

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World Languages

FRENCH II

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Course Philosophy

Courses in world language and cultures should provide students ongoing and varied opportunities to develop their proficiency across a full range of contexts (themes) that reflect the richness of respective target languages and cultures.

A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum rather than their mastery of targeted specific skills (grammar, vocabulary) typically taught as stand-alone units.

As students explore topical essential questions, they will need to develop background knowledge for the overarching themes. This knowledge will serve them when they revisit the themes in upper level courses.

By developing a common framework from the beginning to end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are NOT separate items but rather threads throughout the framework.

Course Description

French II students will engage in the study of the AP Themes: Contemporary Life, Global Challenges and Science and Technology. Students will gain the skills and proficiencies necessary for effective communication in French enabling them to express themselves. Effective communication, cultural understanding and global awareness are the focus of this interdisciplinary course of study.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Textbook● Teacher created worksheets/handouts● Authentic materials including short articles and video clips	<ul style="list-style-type: none">● Kahoot● Quizlet● Youtube videos● Le Monde● Le Figaro● Flipgrd● Loom● NewsinslowFrench

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: By checking for comprehension at the end of each class or each instructional set, I can see what the students know and this also helps them learn how to reflect on what they don't understand.

Example 2: By asking questions to each other about what they do or do not understand and helping each other in times of need before coming to ask me a question.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: When a student gets frustrated with not understanding an activity and controls their emotions and regulating their feelings. They can ask each other or me for help so as not to get angry or give up too easily before putting in a real effort.

Example 2: Allow students to have options when working on their project so that they can have some control in the way that they learn. Letting them develop their learning styles is important for self-motivation. The partner they choose, the type of visual presentation or the order in which it is completed are examples of the ways in which I can offer choices.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Learn about and discuss the various holidays and traditions from all francophone backgrounds to better understand the standards of those cultures and the way that they differ and how they are similar to our culture.

Example 2: Discuss and analyze the various types of housing and the ways that they affect the daily lives of teenagers in France and other francophone countries.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Teach the students on how to effectively communicate with me as the teacher when conflicts arise. For example, when they have a conflict with classes and extracurricular activities, they need to be proactive and seek me out in order to successfully resolve this conflict.

Example 2: Learning how to work well with various groups of students in the class of various skills sets and social abilities.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Teaching students to not give each other a hard time or make others feel uncomfortable when learning new material.

Example 2: Teaching students that every action, whether intentional or not, has consequences, and that they should all be mindful of what they say and do when interacting with others.

Integration of 21st Century Themes and Skills

Educational Technology

Standards:

- **Technology Communication and Collaboration: 8.1.12.C.1** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Example: Students can create solutions for the problems of endangered species in France and other francophone countries and the way endangered species are perceived in the world today by working together in small groups and using the target language. They can create slogans and advertisements to bring attention to the problem and the possible solutions. They can post these advertisements on their social media or around the school. They can also learn about organizations and how to help online.

- **Technology Critical thinking, problem solving, and decision making: 8.1.12.F.1** Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example: Students can research the issue and then create presentations to explain their opinions based on the research to their classmates. They can also discuss with each other pros and cons using basic, previously learned language.

- **Technology Research and Information Fluency: 8.1.12.E.1** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Example: Students can create a statement about the actions that they can take to improve the endangered species situation and also create a step-by-step plan of future actions by investigating other groups in the class about their research and ideas and creating a complete document as a class.

Career Ready Practices

Standards:

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will show this through their interactions with other students in student-led activities such as jigsaw readings, debates, Socratic seminars, and small group discussions with their peers. They will act respectfully toward each other and know that what they say to each other can have an impact on group discussions. they will assign roles for group work and set expectations for each other in both small and big group projects.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example: Students will be able to apply the concepts that they learn at the beginning of the year such as vocabulary, sentence structure, pronunciation etc to be more productive students and make connections to the real world. They will be able to discuss how to travel in a French speaking country, how to compare and contrast various types of music, and how to take actions for endangered species. They will be able to understand that they can use this knowledge later on in the real world and their knowledge of a second language can advance their careers in the future.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research processes to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students will use effective research strategies to find out new information about topics such as endangered species, travelling in a foreign

country, differentiating between various types of music and the effects that technology has on music and different types of people.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

