Washington Township School District

Course Title:	**Introduction to High School French**

Grade Level(s):	**9-12**

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	
Course Description:	This course is an interactive reinforcement and/or introduction to French emphasizing communicative-based listening, speaking, reading and writing in the target language and the essentials of the cultures of the French-speaking world. Students will learn to use French to deal with discrete linguistic elements of basic daily life in predictable common settings.					

Washington Township Principles for Effective Teaching and Learning

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

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

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

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

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

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

Written: ___2017_____

Revised: __July 2021_____

BOE Approval: _____

| | **Grading Procedures:** | The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and develop Novice mid to 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 (Benchmarks, IPA's, Tests, Major Projects)

35% Secondary Assessments (Quizzes, class participation, Minor projects)

15% Support Assessments (homework, classwork)

	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: All About Me

Unit Description: In this unit, students communicate orally and in writing to learn how to greet their classmates. This unit teaches students how to communicate in all three modes to describe themselves and members of their family. Student will be able to greet and introduce themselves to others and give basic information such as their origin, age and birthdate. Students will explore ways that others are greeted in different cultures that may be different from what is common in the United States. Students will use the alphabet to spell words such as their first and last name. Students will be able to engage in light conversational topics including how they are feeling that day. Students will identify their family members and be able to give brief decriptions of them, including what they like to do.

Unit Duration: 2 marking periods

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Desired Results

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

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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

Students start Introduction to Middle School French as Novice Mid Learners (Unit 1), and move on a continuum toward Novice High through this course.

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences	
Presentational: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	

Intercultural Statements:	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources about Paris and Ile de France.
- Match pictures of people to oral description of names and ages.
- Record information while listening to audio descriptions about names and ages.
- Read and listen to information about names and ages.
- Compare greetings in the United States to those in Francophone counries
- Understand cultural perspectives on greetings in various French-speaking countries.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify personal preferences.
- Match pictures of activities to oral descriptions.
- Read and listen to information about personal preferences.
- Listen to and watch a video about a person's personal preferences.
- Compare sports and activities in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on leisure time activities in various French speaking countries.

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify family structures in different French speaking countries.
- Match pictures of people to oral description of physical traits.
- Read and listen to information about families and fill in family tree.
- Listen to and watch a video about a person's family members and their traits.
- Compare family traits in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on family structure in various French speaking countries.

Interpersonal:
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they greet one another.
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they request basic information about one another.
- Orally exchange names, ages and email addresses with others.
- Respond to classmates on blackboard regarding basic information.
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions about their preferences.
- Speak about their likes and dislikes.
- Agree and disagree with other's statements.
- Describe others' personal preferences.
- Ask questions of other's personal preferences.
- Make plans for oneself and others to engage in activities.
- Speak about where, when and how often people engage in activities.
- Respond to questions about family members
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions about their family members.
- Speak about their families.
- Describe their own physical and personality traits.
- Describe others' physical and personality traits.
- Ask partner for an opinion and give their own opinions of various people.
- Ask and answer questions about other student's possessions.

Presentational:
- Compare/contrast Paris and l'Ile de France to the northeast region/Washington Township.
- Create a powerpoint presentation or Prezi describing various family members and friends or celebrities and their names and ages.
- Write and submit a paragraph on blackboard discussion board giving basic information such as name, age and email address.
- Explain use of the avoir to show personal possessions, description and age.
- 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.
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions about their preferences.
- Speak about their likes and dislikes.
- Agree and disagree with other's statements.
- Describe others' personal preferences.
- Ask questions of other's personal preferences.
- Make plans for oneself and others to engage in activities.
- Speak about where, when and how often people engage in activities.
- Use lists and or chunks of language, and memorized phrases to compare various family structures.
- Create a family tree and present to the class.
- Present and discuss information about family members and friends.
- Present information describing themselves.
- Present and or write information about descriptions of others.
- Give opinions of various celebrities.
- Explain the uses for expressions with avoir and être.
- Present pictures of various objects noting who they belong to to practice possession, colors and adjective agreement.
- 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):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings: *Students will understand that…*

1. The way people interact with one other involves much more than just spoken language.
2. There are many different means of communication in modern society.
3. There are differences in the way someone would greet a family member or a friend as opposed to a teacher or an unknown adult.
4. It is important to use context clues and cognates when attempting to aurally and visually interpret the target language.
5. Cultural greeting practices play an important role in meeting someone for the first time.
6. Comparing similarities and differences between cultures deepens understanding of customs and traditions.
7. It is expected that a great amount of respect will be shown to elders and to people in positions of authority.

Essential Questions:

1. How does body language influence greetings and farewells?
2. How does culture affect the way we respond to people of varied ages,
3. How does culture affect the way we greet each other and respond to salutations?
4. How has technology influenced communication?
5. How are typical leisure activities for me similiar to typical leisure activities for someone my age in target language countries?
6. How are typical leisure activities for me different to typical leisure activities for someone my age in target language countries?
7. How do our lifestyles and where we live determine our leisure time activities and how much leisure time we have?
8. How do my personality, my physical abilities and where I live influence my choice of leisure activities and daily lifestyle?
6. What do I look like? What is my personality? What do family and friends look like and what are their personalities?
7. Whom do I consider as part of my family? How are families in the US similar and different to families in the French speaking world?
8. How can I better understand what I hear and read in the target language?

