

Wayne

Township Public Schools

World Languages - French
Grades 10-12
French III
May 2022
Wayne Hills and Wayne Valley
World Language Teachers

**Wayne School District
Curriculum Format**

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| Content Area/ Grade Level/ Course: | World Languages - French Third Year – Grades 10-12 French III |
| Unit Plan Title: | Reprise - Rouge |
| Time Frame | 20 days |

World Language Standards

- 7.1.IL.IPRET.1:** Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2:** React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
- 7.1.IL.IPRET.4:** Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5:** Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6:** Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
- 7.1.IL.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2:** Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4:** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5:** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6:** Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IL.PRSNT.1:** Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3:** Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4:** Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5:** Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.

College and Career Readiness Standards

- 9.4.2.CA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

94.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.2: Create a document using a word processing application.

Interdisciplinary Standards

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

Reprise A - La vie courante:

RAPPEL 1 Bonjour!

RAPPEL 2 Le temps libre

RAPPEL 3 Bon appétit!

Reprise B - Hier et avant

RAPPEL 4 Le week-end

RAPPEL 5 En vacances

RAPPEL 6 Qu'est-ce qui se passe?

Reprise C - Nous et les autres

RAPPEL 7 Vive l'amitié!

RAPPEL 8 Un garçon timide

In Reprise, students will meet four young French people and discover how they spent their summer vacations. Then they will reactivate their French communication skills by reviewing . . .

- how to introduce and describe yourself
- how to talk about your weekly activities
- how to order something to eat and drink
- how to describe past events
- how to invite people, and accept (or refuse) their invitations
- how to ask people to help you
- how to describe what you do for others

Essential Questions:

In the target language:

- Can I introduce and describe myself?
- Can I talk about my weekly activities?
- Can I order something to eat and drink?
- Can I describe past events?
- Can I invite people, and accept (or refuse) their invitations?
- Can I ask people to help me?
- Can I describe what I do for others?
- Can I understand the diverse make-up of the French-speaking world?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Second language learning is a valued and required as part of the curriculum of most, if not all, French-speaking countries
- Making cultural assumptions based on 21st century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

| <i>Check all that apply.</i> 21st Century Themes | | <i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills | |
|---|--|---|--|
| x | Global Awareness | E | Creativity and Innovation |
| | Environmental Literacy | E,T,A | Critical Thinking and Problem Solving |
| | Health Literacy | E,T,A | Communication |
| x | Civic Literacy | E | Collaboration |
| x | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION:

- Accepting and refusing invitations
- Ordering in a café or restaurant
- Asking for help
- Talking about daily life activities
- Describing vacation activities
- Introducing and describing
- Talking about events in the past
- Describing what you do for others

CULTURES:

- Learning about French teens' vacation destinations
- Reviewing information about cultural practices in the francophone world
- Learning about French Independence Day
- Learning about the Tour de France
- Reviewing information about cultural products in the francophone world

CONNECTIONS:

- Locating areas on a map
- Reading advertisements for information
- Reading realia for information
- Reading a travel itinerary
- Connecting to Geography: Researching information on francophone countries
- Connecting to Language Arts: Writing group story
- Connecting to Art: Drawing cartoons and writing captions

COMPARISONS:

- Comparing talking about the future present, and past in French and English
- Comparing talking about the duration of an ongoing activity in French
- Comparing survey results of Canadian and American teens

COMMUNITIES:

- Recreating a French restaurant in a skit performed for the class

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*

- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

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| <p><i>Activities</i></p> | <p>Presentational tasks Interpersonal tasks Interpretive tasks Authentic Resources for all modes of communication Textbook, workbook and online activities Listening and reading comprehension</p> |
| <p><i>Differentiation Strategies</i></p> | <ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create virtual flash cards via Quizlet for vocabulary reinforcement ● Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, videos ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Create color-coded vocabulary cards ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students |

Resources

- “Discovering French” textbook - instructional content and practice exercises
- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Textbook
- Workbook
- Kahoot
- Quizlet
- Quizlet Live
- YouTube
- Pinterest
- Blooket
- Gimkit
- Flipgrid

- Quizizz
- Comprehension Based Readers

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|---|--|
| Content Area/ Grade Level/ Course: | World Languages - French Third Year – Grades 10-12 French III |
| Unit Plan Title: | Blanc Unit 6 - La maison |
| Time Frame | 40 days |

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9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Interdisciplinary Standards

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Unit Summary

Unit 6 - "Chez nous"

Culture:

In this unit, the students will learn ...