French II

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Contemporary Life	<ul style="list-style-type: none"> -Students will explore and understand that there are cultural traditions and customs that one needs to be aware of when living abroad. -Students will understand that similarities exist between the daily American life experience and the daily francophone life experience. -Students will consider what it means to be alive in an increasingly interconnected world. 	Sept-Dec	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Timed chat (30-45 sec)	Projects Oral presentations Orals Unit tests Creating ideal house IPAs	IPA final exam	Projects oral assessments
Global Challenges	<ul style="list-style-type: none"> -Global issues and changes affect the products and practices of the entire world. -Global citizens must take into account what global issues impact them directly and indirectly, what global issues they face today and in the future and how to participate in the solutions to global challenges. -The goal will be for students to become cognizant of global issues and to reflect on the direct and 	Jan-March	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues	Projects Oral presentations Orals Unit tests IPAs	IPA final exam	Projects oral assessments

	indirect consequences of action and inaction as a response to these challenges.		Research Assignments Interviews Timed chat (30-45 sec)			
Science and Technology	<p>-It is important to develop the communication and critical thinking skills necessary to examine important questions and issues related to the theme of science and technology.</p> <p>-The goal of this unit will be for students to explore technology related to music such as i-pods, Pandora, Spotify. Exploration of this topic allows students to talk about their own favorite music, discover how technology has helped music cross cultures, identify famous singers or musicians from francophone countries and listen to songs and compare lyrics.</p>	April-June	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Timed chat (30-45 sec)	Projects Oral presentations Orals Unit tests IPAs	IPA final exam	Projects oral assessments

Robbinsville Public Schools

Unit #1 : Contemporary Life

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: Students engage in conversation to arrange a student exchange, give and receive travel information and express travel needs and desires Culture: Students examine cultural customs and traditions as not to offend. Comparisons: It is important for students to demonstrate their understanding of cultural differences and similarities of American and francophone life experiences. Students demonstrate understanding of the nature of language by comparing the imperfect and passe compose to express the simple past and using the future to express needs and desires during the exchange. Connections: Students further their knowledge of vocabulary associated with daily living and travel. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the similarities and differences between daily life of adolescents in France and the US? ● How is daily life living (city/country, house/apt) similar and different between France and the US? ● How do I travel around Paris and around France as a whole? How do I book airfare/hotels/excursions? ● What are French traditions and holidays and how do they differ to the ones we celebrate in the US?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>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. Students use multiple types of media including video clips, sound recordings, and short internet articles to evaluate daily life and culture of francophone countries such as living in a francophone country, life of teenagers, and traveling in a francophone country</p> <p>8.2.2.B.1 Identify how technology impacts or improves life. Students analyze how technology affects the daily life of teenagers in francophone countries and how technology can help plan study abroad and trips to francophone countries.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: The topics learned in this unit have a real world connection because they teach students about the ways of life in France and how to travel to this country. They also learn about monuments and they can compare the lives of people in that country to their country and they will be able to travel to this country with ease in the future if they choose.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	<p>How do I identify a typical teenager in France and their preferred activities and sports and likes/dislikes?</p> <p>Identify people, places, objects, and activities in</p>	Describe typical weekend activities that you would do as an american teenager. Learn about and compare and contrast your preferred activities and sports to those of the typical french teenager	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S	Verb sheets: infinitives -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to