Assessment Evidence

Performance Tasks:

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

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

Interpretive:
- http://www.1jour1actu.com/culture/deviens-incollable-sur-la-pop-music/ Website where students can read about pop music and watch videos
- http://www.podcastfrancaisfacile.com/videos/parler-de-son-week-end-2.html Video with questions about weekend activities

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:

- http://www.1jour1actu.com/culture/deviens-incollable-sur-la-pop-music/ Reading about pop music- have students scan to find cognates and answer teacher created questions.
- http://jeux.lulu.pagesperso-orange.fr/ Reading games to practice numbers.
- https://audiolingua.edu (Guy se présente): write down Guy's name and age based on audio track
- https://www.audio-lingua.eu/spip.php?article4496 Listen to Tristan and answer teacher created questions about him.
- Read a brief introduction between two people and decide if they are speaking formally or informally to each other.
- Create a Venn Diagram to compare greetings and leave takings in French-speaking countries with those of the U.S.
- Read and interpret contemporary articles at the Novice level using iCulture. Find all the cognates first and use context to help understand meaning.
- Number bingo
- Family Video & questions: Décrire une photo de famille- parler de ses origines www.podcastfrancaisfacile.com Watch video and answer questions about the family.
- http://pbs.twimg.com/media/CCiG0t-XIAAf_fw.jpg Students look at a photo of the British royal family's tree and answer questions about the relationships shown.
- https://youtu.be/HAMCi88WgKE Students listen to a presentation of someone's family and answer teacher-developed interpretive questions about the people presented and their descriptions.
- www.palais.mc Students search the site for information about the royal family of Monaco
- https://www.youtube.com/watch?v=M4FAz16x8Us video which identifies French body parts in a song
- Read a description of a family and have students fill in a family tree with the names of the family members
- Listen to short descriptions of various people and match to the pictures shown around the room.

Interpersonal:

- In pairs: Have students greet one another
- Inner/outer circle: Have students greet their classmates
- In pairs: students hold up photo celebrity cards and must answer partner's questions about names and ages
- In pairs, students practice greeting and leaving each other at different times of the day
- In pairs, students engage in a brief introductory conversation asking for the name, origin, birthdate and age of their partner

- 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 avoir and être with description
- Grammar: subjects and verbs with greetings
- Grammar: subject pronouns to give basic information about someone
- Grammar: -er verbs
- Grammar- possessive adjectives
- Grammar: adjective agreement
- Vocabulary: numbers 1-60
- Vocabulary: family members
- Vocabulary: descriptive adjectives
- Vocabulary: personal preferences
- Vocabulary: colors
- Vocabulary: places
- Vocabulary: greetings and courtesies
- 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

- In pairs or with teacher, pretend you are in a French-speaking city and need to greet a new person. State and spell your first and last name, give birthdate and age, cell phone number and give an appropriate leave taking expression.
- Give students fake name tags, call up two students to have a brief conversation introducing themselves and using the informal or formal tone as necessary
- In pairs, ask and tell ages of family members
- Conversation with teacher: give basic information, name, phone number, age and email address
- Interview activity around room where students must give and spell name for their classmates
- Interview activity around room where students must give and ask for various phone numbers (fake phone numbers for privacy)
- Use blackboard discussion to communicate with classmates about basic information.
- Human bingo
- Dice game with numbers
- Flashcards with number (addition/subtraction/multiplication/division)
- Students divide into pairs and interview each other about their personal preferences.
- In student/student pairs, have students take turns making a statement about a personal preference and the partner has to agree or disagree with each statement.
- Interview a student or the teacher about his or her personal preferences.
- Have students communicate via blackboard discussion boards asking questions about likes and dislikes and responding to other students' questions.
- In small groups, have students survey the group about individual preferences and have students present answers to the class.
- Students bring a picture into class and divide into pairs and ask questions about the other person's family picture. They can take notes on the names only and present the information to the class.
- Create / Write a dialogue between two people discussing their free-time activities.
- Interview someone about their physical/personality traits,
- Create a PowerPoint, Prezi, iMovie, etc. about your family using vocabulary and grammar points found in the chapter.
- Write an email to a pen pal describing their family and friends.
- Respond to three classmates' blackboard posts and ask questions about their friends. Reply back to questions on their posts.

Presentational:

- Create a powerpoint showing various celebrities and/or family members and give names and ages for each.