- what the French mean when they talk about chez moi
- what French houses look like

Communication:

You will learn how ...

- to tell where you live
- to describe your house, its rooms, and its furnishings
- to say what you were doing at a certain time in the past
- to describe the background of a past action
- to talk about what you used to do on a regular basis

Intended Outcomes - {Essential Questions}

In the target language,

- Can I talk about my home and where other people live?
- Can I relate a story in the past, including the background circumstances?
- Can I describe how I and others used to be, what I and others used to do habitually, and how things used to be in the past?

ACTFL Can-Do Statements - Proficiency Benchmarks

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- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is a valued and required as part of the curriculum of most, if not all, French-speaking countries.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

| <i>Check all that apply.</i> 21st Century Themes | | <i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills | |
|---|--|---|--|
| <input checked="" type="checkbox"/> | Global Awareness | <input type="checkbox"/> | Creativity and Innovation |
| <input checked="" type="checkbox"/> | Environmental Literacy | <input type="checkbox"/> | Critical Thinking and Problem Solving |
| <input type="checkbox"/> | Health Literacy | <input type="checkbox"/> | Communication |
| <input checked="" type="checkbox"/> | Civic Literacy | <input type="checkbox"/> | Collaboration |
| <input checked="" type="checkbox"/> | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)**COMMUNICATION**

- Talking about where you live
- Describing your home's rooms and furnishings
- Telling about past actions
- Describing the background of a past action
- Talking about what you used to do on a regular basis

CULTURES

- Learning about French home life
- Learning about French houses
- Learning about French castles
- Learning about French schools of the past

CONNECTIONS

- Connecting to Math: Using deductive reasoning to solve a puzzle
- Connecting to English: Recognizing cognate patterns

COMPARISONS

- Comparing homes in France and the U.S.
- Comparing building floor names in France and the U.S.

COMMUNITIES

- Using French to find an apartment
- Using French to describe an accident to the police

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
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- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

Activities

Presentational tasks
Interpersonal tasks
Interpretive tasks
Authentic Resources for all modes of communication
Textbook, workbook and online activities
CD and DVD listening and comprehensions

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create virtual flash cards via Quizlet for vocabulary reinforcement
- Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, videos
- Kinesthetic: TPR, use of manipulatives

- Choice of activities where possible
- Create color-coded vocabulary cards
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
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Resources

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- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Textbook
- Workbook
- Kahoot
- Quizlet
- Quizlet Live
- YouTube
- Pinterest
- Blooket
- Gimkit
- Flipgrid
- Quizizz
- Comprehension Based Readers

| | |
|---|--|
| Content Area/ Grade Level/ Course: | World Languages - French Third Year – Grades 10-12 French III |
| Unit Plan Title: | Blanc Unit 4 - Loisirs et Spectacles |
| Time Frame | 40 days |

World Language Standards

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7.1.II.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.II.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.II.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.II.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

College and Career Readiness Standards

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9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Interdisciplinary Standards

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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.

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NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

Unit 4 - Loisirs et Spectacles

Culture

In this unit, students will learn ...

- where French young people like to go in their free time
- what kind of entertainment they prefer

Communication

Students will also learn ...

- to describe and discuss various forms of entertainment
- to discuss the types of movies you like
- to talk about your favorite stars
- to extend, accept, and turn down invitations
- to describe your relationships with other people

Intended Outcomes - {Essential Questions}

In the target language,

- Can I describe and discuss various forms of entertainment?
- Can I discuss the types of movies I like?
- Can I talk about my favorite stars?
- Can I extend, accept, and turn down invitations?
- Can I describe your relationships with other people?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Presentational: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

Intercultural Communication:

Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

- Second language learning is a valued and required as part of the curriculum of most, if not all, French-speaking countries.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

| Check all that apply. 21 st Century Themes | | Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills | |
|--|---|--|---------------------------------------|
| <input checked="" type="checkbox"/> | Global Awareness | <input type="checkbox"/> | Creativity and Innovation |
| <input checked="" type="checkbox"/> | Environmental Literacy | <input type="checkbox"/> | Critical Thinking and Problem Solving |
| <input type="checkbox"/> | Health Literacy | <input type="checkbox"/> | Communication |
| <input checked="" type="checkbox"/> | Civic Literacy | <input type="checkbox"/> | Collaboration |
| <input checked="" type="checkbox"/> | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION

- Describing and discussing entertainment
- Discussing movies
- Talking about favorite stars
- Extending, accepting, and turning down invitations
- Describing relationships with others
- Writing a letter

CULTURES

- Learning where French young people like to go in their free time
- Learning what kind of entertainment French teens prefer
- Learning about the history and cultures of Canada, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti, and French Guiana

CONNECTIONS

- Connecting to English: Figuring out related words
- Connecting to History: Learning about the French in America and France's overseas territories
- Researching French-speaking singers and actors

COMPARISONS

- Comparing movie titles in French and English
- Comparing French and American music, schedules, tipping practices, gift giving, and building floor names
- Comparing French expressions in France and Quebec
- Comparing French and Creole expressions
- Learning about France's influence in the Americas

COMMUNITIES

- Using French when you travel
- Using French to write a letter to a French friend

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*

- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*
- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

| | |
|--|--|
| <p><i>Activities</i></p> | <p>Presentational tasks Interpersonal tasks Interpretive tasks Authentic Resources for all modes of communication Textbook, workbook and online activities CD and DVD listening and comprehensions</p> |
| <p><i>Differentiation Strategies</i></p> | <ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create virtual flash cards via Quizlet for vocabulary reinforcement ● Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, videos ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Create color-coded vocabulary cards ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students |

Resources

- “Discovering French” textbook - instructional content and practice exercises

- Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc
- Textbook
- Workbook
- Kahoot
- Quizlet
- Quizlet Live
- YouTube
- Pinterest
- Blooket
- Gimkit
- Flipgrid
- Quizizz
- Comprehension Based Readers

| | |
|---|--|
| Content Area/ Grade Level/ Course: | World Languages - French Third Year – Grades 10-12 French III |
| Unit Plan Title: | Rouge - Unite 1 - Au Jour le Jour - Partie 1 and 2 |
| Time Frame | 40 days |

World Language Standards

- 7.1.II.IPRET.1:** Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.II.IPRET.2:** React to a series of oral and written instructions connected to daily life.
- 7.1.II.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.II.IPRET.4:** Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.II.IPRET.5:** Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.II.IPRET.6:** Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.II.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.II.IPERS.2:** Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.II.IPERS.3:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.II.IPERS.4:** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.IPERS.5:** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.II.IPERS.6:** Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.II.PRSNT.1:** Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.II.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.II.PRSNT.3:** Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.II.PRSNT.4:** Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.II.PRSNT.5:** Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
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- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Interdisciplinary Standards

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

Culture

In this unit, students will discover . . .

- what French people call “le look” and why it is important to them
- how French teenagers care for their personal appearance
- how different artists have expressed the concept of beauty
- what constitutes the daily routine for different French people

Communication

You will learn how . . .

- to describe what a person looks like
- to explain what you do to make yourself look good
- to talk about your daily activities
- to describe how you feel in different circumstances

Intended Outcomes - {Essential Questions}

In the target language,

- Can I describe what people do for themselves?
- Can I describe certain aspects of my daily routine?
- Can I express feelings and change of mood?

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Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.

Interact: I can interact at a survival level in some familiar everyday context.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
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|--|--|---|--|
| | | 21 st Century Skills | |
| <input checked="" type="checkbox"/> | Global Awareness | <input type="checkbox"/> | Creativity and Innovation |
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Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION:
 Expressing how one feels and inquiring about other people
 Caring for one's appearance
 Describing people
 Describing aspects of daily routine

CULTURES:
 Evaluating images of beauty in French art
 Learning about French art movements

CONNECTIONS:
 Locating cities on a map
 Determining a story's genre based on its title and the author's biography
 Connecting to Language Arts: Learning to list ideas for a writing project
 Connecting to Math: Graphing results of a survey and calculating costs

