



World Language - French

Grades 11-12

French V-H

June 2022

Wayne Hills and Wayne Valley

World Language Teachers

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - French Fifth – Grades 12 French V-H
Unit Plan Title:	La forme et la Santé
Time Frame	45 days

World Language Standards

- 7.1.IH.IPRET.1:** Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2:** Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.
- 7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5:** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6:** Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7:** Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8:** Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frame.
- 7.1.IH.IPERS.2:** Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3:** Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
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- 7.1.IH.IPERS.5:** Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6:** Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1:** Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2:** Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3:** Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
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- 7.1.IH.PRSNT.5:** Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the 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 . . .

- How the French take care of their health
- Why the French drink mineral water
- How the French help provide healthcare to less fortunate people around the world

Communication:

You will learn how . . .

- to see a doctor or dentist and explain what is wrong
- to follow the doctor's instructions

Language:

You will learn how . . .

- to express your doubts and fears
- to affirm beliefs

- to let people know how you feel about both present and past events

Essential Question(s)

In the target language:

- Can I see a doctor or dentist and explain what is wrong?
- Can I follow the doctor's instructions?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Intercultural Communication:

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

Interact: I can interact at a functional level in some familiar contexts.

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.

<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:

- Going to the doctor's office

- Going to the emergency room
- Going to the dentist

Cultures:

- Learning about the organization S.O.S. Racisme
- Learning the importance of mineral water to the French

Connections:

- Using a monolingual French dictionary to determine word meanings
- Connecting to Language Arts: Brainstorming a list of common injuries and ailments
- Connecting to Math: Tallying injuries and ailments in a community
- Connecting to Science: Interviewing a health professional for information
- Connecting to Social Studies: Researching the requirements to be an interpreter
- Connecting to Art/Music: Creating health-related drawings or icons
- Connecting to Technology: Finding out about technology used in hospitals

Comparisons:

- Comparing similar words in French and English
- Comparing the past subjunctive in French and English
- Comparing the medical systems in France and in the United States
- Comparing immigration issues in France and in the United States

Communities:

- Discovering the origins of supermarket products
- Writing an emergency services guide
- Creating logos and mottos to promote peace
- Using French to test one’s knowledge of health facts

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 dialogue) activities
- Interviews
- Surveys
- Listening

	<ul style="list-style-type: none"> ● 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 color-coded vocabulary cards ● 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 ● 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
<p>Resources</p>	
<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</p> <p>Quizlet Live</p> <p>YouTube</p> <p>Pinterest</p> <p>Flipgrid</p> <p>Quizizz</p> <p>Padlet</p> <p>PearDeck</p> <p>Gimkit</p> <p>Blooket</p> <p>Google Apps</p> <p>Comprehension-Based Readers</p>	

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Unit Plan Title:	Unité 8 - En ville
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Unit Summary

Culture:

In this unit, you will discover . . .

- how French cities developed historically and what they look like
- the advantages and disadvantages of urban life
- what types of street artists you might see in Paris or other cities

Communication:

You will learn how . . .

- to arrange to meet friends
- to explain where people live
- to describe your neighborhood

Language:

You will learn how . . .

- to make wishes and suggestions
- to formulate polite requests
- to narrate past actions in sequence
- to indicate what you need to do in certain circumstances

Essential Question(s)

In the target language:

- Can I arrange to meet friends?
- Can I explain where people live?
- Can I describe my neighborhood?

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

Students will be able to communicate:

Communication:

- Making a date
- Discussing city life

- Describing your neighborhood
- Explaining where one lives

Cultures:

- Learning about French neighborhoods
- Learning about street artists in France
- Comparing French paintings

Connections:

- Judging the validity of a self-quiz
- Supporting an opinion with ideas from a story
- Connecting to Language Arts: Brainstorming activities for posters to promote tourism
- Connecting to Math: Graphing the results of a survey
- Connecting to Science/Health: Investigating science or technology museums and exhibits
- Connecting to Social Studies: Interviewing people about community activities
- Connecting to Art/Music: Finding out about local museums and concerts
- Connecting to Technology: Finding out about technology used in community activities
- Connecting to Language Arts: Writing a poem about one’s city or town

Comparisons:

- Using cognates to guess the main idea
- Comparing the imperfect and pluperfect in French and English
- Comparing the conditional and past conditional in French and English
- Comparing French and U.S. cities.

Communities:

- Preparing tourism posters
- Examining city vs. country life
- Exploring career choices

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)*
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Teaching and Learning Activities

Activities

- Interpersonal activities
- Presentational Activities
- Interpretives Activities
- Oral (i.e. role plays and dialogue) activities

	<ul style="list-style-type: none"> ● Interviews ● Surveys ● Listening ● Written activities ● Cooperative learning activities ● Games ● whiteboard activities ● Internet activities ● Videos ● Songs ● Movie Talks ● Picture Talks
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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - French Fifth Year – Grades 12 French V-H
Unit Plan Title:	Les relations personnelles
Time Frame	45 days

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Unit Summary

Culture

In this unit, students will discover.....