- After interviewing a partner, have each student present the name and age of each partner to the class. - Bring in a picture of a few family members and present them orally to small groups. - Create an alphabet book in French and read it to the Pre-school class - Create a poster with personal preferences and have students hang them around room - Present and discuss information about one's favorite activities. - Present and or write information about a partner's favorite activities. - Explain the uses of -er verbs in context. - Write a paragraph telling how often one likes to go to places. - Write a post on blackboard talking about one's favorite music or television shows. Use lists and or chunks of language, and memorized phrases to compare various family structures. - Create a family tree and present to the class. - Present and discuss information about family members and friends. - Present information describing themselves. - Present and or write information about descriptions of others. - Give opinions of various celebrities. - Explain the uses for expressions with avoir and être. - Present pictures of various objects noting who they belong to to practice possession, colors and adjective agreement. - 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.	

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – 1, 2, and 3

This school year it is your goal to become a more global citizen and to find a "pen pal" in another country with whom you can Skype or FaceTime and learn more about the world around you.

Interpretive Task: Read descriptions of students from a variety of French-speaking cities.   Complete a questionnaire about the students, their ages, and where they are from.

Presentational Task: Choose one of the students about whom you have read and create a presentation for that person that includes your name, age,nationality as a way of introducing yourself to that student.

Interpersonal Task: Have a conversation with a classmate introducing yourself and your new friend, and ask questions about your classmate and his/her new friend.

You want to learn about French families. You reach out to your pen pal to learn more about families in France and teach them about family in the USA.

Interpretive Task: Have students read an article about families and family structures in
France. Identify key words and important phrases in the article. Identify the main idea of how
families in France are structured. Compare to American families.

Interpersona Task: Have an unrehearsed conversation with a partner about your family.
Make sure to ask questions such as how many people are in your family, their names ages
and some personality and physical traits about each family member. You can also ask about
pets.

Presentational Task: Create an e-mail about your family to send to a pen-pal. You should identify their names, ages, and brief descriptions about your family members including what they look like and what they like to do. Make sure to include an appropriate greeting and farewell and also to ask some questions about your pen-pal's family.

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

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

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

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

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

Learning Plan

Learning Activities:

- Research assigned aspects of the region of Ile de France and create a prezi/powerpoint/virtual poster with the information
- Read pages 1-3 and answer questions page 3 on L'ile de France (LAL)
- Students hold up flashcards with un/une/des as teacher says a vocabulary word
- Have each students have a set of index cards with subjects and verbs, they form sentences on desks as teacher says sentence in English
- Listen to audo track to check off if people are greeting or saying goodbye
- Look at various pictures and orally identify how each person in the picture is feeling
- Students orally say lottery numbers as they are held up by teacher
- In groups of three, introduce yourself to the others
- Describe people in the photos (female/male, ages) then have partner guess who is described In pairs
- have students greet teacher on way in room
- Have students give appropriate greeting for people listed on index cards.
- Group activity, ask how each member of the group is doing.
- Name interview activity: students must go around room introducing themselves and spelling their French names for each other
- Students pull phone number out of hat and read aloud to class while all other students write down
- Flash cards- basic math problems- have students recite aloud
- Have students present partners name and age to class
- Use powerpoint photos to decide tu or vous
- Have students present basic information about themselves including name, age, email address and phone number orally to teacher.
- Textbook and workbook grammar exercises (in context)
- Phone number interview activity: Each student receives an index card with a fake phone number and students must go around room to ask for phone numbers of as many classmates as possible in the given time period.
- Create a powerpoint of various celebrities or fictional characters and include basic information for each. (name/age)
- Poll activity- ask in group what each member prefers and chart answers as a class
- TPR activity- act out -er verbs
- Interview activity in partners asking likes and dislikes
- Textbook and workbook vocabulary exercises
- Have students pull out cards to read to partner, partner must agree or disagree
- Have students roll dice to conjugate -er verbs in sentences. (Subject pronouns 1-6 on one die, 6 verbs on other die)
- Students create sentences out of index cards in pile on desk as teacher says sentence in English (to practice masculine/feminine and contractions- EX: Je mange à la cantine.
- Have students match activities with places where they take place by pulling cards out of bag and saying logique/illogique. First person to get 5 matches wins the game.
- Make a chart individually with things the student often does and never does, then have partner agree or disagree
- Have students interview partner about their favorite places and what type of activities they do there
- Print out authentic youth message board materials for students to analyze in groups
- Interview partner about likes and dislikes.
- Present partners likes/dislikes for the class. Have students record class answers in a chart.
- Hold up pictures of celebrities and students must orally describe what the person does/does not like to do EX: Michael Phelps (Il aime nager)
- Have students write 5 sentences describing what they like/dislike.
- Play classical and popular French music. Have students write about which they like best and why
- Read about popular French radio stations pg 42
- Put up pictures on powerpoint and have students identify what they can do at each place.
- -Er verbs races
- Textbook and workbook grammar exercises (in context)
- Listen to a variety of French music and write down whether the student likes or dislikes the music.
- Put up a variety of vocabulary mixed up on the board and have small groups race to put the vocabulary in the correct categories (music, food, classes, reading material, technology, etc.)
- Research assigned aspects of the city of Quebec and create a prezi/powerpoint/virtual poster with the information
- Read about Quebec pages 72-75 and watch Quebec video
- Textbook vocabulary exercises page 92-93
- Partner activity- asking about who is in the partner's family

