



World Language - French

Grades 11-12

French IV-H

June 2022

Wayne Hills and Wayne Valley

World Language Teachers

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - French Fourth Year – Grades 11-12 French IV
Unit Plan Title:	Aspects de la vie quotidienne
Time Frame	45 days

World Language Standards

- 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.
- 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.
- 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.

College and Career Readiness Standards

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

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, you will discover . . .

- where to buy various items and obtain various services
- how shopping habits differ in France and the United States

Communication:

You will learn how . . .

- to purchase small items you might need
- to have items fixed or cleaned
- to get a haircut
- to ask for various services

Language:

You will learn how . . .

- to answer questions using one or more pronouns
- to talk about numbers of people and things without specifying exact quantities
- to describe actions that people have others do for them

Essential Question(s)

In the target language:

- Can I purchase small items we might need?
- Can I have items fixed or cleaned?
- Can I get a haircut?
- Can I ask for various services?

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.
- Cultural perspectiveSecond language learning is a valued and required as part of the curriculum of most, if not all, French- speaking countries.
- Cultural perspectiveMaking 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:

- Asking for services at shops, cleaners, etc.
- Shopping in a stationery store, pharmacy, and convenience store
- Having items fixed or cleaned
- Having one's hair cut

Cultures:

- Learning about shopping in France
- Learning about French songwriting

Connections:

- Connecting to Math: Creating a chart of service costs
- Connecting to Science/Health: Finding out about health-related services
- Connecting to Social Studies: Researching training requirements for service-related jobs
- Connecting to Technology: Finding out about technological services

Comparisons:

- Comparing object pronouns in French and English
- Comparing how French and English express having something done
- Comparing shopping in France and U.S.
- Comparing French and American music
- Learning about English words imported into Canadian and French phrases

Communities:

- Learning how to shop for basic necessities

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**Activities*

- Interpersonal activities
- Presentational Activities

	<ul style="list-style-type: none"> ● Interpretives Activities ● Oral (i.e. role plays and dialogue) activities ● Interviews ● Surveys ● Listening ● Written activities ● Cooperative learning activities ● Games ● whiteboard activities ● Internet activities ● Videos ● Songs ● Movie Talks ● Picture Talks
--	---

<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards 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	
<p>Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc</p> <p>Textbook</p> <p>Workbook</p> <p>Kahoot</p> <p>Quizlet/Quizlet Live</p> <p>YouTube</p> <p>Pinterest</p> <p>Flipgrid</p> <p>Google Apps</p> <p>Blooket</p> <p>Gimkit</p> <p>Quizizz</p> <p>Comprehension-Based Readers</p>	

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - French Fourth Year – Grades 11-12 French IV
Unit Plan Title:	Bon Voyage!
Time Frame	45 days

World Language Standards

- 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.
- 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.
- 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.

College and Career Readiness Standards

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Interdisciplinary Standard Numbers

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, you will discover . . .

- what French young people do when they travel abroad and where they go
- why the train is the most popular means of transportation in France
- how the Eurotunnel has linked Great Britain to France and the rest of Europe

Communication:

You will learn how . . .

- to make travel plans and purchase tickets
- to go through passport control and customs
- to travel by plane and by train

Language:

You will learn how . . .

- to discuss future plans
- to talk about future events
- to describe what you would do under certain conditions

Essential Question(s)

In the target language:

- Can I make travel plans and purchase tickets?
- Can I go through passport control and customs?
- Can I travel by plane and by train?

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.
- Cultural perspectiveSecond language learning is a valued and required as part of the curriculum of most, if not all, French- speaking countries.
- Cultural perspectiveMaking 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)

Students will be able to communicate:

COMMUNICATION:

- Going through customs
- Making travel arrangements
- Traveling in France
- Planning a trip abroad

CULTURES:

- Learning the importance of travel for young French people
- Learning about transportation in France
- Learning about L'Eurotunnel
- Learning about les bandes dessinées

CONNECTIONS:

- Determining the meaning of French signs
- Locating countries on a world map
- Connecting to Geography: Researching a French-speaking country
- Connecting to Art: Drawing a map of an airport or train station
- Connecting to Language Arts: Writing about and planning a class trip
- Connecting to Math: Calculating costs
- Connecting to Science: Researching the history of modes of transportation
- Connecting to Social Studies: Researching a museum or historic site
- Connecting to Technology: Using a computer to make travel plans

COMPARISONS:

- Comparing limiting expressions in French and English
- Comparing ways to express the future and the conditional in French and English
- Learning how the United States compares to France according to French exchange students
- Comparing the French and American national anthems
- Learning about American influence on the French Revolution

COMMUNITIES:

- Preparing a travel log or research notes
- Exploring a travel destination
- Learning to read a travel itinerary

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

Activities

- Interpersonal activities
- Presentational Activities
- Interpretives Activities
- Oral (i.e. role plays and dialogues) activities
- Interviews
- Surveys
- Listening
- Written activities
- Cooperative learning activities
- Games
- whiteboard activities
- Internet activities
- Videos
- Songs
- Movie Talks
- Picture Talks

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create index cards for vocabulary reinforcement
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Create color-coded vocabulary cards
- Use visual aids to present new material, i.e. Google Slides presentations, crossword puzzles and picture cards, videos
- 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

- 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
- Flipgrid
- Google Apps
- Blooket
- Gimkit
- Quizizz
- Comprehension-Based Readers

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - French Fourth Year – Grades 11-12 French IV
Unit Plan Title:	Séjour en France
Time Frame	45 days

World Language Standards

- 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.
- 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.

