TOMS RIVER REGIONAL SCHOOLS

World Language

French 4

Grades 11-12

Philosophy, Mission and Vision

Philosophy: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Mission: It is the mission of the World Language department to expose all students to the study of a second language enabling individuals to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. World Language learning in Toms River Schools is designed to prepare students for a global economy by possessing the skills to become culturally aware citizens, empathetic towards varied cultural backgrounds, and flexible in cross-cultural interactions. Students will become proficient in the target language through instruction in the areas of speaking, listening, reading and writing and through authentic practice and cultural connections. Our proficiency goals are consistent with the standards set forth in the American Council for the Teaching of Foreign Languages (ACTFL).

Vision: Language learners are encouraged to take risks using the target language in a safe, collaborative environment that prepares them to communicate in a global world with people from diverse cultures, appreciating equally diverse perspectives. An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Course description and/or program overview:

In world language the student will develop listening, speaking, reading and writing skills that will foster real-life communication. The culture of the specified language is embedded within the course materials. At this level, the student should be able to function in the language in a spontaneous manner. Everyday topics about home, school, and life in general are discussed in the language. A generalized history of the target culture is studied. This includes political occurrences, art, music, philosophy, and science. Students are expected to be able to develop monologues, dialogues, and critiques about materials they have studied.

UNITS	PACING GUIDE
Unit Plan 1 Regions of France	45 Days
Unit Plan 2 Francophone Countries	45 Days
Unit Plan 3 French Art and Artists	45 Days
Unit Plan 4 French Culture and Society	45 Days

Unit 1 Overview: Regions of France

Unit 1 Summary: The unit will develop language and content about regions of France, so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Enduring Understandings:
● France has different regional specialties, traditions and dialects.
● France is a very rich country geographically, culturally, and historically.

Essential Questions:
● How does geography affect the cultural identity of a place, region?
● How are language, culture, and identity related?
● What are the many cultures/traditions of the regions of France like?
● What can I learn about my own language(s) and culture(s) from studying the languages and cultures of the regions of France?
● How do I use language to communicate with others?

Standards

Core Ideas

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Core Ideas

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Core Ideas

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and

personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

ELA
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies
- 6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
- 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

Arts
- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Health/P.E.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

21st Century Life and Careers	Technology
Career Readiness: • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. **21st Century Skills:** • 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.	**Technology** • 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. • 8.1.8.D.4 Assess the credibility and accuracy of digital content.

- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
- 9.3.HT‑TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
- 9.3.HT‑TT.2 Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
- 9.3.HT‑TT.3 Analyze cultural diversity factors to enhance travel planning.

Unit 1 Content Objectives *Students will know:*	Unit 1 Language Objectives *Students will be able to:*
- Things to do and see - when was it built, by whom, what does it represent) asking for information - Making suggestions - Understanding a recipe	- Present tense - Passe compose - Imparfait - Futur - Conditional - Subjunctive - Futur anterieur - Plus-que-parfait

Student Learning	
Core Instructional Materials and Resources	**Supplemental Instructional Materials and Resources**
Core Text: Bien Dit level 3 Essential Vocabulary: Asking and describing what a place was/is like (geography, traditions, famous people) Ou se trouve Il y avait/ Il y a C'etait comment? Il faisait	Supplemental Materials: Allez, Viens level 3 **The 13 regions of metropolitan France (since 2016)** - Ile de France (Paris)**Auvergne - Rhône-Alpes** **Bretagne** (Brittany) **Bourgogne - Franche-Comté** **Corse** (Corsica) **Centre - Val de Loire**

les repas (local recipes) Les vetements Les loisirs Les regions de France	● **Grand Est** (**Alsace**, **Champagne**, **Lorraine**) ● **Hauts de France** (**Nord Pas-de-Calais - Picardie**) ● **Ile de France** (**Paris**) ● **Nouvelle Aquitaine** (**Aquitaine**, **Poitou-Charentes**, **Limousin**) ● **Normandie** ● **Occitanie** (**Midi-Pyrénées**, **Languedoc**) ● **Pays de la Loire** ● **Provence - Cote d'Azur**
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk, and Persons with Disabilities) *Each group must be listed separately*	**Assessment**
Special Education Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***504 Students*** ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of	**Summative Assessments** ● Department Quarterly Assessment ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries ● Performance assessments per marking period **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits **Performance Tasks/Use of Technology:** FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with comprehension activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations Student Proficiency Can Do Rubrics

unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities

- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners
https://docs.google.com/document/d/1bmpX28eZPAdSGh uPV7lRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing

● Personal Agendas ● Think/Pair Share ● Open-Ended Activities ● Games ● Multiple Level Questions ● Alternative Assessment ● Flashcards ● Listening Comprehension ● Rubrics	

Unit 2 Overview: Francophone Countries

Unit 2 Summary: The unit will develop language and content about francophone countries, so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Enduring Understandings:
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

Essential Questions:
- How are language, culture, and identity related?
- What are the many cultures of the Francophone world like?
- What can I learn about my own language(s) and culture(s) from studying the languages and cultures of the Francophone world?
- How do I use language to communicate with others?
- How does geography impact the cultural identity of a place, region?
- How do I explore cultures without stereotyping them?
- How does art reflect the cultural identity of a society?