Connecting to Science/Health: Learning about personal-care products
 Connecting to Social Studies: Conducting a survey about personal-care products
 Connecting to Art/Music: Creating a travel manual
 Connecting to Technology: Using a computer to design a travel manual

COMPARISONS:

Comparing how French and English speakers refer to parts of the body
 Comparing familiar expressions in French and English
 Comparing the use of the definite article, reflexive actions, and stress pronouns in French and English
 Comparing French and American teens' attitudes on style

COMMUNITIES:

Preparing and displaying a travel manual
 Using French to learn about advertising

Assessments (Pre, Formative, Summative, Other) *Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
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Teaching and Learning Activities

| | |
|-------------------|--|
| <i>Activities</i> | Presentational tasks Interpersonal tasks Interpretive tasks Authentic Resources for all modes of communication Textbook, workbook and online activities CD and DVD listening and comprehensions |
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- Create color-coded vocabulary cards
- Strategy and flexible groups based on formative assessment or student choice
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| | |
|---|--|
| Content Area/ Grade Level/ Course: | World Languages - French Third Year – Grades 10-12 French III |
| Unit Plan Title: | Rouge - Unite 3 - Vive la Nature - Partie 1 and 2 |
| Time Frame | 40 days |

World Language Standards

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NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

Culture

In this unit, students will discover . . .

- why the French people feel close to their roots
- how the French incorporate “tourisme ecologique” into their vacation plans
- how the French people feel about their environment

Communication

You will learn how . . .

- to talk about vacation activities
- to tell people who are on vacation that they should take certain precautions and avoid dangers
- to describe weather conditions and natural phenomenon
- to narrate a series of past events
- to describe the setting of these past events
- to read accounts of past events

Intended Outcomes - {Essential Questions}

In the target language,

- Can I describe outdoor activities?
- Can I describe the natural environment and how to protect it?
- Can I describe the past events?

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| <input checked="" type="checkbox"/> | Environmental Literacy | <input type="checkbox"/> E, T, A | Critical Thinking and Problem Solving |
| <input type="checkbox"/> | Health Literacy | <input type="checkbox"/> E, T, A | Communication |
| <input checked="" type="checkbox"/> | Civic Literacy | <input type="checkbox"/> E | Collaboration |
| <input checked="" type="checkbox"/> | Financial, Economic, Business, and Entrepreneurial Literacy | | |

Student Learning Targets/Objectives (Students will know/Students will understand)

COMMUNICATION:

- Talking about weather, natural phenomena
- Relating a series of past events
- Talking about outdoor activities
- Describing the natural environment and how to protect it
- Describing habitual past actions

CULTURES:

- Learning about eco-tourism
- Learning about French attitudes and practices regarding the environment
- Learning about les éco-musées
- Learning about Cyrano de Bergerac
- Learning about French châteaux

CONNECTIONS:

- Researching information for a report on a trip to a big city
- Researching information on Jacques-Yves Cousteau
- Reading news articles for information
- Locating La Gascogne on a map
- Connecting to Language Arts: Writing a story; writing to organizations and clubs
- Connecting to Math: Compiling statistics and calculating travel time
- Connecting to Science: Learning about weather patterns in different seasons
- Connecting to Social Studies: Writing the history of a person, building, or organization
- Connecting to Art/Music: Collecting images and choosing music selections

COMPARISONS:

- Comparing verb meanings in French and English
- Comparing talking about the past in French and English
- Comparing idioms in French and English
- Comparing how people in France and the United States protect the environment
- Comparing French and English fables
- Learning about French influence on English words and English influence on French words

COMMUNITIES:

- Writing a report on ways to protect the environment
- Creating a class newspaper
- Using French to describe vacation photos

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
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- Teacher observation
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Teaching and Learning Activities*Activities*

Presentational tasks
 Interpersonal tasks
 Interpretive tasks
 Authentic Resources for all modes of communication
 Textbook, workbook and online activities
 CD and DVD listening and comprehensions

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create virtual flash cards via Quizlet for vocabulary reinforcement
- Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, videos
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Create color-coded vocabulary cards
- Strategy and flexible groups based on formative assessment or student choice
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