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.

College and Career Readiness Standards

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Interdisciplinary Standard Number(s)

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, you will discover . . .

- the different places where you can stay while visiting France
- how to use a French guidebook to find a hotel

Communication

You will learn how . . .

- to reserve a hotel room
- to ask for services in a hotel

Language:

You will learn how . . .

- to compare people or things
- to express who or what is the best
- to indicate what belongs to you and what belongs to other people
- to point out specific people or things and ask questions about them

Essential Question(s)

In the target language:

- Can I reserve a hotel room?
- Can I ask for services in a hotel?

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.
- Cultural perspectiveSecond language learning is a valued and required as part of the curriculum of most, if not all, French- speaking countries.

- Cultural perspective 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.

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	
X	Global Awareness	E	Creativity and Innovation
X	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:

- Asking for hotel services
- Deciding where to stay
- Reserving a hotel room

Cultures:

- Learning about the Guide Michelin
- Learning about hotels in Amboise

Connections:

- Using the Guide Michelin to make a hotel reservation
- Connecting to Art: Creating a travel brochure
- Connecting to Language Arts: Brainstorming ideas for a restaurant guide
- Connecting to Math: Creating a chart showing typical meal prices
- Connecting to Science: Judging how health-conscious menu items are
- Connecting to Social Studies: Researching the history of a restaurant
- Connecting to Art: Critiquing a restaurant's ambiance
- Connecting to Technology: Finding out about technology used in restaurants
- Connecting to History: Researching and writing a report about World War II

Comparisons:

- Comparing comparative and superlative constructions in French and English
- Comparing demonstrative and possessive pronouns in French and English
- Comparing ghost stories in French and American culture

Communities:

- Using French when making a phone call
- Learning about World War II
- Prioritizing hotel preferences
- Responding to Chamber of Commerce tourism inquiries
- Enjoying readings and music from the French Resistance period

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

<i>Activities</i>	<ul style="list-style-type: none"> ● Interpersonal activities ● Presentational Activities ● Interpretives Activities ● Oral (i.e. role plays and dialogue) activities ● Interviews ● Surveys ● Listening ● Written activities ● Cooperative learning activities ● Games ● whiteboard activities ● Internet activities ● Videos ● Songs ● Movie Talks ● Picture Talks
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards 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 ● Choice of activities where possible ● 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

- 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
- Gimkit
- Flipgrid
- Quizizz
- PearDeck
- Comprehension-Based Readers

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - French Fourth Year – Grades 11-12 French IV
Unit Plan Title:	Soyons utile
Time Frame	45 days

World Language Standards

- 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.
- 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.
- 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.

College and Career Readiness Standards

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Interdisciplinary Standard Number(s)

- 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, you will discover . . .

- what the French call “bricolage”
- what types of creative activities they engage in at home
- how French young people earn spending money by performing services for their neighbors

Communication

You will learn how . . .

- to talk about various chores and activities around the home
- to ask others to help you, and to give excuses if you cannot be of service to them
- to describe objects: their shape, dimensions, weight, and construction

Langue

You will learn how . . .

- to describe what you have to do
- to ask others to do certain things for you
- to express opinions about situations and events

Essential Question(s)

In the target language:

- I can talk about various chores and activities around the home
- I can ask others to help you, and to give excuses if you cannot be of service to them
- I can describe objects: their shape, dimensions, weight, and construction

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.
- Cultural perspectiveSecond language learning is a valued and required as part of the curriculum of most, if not all, French- speaking countries.
- Cultural perspectiveMaking 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"/> E	Creativity and Innovation
<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

- Asking for help and offering to help
- Telling people what to do
- Helping around the house
- Describing objects
- Explaining what has to be done
- Expressing opinions

Cultures

- Learning about pastime activities
- Learning about jobs for French teenagers
- Learning about French fables
- Learning about La Chanson de Roland

Connections

- Locating Les Pyrénées on a map
- Connecting to History: Learning about major events and important people in French history
- Connecting to Language Arts: Learning to brainstorm ideas
- Connecting to Science/Health: Learning about occupational safety precautions
- Connecting to Social Studies: Learning about career demographics
- Connecting to Art/Music: Learning to design a brochure
- Connecting to Technology: Researching how inventions make some jobs easier Comparisons
- Comparing French and English use of the subjunctive

- Comparing French and American pastimes
- Learning about the influence of Roman culture on France

Communities

- Implementing a service-related business
- Exploring service-related jobs

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>	<ul style="list-style-type: none"> ● Interpersonal activities ● Presentational Activities ● Interpretives Activities ● Oral (i.e. role plays and dialogue) activities ● Interviews ● Surveys ● Listening ● Written activities ● Cooperative learning activities ● Games ● whiteboard activities ● Internet activities ● Videos ● Songs ● Movie Talks ● Picture Talks
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards 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 ● Choice of activities where possible

- 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

- 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
- Flipgrid
- Google Apps
- Blooket
- Gimkit
- Quizizz
- Comprehension-Based Readers