- Blank family tree- have students listen to description and fill in the names of the family members
- Have students pick a t.v. show family and make power point/prezi to present the family to the class
- Read about a family and fill in family tree
- Students create their own family tree and present to the class
- Roll dice to have students make possessive adjectives agree to the object rolled
- Journal writing- student writes about their family
- Information Gap activity (fill in the family trees) -Activities for communication worksheets
- Textbook grammar exercises for possessive adjectives in context
- Textbook vocabulary exercises pages 80-81
- Use TPR to identify body parts
- Draw and label a face
- Describe 3 friends to class
- Partner activity- ask description questions about best friend/mom/teacher, etc.
- Play 20 questions as a group with celebrity list- students must guess which celebrity is being described as questions are answered
- Play guess who with a partner using physical trait vocabulary
- Use dice to conjugate the verb être with description words
- Have students practice adjective agreement by describing twins (one female and one male) changing the adjectives for each twin.
- Pictures of people on powerpoint, students describe orally
- Page 80- listening, match description to the image
- Describe objects using BAGS adjectives (practice putting adjectives in the correct spot)
- Have students create a poster with various celebrity pictures and their physical/personality description
- Each student has feminine/masculine cards index cards, students hold up whether person being orally described is female or male
- Show various pictures and have students describe people shown in writing.
- Journal writing- student decribes three people close to them
- Read about French coat of arms (page 88) and have students create one for their own family
- Watch télé-roman video- episode 3 and answer questions
- Post on blackboard describing three best friends.
- Respond to blackboard posts describing best friends.

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 and ACTFL.org
FLTEACH
Fotobabble – Share and Narrate Pictures
French Tests and Quizzes for Practice
Glogster
I Love Languages
Infographics for World Language: French (Pinterest): Interpretive readings
Instructional Resources – Learning Scenarios
IE Languages listening resources vocabulary, grammar, and pronunciation exercises

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

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

[L'Équipe](#)
[L'Humanité](#)
[La Tribune](#)
[Midi Libre](#)
[La Presse](#)

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

Presentation Software
[Blogger](#) - Blog
[Book Creator](#) (for writing stories and or essays)
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[Fotobabble](#) – Share and Narrate Pictures
[Fakebook](#)
[Glogster](#)
[Haiku Deck](#)
[iMovie](#)
[Keynote](#)
[Lingt](#) – Create Speaking Exercises For Your Students
[Padlet](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Prezi](#)
[SeeSaw](#) – Digital Portfolio
[Storify](#)
[Storyboard That](#) - Create Stories
[Today's Meet](#) – Create Chat Rooms
[Twitter](#)
[Twister](#) (Fake Twitter)
[Vocaroo](#) – Voice Recording Device
[Voice Thread](#)
[Voki](#) – Create an Avatar

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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

4.0	**Students will be able to:** • Imitate appropriate gestures, intonation and common idiomatic expressions of the target culture/ language during daily interactions. • Interpreting contemporary articles on French families and asking and answering questions at a Novice High level
3.0	**Students will be able to:** • Exchange greetings using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

	- Describe in writing things from the home environment - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing - Conduct an interview with his/her friends or exchange student (using digital tools) about their family members - See benchmark assessments	
2.0	**Students will recognize or recall academic vocabulary including:** - Numbers 1-60 (more will come in the next marking period). - Letters of the alphabet - Greetings and courtesies - Likes and dislikes - Family members - Colors - Places - Body parts - Descriptive vocabulary **Students will be able to:** - Conjugate the verbs avoir and être - Conjugate -er verbs - Identify subjects and verbs - Use subject pronouns - Recognize cognates. - Use et, mais and ou in sentences - Make adjectives agree with subjects - Use c'est/il est/elle est - Place adjectives correctly in sentences - Use possessive adjectives - Create contractions with à and de	
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 1-36 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf - 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	ELL Resources Have French-speaking ELLs visit classroom for a class discussion on cultural differences. Have students speak in target language to determine if they can be understood by a sympathetic listener. Bien dit! 1 – Teacher's Edition PP 1-36 – Differentiated instruction for English language learners and speakers of Spanish
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to

<table>
<tr><td></td><td colspan="2">level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.

Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</td></tr>
<tr><td></td><td>**Learners with a 504**</td><td>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</td></tr>
</table>

Interdisciplinary Connections

Indicators:

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

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

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

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for

students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

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

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

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

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

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

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

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

Communication:

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

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

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

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

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

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

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

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

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

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

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

Technology:
Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.

- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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

Unit Title: School Life

Unit Description: In this unit, students communicate orally and in writing to discuss a typical school day. Students will be able to identify school subject and school supply vocabulary. They will be able to describe at what time their classes are and give opinions of the classes and teachers. Students will compare and contrast their high school schedule to school schedules in France and various other French speaking countries.