Standards

Core Ideas

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

Core Ideas

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Core Ideas

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using

sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

| **Interdisciplinary Connections** |
| Other Cross-Curricular Opportunities |
| *Opportunities for SEL* |

ELA
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies
- 6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
- 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American

settlers.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

Arts
- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Health/P.E.
- 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

21st Century Life and Careers	Technology

Career Readiness:
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills:
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

Technology
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology.
- 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.
- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.B.5 Identify new technologies resulting

- 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
- 9.3.HT‑TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
- 9.3.HT‑TT.2 Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
- 9.3.HT‑TT.3 Analyze cultural diversity factors to enhance travel planning. development.
- 9.3.MN.1 Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.
- 9.3.MN.2 Analyze and summarize how manufacturing businesses improve performance.
- 9.3.MK.1 Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK‑COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK‑COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.12.TD.1 Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy.

from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants

Unit 2 Content Objectives *Students will know:*	Unit 2 Language Objectives *Students will be able to:*
- Describing a Francophone country - Points of interest in Francophone countries - Authentic readings - identifying the main ideas in text and video - Asking for information	- Present tense - Passe compose - Imparfait - Futur - Conditional - Subjunctive - Futur anterieur - plus-que-parfait

Student Learning	
Core Instructional Materials and Resources	**Supplemental Instructional Materials and Resources**
Bien Dit level 3	Allez, viens level 3

	Francophone countries of Europe Francophone countries of Africa Francophone countries of the Americas Francophone countries of Asia Francophone countries of French Polynesia
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk, and Persons with Disabilities) *Each group must be listed separately*	**Assessment**
Special Education Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***504 Students*** ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow	**Summative Assessments** ● Department Quarterly Assessment ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries ● Performance assessments per marking period **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits **Performance Tasks/Use of Technology:** FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with comprehension activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations Student Proficiency Can Do Rubrics

students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***Gifted and Talented*** ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities ***English Language Learners*** *https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV7lRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing* ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words ***Students At Risk of School Failure*** ● Cooperative Learning groups ● Multiple intelligences to meet all types of learners ● Review and make necessary IEP modifications/504 plan ● Whiteboards ● TPR ● Flexible Grouping ● Graphic Organizer ● Desk-Side Conferencing ● Personal Agendas ● Think/Pair Share ● Open-Ended Activities ● Games ● Multiple Level Questions	

● Alternative Assessment ● Flashcards ● Listening Comprehension ● Rubrics	

Unit 3 Overview: French Art and Artists

Unit 3 Summary: The unit will develop language and content about French Art and Artists, so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. The unit centered around French art and artists provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Enduring Understandings:
- One reads/istens/watches to acquire knowledge and understanding and to gain new perspectives about art and artists
- The Industrial Revolution had a big impact on the impressionist movement
- The socio-economic and political context of an era impacts art and culture.

Essential Questions:
- What do you see when you look at a painting or a sculpture?
- How does painting, sculpture help people to communicate?
- How does art help us understand the characteristics of a certain era? (socio-economic, political context)

Standards
Core Ideas
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
Performance Expectations
7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Core Ideas

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Core Ideas

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target

culture(s), including the effects of climate change, with those of students' own culture.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

ELA
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Arts
- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical

eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

21st Century Life and Careers	Technology
Career Readiness: ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. **21st Century Skills:** ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.	Technology 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Technology** ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content. ● 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. ● 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology. ● 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment. ● 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

Unit 3 Content Objectives *Students will know:*	Unit 3 Language Objectives *Students will be able to:*
● Familiarizing with different artistic movements, artists and museums ● Describing a work of art (painting, sculpture) ● Identifying the main ideas in text and video ● Ask for and give opinions	● Present tense ● Passe compose ● Imparfait ● Futur ● Conditional ● Subjunctive ● Futur anterieur ● Plus-que-parfait

Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
Bien Dit level 3 Essential Vocabulary: Describing different types of art Describing a painting/sculpture, a movement or a museum Art related vocab (chef d'oeuvre, peintre, realiser, siecle, premier/arriere plan, atelier, plein air, gallerie, exposition, nature morte/ auto-portrait, paysage, couleurs chaudes/froides…) Biographies of famous artists (naitre, mourir, vivre, realiser, etre connu, peindre) Major art movements: Neo - classicism, Realism, impressionism, abstract art, modern art.	Supplemental Materials: Allez, viens level 3

Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk, and Persons with Disabilities) *Each group must be listed separately*	Assessment
Special Education Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***504 Students*** ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing	**Summative Assessments** ● Department Quarterly Assessment ● Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries ● Performance assessments per marking period **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits **Performance Tasks/Use of Technology:** FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with comprehension activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations Student Proficiency Can Do Rubrics

