?
- 10.) Although there are differences, what connects us across cultures when discussing travel and vacations?

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:

- **La Colonie de Vacances**
<https://www.djuringa-juniors.fr/colonies-de-vacances/ete/>

Other Evidence:

Pre-Assessment:

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

Formative Assessments:

Students use the French summer camp website to decide which camp they would like to attend for the summer. They will explain which camp they will attend, and what activities they will be doing there.

- **Euro Pass**

<https://www.raileurope.ca/fr/europe-travel-guide/france/index.html>

<http://www.voyagesetudiants.com/>

<http://www.parisetudiant.com/etudiant/lieu/foles-bergere.html>

<https://www.parisinfo.com/ou-dormir/pour-les-jeunes>

Students use the above websites to plan a Euro pass trip with their friends, including where they are going to visit every day as well as which youth hostels to stay in.

- **La Gare du Nord à Paris**

<https://www.gares-sncf.com/fr/gare/frpno/paris-gare-du-nord>

Students will visit the Gare Du Nord website and answer teacher-created questions

Interpersonal:

- Interview classes from other countries about their vacation or travel plans, when possible using Skype, etc.
- Create / Write a dialogue between 2 students planning a vacation
- Illustrate and label pictures of different travel destinations (camp ground, hotel, youth hostel) and different methods of transportation (train station, airports, metro, etc.)
- Students will work in pairs on an information gap activity using vacation and travel vocabulary. Each student has some information they need to share with their partner, and the two of them work to share their information with each another.
 - Play 20 Questions. Students will ask 20 questions about travel and vacation vocabulary.
 - Discuss the differences between two photos that have different hotels, camp sites, youth hostels or train stations and airports on it
 - Use Flip Grid to record a video describing your favorite vacation destination.
 - Students will interview each other about what kind of things they like to do and do not like to do when they go on vacation. Once they have completed their interview they will share with other students or the class what they found out.
 - Using a vacation brochure, students will discuss what type of things they want to do while on vacation during different times of the year.
 - Create a skit roleplaying a scene between 2 friends who are planning a vacations
 - Create / Write a dialogue between a parent and a child discussing where they should go on vacation

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

Summative Assessments:

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

- Perform a skit as a pretend family that is planning a vacation
- Design an advertisement for a vacation spot listing various options
- Respond to an email about vacations and travel (www.epals.com).
- Write a review of a vacation spot and post it on Instagram or on a blog

Presentation:

- Create a multimedia rich presentation advertising youth hostels and Eurail passes
- Create an online summer camp program
- Plan a vacation with your friends using student friendly travel and youth hostels
- Make an advertisement for a camp site.
- Describe what you're going to do while on vacation.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Describe your ideal vacation.
- Draw a map of France and point out all the locations that you are going to visit, and include highlights.
- Compare travel and vacations in various countries.

Benchmarks:

Teacher created Integrated Performance Assessment on travel and vacations.

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

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

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

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

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

Learning Plan

Learning Activities:

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

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[A Green Mouse](#)
[American Association of Teachers of French](#)
[Bien dit! 1 – Student Online Resources](#)
[World Culture Encyclopedia](#)
[123 Teach Me – All Types of Resources \(featuring free and pay-to-use sources\)](#)
[CARLA](#)
[CIA – Facts About Countries Around The World](#)
[Class Tools](#)
[Creative Language Class](#)
[Culture Crossing](#)
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)
[FLENJ](#)
[FLTEACH](#)
[Fotobabble – Share and Narrate Pictures](#)
[French Tests and Quizzes for Practice](#)
[Glogster](#)
[I Love Languages](#)
[Instructional Resources – Learning Scenarios](#)
[IE Languages listening resources vocabulary, grammar, and pronunciation exercises](#)
[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)
[Languages On Line](#)
[Lang Media – Video Clips](#)
[Language Magazine](#)

[Lawless French Audio Practice](#)

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[My Languages](#) Grammar Guides and Short Vocabulary quizzes

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Shelby County Schools World Languages](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom \(Martina Bex\)](#)

[Today's Meet – Creat Chat Rooms](#)

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

Newspapers and Magazines

[Paris Match](#)

[Le Point](#)

[Elle](#)

[L'Obs](#)

[L'Express](#)

[Photo](#)

[Marianne](#)

[Vogue Paris](#)

[Les Inrocks](#)

[L'Officiel](#)

[Le Magazine littéraire](#)

[Télérama](#)

[Télé 7 Jours](#)

[Numéro Magazine](#)

[Voici](#)

[L'expansion](#)

[Gala](#)

[Lire](#)

[Onze Mondial](#)

[L'histoire](#)

[Modes et travaux](#)

[Le Journal de Mickey](#)

[France Football](#)

[Sport auto](#)

[Chatelaine](#)

[Revue des deux mondes](#)

[Picsou Magazine](#)

[Le monde](#)

[Le Figaro](#)

[Le Parisien](#)

[Les échos](#)

[L'Équipe](#)

[L'Humanité](#)

[La Tribune](#)

[Midi Libre](#)
[La Presse](#)

Online Activities

[BBC Languages](#)
[Kahoot](#)
[Lingt – Create speaking exercises for your students](#)
[Poll Everywhere](#)
[Puzzle Maker](#)
[Socrative](#)
[QR Code Activity Generator](#)
[Quizlet](#)
[Quia](#)
[Yabla](#)

Other Resources

[La Griffre 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/>

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.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.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a multimedia rich presentation to compare vacations and travel in the home and target cultures.
3.0	Students will be able to: <ul style="list-style-type: none"> • Ask and respond to questions about vacations and travel, including asking for and giving travel-related information and completing transactions in various places using digital tools and face-to-face communication in the target language.
2.0	Students will be able to: <ul style="list-style-type: none"> • Give advice. • Get information. • Ask for information. • Buy tickets and make a transaction. • Use the verb appeler in context. • Use the correct preposition with countries and cities. • Use idioms with faire. • Use ordinal numbers.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Bien dit! 1 – Teacher's Edition PP 326 – 359 Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	Bien dit! 1 – Teacher's Edition PP 326 – 359 – Differentiated instruction for English language learners and speakers of Spanish

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

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

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

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

Individuals from different cultures may have different	Culture and geography can shape an individual's	Awareness of and appreciation for cultural	Solutions to the problems faced by a global society
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points of view and experiences.	experiences and perspectives.	differences is critical to avoid barriers to productive and positive interaction.	require the contribution of individuals with different points of view and experiences.
<p>Technology</p> <ul style="list-style-type: none"> • 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. <p><u>Communication:</u></p> <p><u>Interpersonal:</u> Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.</p> <p><u>Interpretive:</u> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><u>Presentational:</u> 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.</p> <p><u>Culture:</u></p> <p><u>Relating Cultural Practices to Perspectives:</u> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><u>Relating Cultural Products to Perspectives:</u> Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.</p> <p><u>Connections:</u> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><u>Acquiring Information and Diverse Perspectives:</u> Learners access and evaluate information and diverse perspectives that are available through the language and its culture.</p> <p><u>Language Comparisons:</u> Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.</p>			

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.