Unit Duration: 1 marking period

Desired Results

Standard(s):

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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

Students start Introduction to HS French as Novice Mid Learners (Unit 1), and move on a continuum toward Novice High through this course.

CORE IDEA	STANDARDS

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

Intercultural Statements:	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of

	technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify school schedules in different French speaking countries.
- Read and listen to information about what is needed in school.
- Read and listen to information about school schedules.
- Listen to and watch a video about a person's school schedule.
- Compare school schedules in the United States to those in French speaking countries.
- Read and listen to information about the 24 hour clock.
- Understand cultural perspectives on education in the Francophone world.
- 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 about their classes.
- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions about the school supplies needed for each class.
- Speak about their school schedule.
- Describe what supplies they need for each class.
- Give their opinions of their teachers.

Presentational:
- Use lists and or chunks of language, and memorized phrases to compare a French school schedule to an American school schedule.
- Write out school schedule in French.
- Present one's favorite classes to the class.
- Present and or write information one's opinions of their classes.
- Write information about what one does at various times in the day and week.
- Write or present what school supplies are needed for each class.
- Use of stem changing verbs préférer and acheter to explain what one prefers in school and what one buys for their classes.
- 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):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings: *Students will understand that…*	**Essential Questions:**
1. Different cultures have different ways to display the date and the time. 2. The school system is very different among different cultures.	1. How does the world keep track of the date and time? 2. How does the school system work around the world? 3. How does the French calendar differ from the American calendar? 4. What do calendar formats in France tell us about the culture?

	5. How does my school day differ from the school day in France?

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. The teacher/class should be 90% in **target language**.

Interpretive:
- http://fr.hmhnewsandnetworking.com/videos/327401
  Watch video and answer teacher created questions about the class schedule.
- Read about Nathalie Aubin's schedule (a French student) and answer questions comparing Nathalie's days to their own.
- http://www.podcastfrancaisfacile.com/
  podcast/dans_mon_sac.html
  Read or listen to text and answer questions about what students have in their backpacks.
- http://www.podcastfrancaisfacile.com/podcast
  /les_heures.html
  Audio or text option on times of classes. Students can answer website questions or teacher created questions.
- www.yabla.com- Interview avec Henri video
  Henri talks about his courses that he takes in middle school. Answer teacher created questions.
- *Les Choristes* (film): Have students watch film and identify classes the students take, give opinions of the different teachers, and identify what school supplies are used throughout the film.
- Read a French school schedule and answer questions about the classes students take, the days of the week students go to school and the amount of hours students go to school. Then students will fill in a Venn Diagram detailing the differences between the French school and WTHS.

Interpersonal:
- Students divide into pairs and interview each other about opinions on classes and teachers.
- Interview a student or the teacher about his or her favorite classes.
- Interview (either student to student, student to teacher or teacher to student) about times of the day of classes.
- Respond to blackboard discussion questions about preferences in the school day.

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
- Vocabulary: school subjects and opinions
- Vocabulary: telling time
- Vocabulay: days of the week
- Vocabulary: school supplies
- Vocabulary: numbers 60-200
- Grammar: -ger/cer/re verbs in context
- Grammar: adjectives as nouns in context
- Grammar: stem changing verbs in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources

- Teacher/student interview about what is needed for each class.
- Google voice interview in partners: ask and answer questions about what they do on different times/days throughout the week.
- Have students ask questions in small groups about teachers names for various classes and try to find teachers that the students have in common.

Presentational:
- Create a powerpoint/prezi with their school schedule, opinions of each class and teacher, and school supplies needed for each course. Present to class orally.
- Have students create a role-play where one student is a store clerk and the other student is preparing for the school year and buying their school supplies. Present to class and/or put on video and submit for teacher.
- Write paragraphs describing what one does throughout the day at various times.
- Post on blackboard discussion board opinions about each class.
- Create an online poster showcasing a character from Les Choristes. Write a paragraph from a character's point of view talking about their experience in school.
- Create a list of school supplies that one could get based on a certain budget. Use an online catalog for prices and present the school supply list to the class. Have the class vote on who did the best with their money.

- 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:

Bien dit! Integrated Performance Assessments Level 1 – # 4

You want to know more about how school is different in France compared to your own schedule. Do the following.

Interpretive:

http://fr.hmhnewsandnetworking.com/videos/327401

Watch the video of a French student talking about what she needs for school this year. Make a chart of the classes she mentions and what she needs for each class. Create a Venn diagram listing similarities and differences of your school schedule and supplies needed.

Interpersonal:

Have a conversation explaining what you need in your current classes. Make sure to mention at least 3 classes that you are currently taking and 5 items needed (try to vary the items to demonstrate you can use the vocabulary) for each class. Make sure to also ask questions about the types of school supplies that are needed in your exchange student's classes as well.