- Provide class notes ahead of time to allow students to preview material and increase comprehension - Provide extended time - Simplify written and verbal instructions - Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words - Utilize graphic organizers to help provide a purpose for reading and increase comprehension - Assign peer tutor - Provide clear and specific directions - Provide class notes ahead of time to allow students to preview material and increase comprehension - Provide extended time - Simplify written and verbal instructions - Seating arrangements to enhance teacher-student and student-student interactions and instruction **Gifted and Talented** - Extension activities - Opportunities for Critical Thinking - Problem Solving/Design Challenges - Technology Integration - Student Choice Activities - Student Driven Activities - Group Projects - Tiered Activities **English Language Learners** *https://docs.google.com/document/d/1bmpX28eZPAdSGh uPV7lRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing* - Provide clear and specific directions - Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing - Provide class notes ahead of time to allow students to preview material and increase comprehension - Provide extended time - Simplify written and verbal instructions - Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words - Use visual representations - Allow use of first language - Peer tutoring/partner work - Repeated directions - Limit number of concepts/vocabulary words **Students At Risk of School Failure** - Cooperative Learning groups - Multiple intelligences to meet all types of learners - Review and make necessary IEP	

modifications/504 plan ● Whiteboards ● TPR ● Flexible Grouping ● Graphic Organizer ● Desk-Side Conferencing ● Personal Agendas ● Think/Pair Share ● Open-Ended Activities ● Games ● Multiple Level Questions ● Alternative Assessment ● Flashcards ● Listening Comprehension ● Rubrics	

Unit 4 Overview: French Culture and Society

Unit 4 Summary: The unit will develop language and content about French Culture and Society, so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

Enduring Understandings:
- One reads, listens, watches (fables, stories, movies, songs, documentaries, blogs) to acquire knowledge and understanding and to gain new perspectives.
- Movies, music, and literature have a profound impact on French culture.
- Analysis is the breaking down of something into parts to understand how it works. Cultural analysis relies on the same critical thinking skills.

Essential Questions:
- How do I figure out the main idea in a reading, (fables, fairy tales, articles, blogs), a movie, a song, current events?
- How do I summarize the reading/ the document in my own words?

- How did the invention and progression of French cinema contribute to the film industry in general?
- How do people in a society represent themselves and are societal values demonstrated through their actions?

Standards

Core Ideas

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Core Ideas

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

Core Ideas

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

ELA
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Arts
- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

21st Century Life and Careers	Technology
21st Century Skills: **Career Readiness:** ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. **21st Century Skills:** ● 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. ● 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. ● 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways. ● 9.3.HT‑TT.1 Apply information about time zones, seasons and domestic and international maps to	Technology 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **Technology** **Technology** ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.8.D.4 Assess the credibility and accuracy of digital content. ● 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. ● 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology. ● 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.

create or enhance travel.
- 9.3.HT‑TT.2 Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
- 9.3.HT‑TT.3 Analyze cultural diversity factors to enhance travel planning.

Unit 4 Content Objectives *Students will know:*	Unit 4 Language Objectives *Students will be able to:*
- Gaining perspective on French culture and society through authentic documents (authentic readings, fables/fairy tales, movies, songs, social platforms) - Familiarizing with Francophone countries, culture and societies through authentic documents (authentic readings, fables/fairy tales, movies, songs, social platforms) - Asking for and offering information - Express a point of view - Support an opinion	- Present tense - Passe compose - Imparfait - Futur - Conditional - Subjunctive - Futur anterieur - Plus-que-parfait - Conditionnel passe - Passe simple

Student Learning	
Core Instructional Materials and Resources	**Supplemental Instructional Materials and Resources**
Core Text: Bien Dit level 3 Essential Vocabulary: Contemporary society Movies Documentaries Media Jobs and careers Inventions and discoveries Fables, Fairy tales, novels, short stories, poetry	Supplemental Materials: Allez, viens level 3
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk, and Persons with Disabilities) *Each group must be listed separately*	**Assessment**
Special Education Students - Provide clear and specific directions - Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing	**Summative Assessments** - Department Quarterly Assessment - Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***504 Students*** ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***Gifted and Talented*** ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities ***English Language Learners***	**Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries ● Performance assessments per marking period **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Rehearsed skits **Performance Tasks/Use of Technology:** FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with comprehension activities, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations Student Proficiency Can Do Rubrics

https://docs.google.com/document/d/1bmpX28eZPAdSGh uPV7lRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing	

● Provide clear and specific directions
● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
● Provide class notes ahead of time to allow students to preview material and increase comprehension
● Provide extended time
● Simplify written and verbal instructions
● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
● Use visual representations
● Allow use of first language
● Peer tutoring/partner work
● Repeated directions
● Limit number of concepts/vocabulary words
Students At Risk of School Failure
   ● Cooperative Learning groups
   ● Multiple intelligences to meet all types of learners
   ● Review and make necessary IEP modifications/504 plan
   ● Whiteboards
   ● TPR
   ● Flexible Grouping
   ● Graphic Organizer
   ● Desk-Side Conferencing
   ● Personal Agendas
   ● Think/Pair Share
   ● Open-Ended Activities
   ● Games
   ● Multiple Level Questions
   ● Alternative Assessment
   ● Flashcards
   ● Listening Comprehension
   ● Rubrics	