- what friendship and family life mean to the French
- what young people in France do to help the disadvantaged
- what is involved in planning a wedding in France

Communication

You will learn how.....

- to talk about friends and acquaintances
- to explain how people get along with one another
- how to congratulate people in their success or comfort them when they are feeling down
- to describe the various phases of the life cycle

Langue

You will learn how.....

- to talk about how people interact with each other

- to describe people and things in a clear and complete manner

Essential Question(s)

In the target language:

- Can I talk about friends and acquaintances?
- Can I explain how people get along with one another?
- Can I congratulate people in their success or comfort them when they are feeling down?
- Can I describe the various phases of the life cycle?

ACTFL Can-Do Statements - Proficiency Benchmarks

Communication:

Interpretive: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Intercultural Communication:

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

Interact: I can interact at a functional level in some familiar contexts.

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.

<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
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:**

- Discussing relationships
- Congratulating, comforting, expressing sympathy
- Describing friendship
- Describing life phases
- Expressing feelings towards other people

Cultures:

- Comparing French and American families
- Learning about African legends

Connections:

- Using titles to make predictions
- Connecting to Language Arts: Brainstorming a list of questions
- Connecting to Math: Calculating percentages
- Connecting to Science/Health: Investigating compatibility myths
- Connecting to Social Studies: Researching interesting information to talk about
- Connecting to Art/Music: Writing about art and music preferences
- Connecting to Technology: Using a computer to communicate with pen pals

Comparisons:

- Comparing how reciprocal actions are expressed in French and English
- Comparing the use of relative pronouns, subject pronouns, and direct object pronouns in French and English
- Comparing ways French and American people volunteer to help others
- Comparing French and American weddings

Communities:

- Writing to pen pals
- Predicting one's future and setting goals

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 dialogue) activities

	<ul style="list-style-type: none"> ● 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 color-coded vocabulary cards ● 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 ● 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
<p>Resources</p>	
<ul style="list-style-type: none"> ● Authentic Resources - things that were created for native speakers by native speakers - videos, infographics, readings songs, movies , short films, commercials, etc ● Textbook ● Workbook ● Gimkit ● Kahoot ● Quizlet ● Quizlet Live ● YouTube ● Pinterest ● Let's recap ● Flipgrid ● Quizizz ● Blooket ● PearDeck ● Google Apps ● Comprehension-Based Readers 	

Content Area/ Grade Level/ Course:	World Languages - French Fifth Year – Grades 12 French V=H
Unit Plan Title:	Vers la vie active
Time Frame	45 days

World Language Standards

- 7.1.IH.IPRET.1:** Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2:** Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.
- 7.1.IH.IPRET.4:** Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5:** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6:** Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7:** Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8:** Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1:** Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frame.
- 7.1.IH.IPERS.2:** Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3:** Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4:** Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5:** Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6:** Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1:** Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2:** Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3:** Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4:** Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5:** Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6:** Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the 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.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

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 bac is and why it is important to young people
- which are the most popular professions in France
- how to prepare for an interview within a French company

Langue

You will learn how....

- to describe simultaneous actions
- to indicate why you do certain things and under what conditions
- to express how your actions may depend on what others do and their effects on other people

Communication

You will learn how.....

- to talk about what you plan to study in the future
- to indicate what type of job or profession you would like to have
- to describe your personal qualifications
- to prepare a résumé in French

Essential Question(s)

In the target language:

- Can I talk about what I plan to study in the future?
- Can I indicate what type of job or profession I would like to have?
- Can I describe my personal qualifications?
- Can I prepare a résumé in French?

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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:

- Looking for a job
- Planning for a career
- Deciding on a college major

Cultures:

- Learning about Cajun music

Connections:

- Writing a curriculum vitae
- Writing questions about the history of the French in America
- Connecting to Language Arts: Writing letters for information about bilingual jobs
- Connecting to Math: Creating a chart of companies that use French in some way
- Connecting to Science: Investigating how scientists who speak different languages communicate
- Connecting to Social Studies: Researching local companies with French branches and French companies with American branches
- Connecting to Art/Music: Writing about a francophone star who is successful in the U.S.
- Connecting to Technology: Finding out how technology is used to communicate or send information overseas

Comparisons:

- Comparing the use of the infinitive and past infinitive in French and English
- Comparing the use of the present participle in French and English

Communities:

- Learning about jobs that involve foreign languages
- Creating a French/American timeline
- Exploring career choices
- Role-playing job interviews

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

IPA (Integrated Performance Assessments)

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*Teaching and Learning Activities**Activities*

- Interpersonal activities
- Presentational Activities
- Interpretives Activities
- Oral (i.e. role plays and dialogue) activities
- Interviews
- Surveys
- Listening

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Resources

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