Presentational:

You will write out your class schedule in a chart including the classes, teachers, times of each course and five items need for each class. Then you will write out descriptions of five of your classes and why you do or do not like the class.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.
• Performance is defined as how well a learner uses language acquired in a classroom setting.
• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
    • interacting with native speakers of the language, or
    • immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.
• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
 • Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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

Learning Activities:

- Write out class schedule in French
- Describe what they need for each one of their classes in pairs
- Put on a skit in pairs-one partner is student buying school supplies and other is the store clerk
- Have students form accent marks for acheter and préférer using their arms
- Print out French calendar and school schedule and have students analyze
- Listening- student listen to times and decide if it is morning or night
- Listening- Practice times with minature clocks
- Look at pictures and orally name the class and opinion of the class
- Memory game with clocks and times written out in French
- Write out paragraph with class schedule with times, teachers, and classrooms
- Play charades and guess the school subjects being acted out
- Discuss Bill 101 in Quebec.
- Partner activity- ask and answer questions about teachers and classes
- Information gap activity: fill in the classes on the corresponding school schedules
- Students describe pictures (using -ger and -cer verbs) to practice verbs in context.
- Create a French calendar for the year
- Add the missing accents to an e-mail with accents missing
- Partner activity- asking each other which object they prefer (practicing adjectives as nouns)
- Information gap activity- asking prices for different school supplies in pairs
- Cloze activity- have students fill in opinions based on the paragraphs on classes and teachers
- Answer survey questions about classes
- Make a list of classes needed for various professions
- Interview a partner about their favorite classed and teachers
- Take a poll of the class and identify what the most useful school supplies are in a chart
- Journal writing on class schedule
- Answer questions about the movie *Les Choristes*
- Play bingo to practice numbers 60-200
- Play price is right to practice numbers 1-200 and use school supply vocabulary
- Inside/outside circle- asking about favorite subjects and teachers
- Dice activity- use subjects and the verb preferer and acheter to create sentences about one needs or prefers in school

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; ACTFL.org
FLTEACH
Fotobabble – Share and Narrate Pictures
French Tests and Quizzes for Practice
Glogster
I Love Languages

Infographics for World Language: French (Pinterest): Interpretive readings
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](#)

Presentation Software
[Blogger](#) - Blog
[Book Creator](#) (for writing stories and or essays)
[EdDraw](#) – Visulation Solutions (Charts and Diagrams)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[Fotobabble](#) – Share and Narrate Pictures
[Fakebook](#)
[Glogster](#)
[Haiku Deck](#)
[iMovie](#)
[Keynote](#)
[Lingt](#) – Create Speaking Exercises For Your Students
[Padlet](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Prezi](#)
[SeeSaw](#) – Digital Portfolio
[Storify](#)
[Storyboard That](#) - Create Stories
[Today's Meet](#) – Create Chat Rooms
[Twitter](#)
[Twister](#) (Fake Twitter)
[Vocaroo](#) – Voice Recording Device
[Voice Thread](#)
[Voki](#) – Create an Avatar

Social Emotional Learning:

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

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

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

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

Standard(s):
- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

4.0	**Students will be able to:** • Compare school settings in various Francophone countries and present similarities and differences in a multimedia rich presentation.
3.0	**Students will be able to:** • Produce a multimedia rich presentation that incorporates time, school subjects, opinions and school supplies in the target language. • Ask and respond to questions, make requests, and express preferences in various social situations as well as ask/respond to questions comparing the French-speaking culture to that of the U.S. with regard to school supplies, schedules and basic activities. • See benchmark
2.0	**Students will be able to:** • Tell time • Give the days of the week • Identify course vocabulary • Give opinions of classes and teachers • Conjugate -re verbs • Conjugate -ger verbs and -cer verbs • Identify school supplies • Tell what they need for each class • Conjugate stem changing verbs with accent mark changes • Use adjectives as nouns
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 110-142 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf • 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 110-142 – Differentiated instruction for English language learners and speakers of Spanish
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Integration of 21st Century Skills

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

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

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

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

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and

open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

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

Technology

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

Communication:

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

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

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

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

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

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

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

Language Comparisons:

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

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

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

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

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

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

Unit Title: Free Time
Unit Description: In this unit, students communicate orally and in writing about their free-time activities as they relate to Francophone culture. They will be able to speak and write about vocabulaty including weather, lesire time activities including, sports and athletics, music and art, and vacations. Students will be able to elaborate on this information using question words and how often and well they do the activities. Students will be able to give time frames for the activities including months of the year and seasons. Student will compare leisure activities and vacations in the United States to those in various other French speaking countries**.**

Unit Duration: 1 marking period

<div align="center">

Desired Results

</div>

SEE UNIT 2 for Novice High Standards

Indicators:

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about free-time activities.
- Match pictures based on oral descriptions of various sports and activities.
- Read and listen to information about free-time activities.
- Listen to and watch a video about free-time activies.
- Read and listen to descriptions of free-time activities.
- Compare free-time activities in the U.S. to those in various Francophone countries.
- Understand cultural perspectives on free-time activities.
- 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 free-time activities.
- Speak about free-time activities.
- Speak about favorite activities and preferences.
- Extend, accept and refuse invitations relating to free-time activities.
- Make plans for oneself and others to engage in free-time activities.
- Speak about where, when and how often people engage in free-time activities (day, month, season).
- Speak about activities planned for the future and about activities in which one just completed.

Presentational:
- Use lists and or chunks of language, and memorized phrases to compare free-time activities in the U.S. and Francophone countries.
- Use phrases to describe my free-time activities, including when and how often.
- Present and discuss information about one's free-time activities.
- Present and or write information about future plans.
- Explain the uses of expressions with **faire** in context.
- Explain the uses of **aller** and **venir** to express future plans and talk about recent events.
- Explain the uses of idiomatic expressions with **avoir**.
- 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):
The amount of leisure time available and how it is spent varies among cultures (topics that assist in the development of this understanding should include, but are not limited to: likes, dislikes, pastimes, schedules and travel).

Understandings: *Students will understand that…*	**Essential Questions:**
1.) free-time activities are an integral part of life in the Francophone world. 2.) personal identity is developed through and expressed by participation in free-time activities. 3.) there are similarities and differences in free-time activities in Francophone countries compared to those in the United States (amount of leisure time available and how it is spent varies). 4.) both cultures typically have free-time activities related to environment, climate, seasons, and locations. 5.) Due to geography and weather, different countries will have different pastimes.	1. How does weather affect our lives and the things we do for fun? 2. What are the weather differences in other countries? What do leisure activities tell us about the values of a culture? 3. How does our concept of vacation differ from that of France and various other French-speaking countries? 4. Although there are differences, what connects us across cultures with our free-time activities? 5. How does a country's location influence its leisure time activities?

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. Teacher/class should be 90% in **target language**.

Interpretive:

- **Faire du sport**
http://www.podcastfrancaisfacile.com/podcast/faire-du-sport.html
Watch video on weekend sports activities and answer teacher created questions.
- **Job d'été**
http://www.podcastfrancaisfacile.com/podcast/parler-de-son-job-dete-et-de-ses-vacances.html

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:

Watch video on summer job and vacation and answer teacher created questions

- **Temps Libre**

http://www.french.hku.hk/dcmScreen/lang2043/tempslibre.htm
Have students look for cognates and other information about free-time activities in France. Discuss their findings and come up with logical conclusions about the information found in the article.

- **Reportage sur le temps libre**

https://youtu.be/kmCRNsTwEvs
Have students watch the video and answer questions about what the different speakers like to do in their free time.

- **Ses loisirs**

https://youtu.be/p_LmZZNDkOc
Have students watch the video and list activities the presenter discusses.

- **Mon blog de maman**

http://www.monblogdemaman.com/
Have students explore the various activities and blog entries and report on their findings.

- Have students print a weather report and answer questions

Interpersonal:
- Students divide into pairs and interview each other about their free time activities (How are they similar? How are they different?) for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Post on blackboard about a recent summer vacation and respond to classmates' questions about the vacation.
- Interview a partner using Google Voice and ask questions about their favorite activity. Be sure to find out details. (Who/When/Where/How/etc.)
- Create / Write a dialogue between two people discussing their free-time activities.
- Interview a student or the teacher about what they like to do in different types of weather.
- Create a PowerPoint, Prezi, iMovie, etc. about your favorite free-time activities using vocabulary and grammar points found in the chapter. Discuss with a partner/group to get constructive feedback.
- Write an email to a pen pal talking about free-time activities
- Interview a partner about their weekend plans.
- Play 20 questions with a partner.

Presentational:
- Create a powerpoint/prezi showing weather for the following 5 days in a specific French speaking city. Suggest activities that someone can do for each one of the days according to the weather. Present ideas to the class.
- Create a travel brochure for a French speaking city.
- Make a photo book from a recent family vacation and present to the class.
- Present a full-year calendar, indicating the free-time activities people generally do in the different months and seasons.

- 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 **faire**, **aller**, and **venir**.
- Grammar: idioms with **avoir**
- Grammar: question words
- 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

- Give an oral presentation to the class on what one will do on the weekend.
- Post on blackboard or on a blog about one's favorite season and the activities they like to do in that season.
- Pick a city and do a weekend weather forecast on I-movie and post to the class blackboard page.

Benchmarks:

Bien dit! Integrated Performance Assessments Level 1 – Chapter 5

Interpretive:

(IPA interpretive from Ohio model curriculum- explained below)
www.ofasloweebly.com

Read city hall website about summer programs and answer questions including key word phrases, important details, objective and audience, and organizational features.

Interpersonal:

Discuss with a friend: the activities you like to do in the summer, how often, when and where you like to them. Both partners should be asking questions to keep the conversation going.

Presentational:

Create a blog post (Can be posted to blackboard or handed in to teacher) describing what you like to do on the weekend. Make sure to mention at least 5 activities and give extra details including but not limited to with whom, where, how often and how well you do the activities.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.
• Performance is defined as how well a learner uses language acquired in a classroom setting.
• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
    • interacting with native speakers of the language, or
    • immersed in a target language environment.
The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.
• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
• Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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

Learning Plan

Learning Activities:

- Discussion / Prezi (www.prezi.com) Presentation about the West of France
- Interviews about likes / dislikes regarding sports and leisure activities
- Calendar making with sports and activities
- Surveys about sports and leisure activities
- Role-play buying equipment for sports and leisure activities
- Bulletin board showing family members and their favorite sports and leisure activities
- Create a spending plan using Euros to buy sporting equipment
- Write out 5 different activities that you do on 5 different days
- Ask questions to a few partners about favorite sports then create a classroom poll based on the results
- Textbook grammar exercises for **faire** in context

- Create five questions to ask your favorite celebrity
- 20 Questions on an object/person of choice
- Parent-Child Role-Play using interrogatives
- Change the question
- page 159 (textbook) , looking at the brochure, ask your partner whether or not they like the activities listed on the brochure and how well and often they do the activities
- Look at pictures of people's rooms and describe what the people in the pictures like and dislike
- Journal entry about activities and sports
- Textbook reading about pétanque (PP 160 – 161)
- Play pétanque
- Read School and Sports pg. 161. Discuss differences and similarities between the French and US system
- Travel brochure
- Make a calendar with activities for the week
- Draw activities on whiteboard as teacher describes them.
- Research weather in various French speaking countries and create a chart with the results
- Post on blackboard with the weather for each day
- Interviews about activities in different weather conditions, pg 165
- *Discuss Anders Celsius pg 164*
- Journal writing/blackboard post about what one recently did
- Journal writing/blackboard post about what one plans to do
- Play logical/illogical game with weather expressions and activities. Have students pick cards with expressions and declare illogical or logical. First one to get five logical wins.
- Poster showing future plans
- Role-play conversations about past and future activities
- Charades with *avoir* expressions
- Have students work with partner to discuss picture sequence. pg 171
- Watch Tele Roman Complete activity pg. 173
- Watch gestures and body language on video, discuss what they reveal pg. 173
- Complete all text and workbook activities as appropriate and needed.
- Read about Claude Monet and analyze painting. Pg 181
- Have students research French speaking cities weather and present 5 day forecast to class
- Make a chart of which activities are done in which month
- Perform a skit making plans with a partner to do an activity
- Have students draw weather as teacher describes
- Create a chart with typical weather for each month for Washington Township
- Look up weather report for the week in a French speaking city and compare weather in Washington Township
- Draw and label the four seasons including two sentences about the weather in each season and an activity that you like to do in each one
- Complete teaching numbers to 1MM
- Snowball fight paper activity- students must create a question and answer the questions they pick on the paper in the snowball fight

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 - Gr](#)ammar 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](#)

Presentation Software
[Blogger - Blog](#)
[Book Creator (for writing stories and or essays)](#)
[EdDraw – Visulation Solutions (Charts and Diagrams)](#)
[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)
[Fotobabble – Share and Narrate Pictures](#)
[Fakebook](#)
[Glogster](#)
[Haiku Deck](#)
[iMovie](#)
[Keynote](#)
[Lingt – Create Speaking Exercises For Your Students](#)
[Padlet](#)
[Poster My Wall – Online Poster and Flyer Maker](#)
[Prezi](#)
[SeeSaw](#) – Digital Portfolio
[Storify](#)
[Storyboard That - Create Stories](#)
[Today's Meet – Create Chat Rooms](#)
[Twitter](#)
[Twister (Fake Twitter)](#)
[Vocaroo – Voice Recording Device](#)
[Voice Thread](#)
[Voki – Create an Avatar](#)

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the

state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

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

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

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

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

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

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

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

Standard(s):	
	• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
	• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
	• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
	• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
	• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
	• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
	• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
	• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
4.0	**Students will be able to:** • Survey and report on how students compare with one another regarding what they do during their free time activities during different times of the year and in different climactic conditions.
3.0	**Students will be able to:** • Produce a multimedia rich presentation that describes free time activities. • Demonstrate understanding of differences in free-time activiites between U.S. and French-speaking countries. • Ask and respond to questions, make requests, and express preferences in various social situations.
2.0	**Students will be able to:** • Ask and tell about interests. • Ask when and where someone does an activity. • Conjugate the verb **faire**. • Ask information questions using interrogatives. • Tell how people do things using adverbs. • Extend, accept and refuse invitations. • Make plans. • Conjugate the verb **aller**. • Talk about future plans. • Talk about where people are going. • Conjugate the verb **venir**. • Talk about what people just did. • Talk about where people are coming from. • Use idioms with **avoir**. • Numbers to 1MM
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 150 – 175 – Differentiated instruction for advanced learners
Struggling Learners	http://www.nj.gov/education/cccs/2014/wl/glossary.pdf • 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 150 – 175 – Differentiated instruction for English language learners and speakers of Spanish
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Integration of 21st Century Skills

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

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

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

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

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and

open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

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

Technology

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

Communication:

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

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

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

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

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

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

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

Language Comparisons:

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

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

<u>Communities</u>:
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.

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

<u>Technology:</u>

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.