	<p>daily life based on oral or written descriptions.</p> <p>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>Learn and discuss the various types of daily routines and how to use the reflexive present tense to describe your daily routines. Compare your daily routines to the daily routines of a French teenager- school schedules, weekend plans etc...</p>	<p>discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Regular verb conjugations -er, -ir, re</p> <p>Tenses: present</p> <p>Current Text: Images</p> <p>Internet Magazines</p> <p>Newspapers</p> <p>Mini recordings</p> <p>practice worksheets: fill-in, crosswords,, scrambled words, map of the French subway system, internet authentic sources to plan trips</p>	<p>discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p>
7.1	<p>How do I identify the types of housing in France?</p> <p>How does the life of a French person differ between the city and the suburbs?</p> <p>How are French suburbs and American suburbs different?</p> <p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions</p> <p>Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations such as articles about housing to daily life</p>	<p>Describe the various types of housing available in the US and then learn about and compare and contrast the housing in France to the housing options in the US. State your preferences</p> <p>Create your ideal house and learn how to discuss directions between places</p> <p>Discuss and compare how the lives of French people is different based on where they live</p>	<p>Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Tenses: present and past tense</p> <p>Current Text: Images</p> <p>Internet Magazines</p> <p>Newspapers</p> <p>Mini recordings</p> <p>practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes</p> <p>Worksheets</p> <p>Project rubric assessments</p> <p>Class participation</p> <p>Responses to discussion questions</p> <p>Daily Homework</p> <p>In class assignments and presentations</p>

7.1	<p>How do I travel around Paris and France in general?</p> <p>What would my ideal day in Paris look like? What would an ideal vacation in France look like?</p> <p>Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>Research, discuss, and present about Parisian monuments and state opinions</p> <p>Learn about the Paris metro system and how to travel around Paris. Do prepared scenarios and create your own scenarios.</p> <p>Learn how to create itineraries (flights, hotels, restaurant and museum bookings, excursions). Create, present, share, and compare itineraries. Create an ideal one-day itinerary for Paris and then a 4 day itinerary around all of France</p>	<p>Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
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Unit #2: Global Challenges

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: Students will engage in simple conversations about an authentic text addressing a global issue. Students express personal opinions about global issues. Students present research about global issues of concern to them. ● Culture: Students examine the worldwide impact of global issues. Students identify global problems that are of concern to francophone nations. ● Comparisons: Students compare American and French perspectives to global issues. Students demonstrate understanding of the nature of language when addressing these issues in terms of expression in the present, past and future tenses. ● Connections: Students reinforce and further their knowledge of global issues through exploration and discussion in the target language. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the issues confronting societies and environments throughout the world? How is the topic of endangered species a global issue? ● What is the impact of these global issues on me, francophone citizens, and the entire world community? ● What are the possible solutions to the challenges?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>NJSLS HPE 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. Students analyze their own identity and role in their family and community and how it is similar/different to others.</p> <p>NJSLS Technology 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. Individually or with partners research solutions to endangered animals and create solutions.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: This unit is a great real world connection because the students learn about the global issues surrounding them and the world in general. They focus on endangered species in particular and discuss, research and analyze the problem, create solutions, and even write emails to real organizations offering their help and listing their attributes.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1 7.2	Am I cognizant of global issues? Recognize some common gestures and cultural	Discuss with your group global challenges of which you are cognizant.	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and	Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings	Written and verbal quizzes Worksheets Project rubric assessments

	<p>practices associated with target culture(s).</p> <p>Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>	<p>Discuss the potential or real impact of these challenges on you and the world community.</p> <p>Develop interview questions about this topic.</p>	<p>contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1 7.2	<p>What are the issues confronting societies and environments throughout the world?</p> <p>What are possible solutions to these issues?</p> <p>Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations such as articles about travel</p> <p>Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>Examine and explore the global issue of habitat destruction presented in an authentic reading.</p> <p>Research an animal endangered due to habitat destruction in a francophone nation.</p> <p>Group discussion of the impact of this global issue.</p> <p>Research and present a francophone organizations that help with this global issue and write an email to this organization to offer assistance and state your qualifications</p> <p>Utilize both present and past tense on how past actions and present actions impact the lives of endangered animals. Discuss how future tions can help the situation</p> <p>Students will use vocabulary related to the global issues related to endangered species and use this vocabulary in the context of discussion and presentation.</p>	<p>Explore vocabulary related to identified music/artists and adjectives to describe music/artists.</p>	<p>Explore vocabulary related to identified music/artists and adjectives to describe music/artists.</p>	<p>Explore vocabulary related to identified music/artists and adjectives to describe music/artists.</p>

7.1 7.2	<p>What does it mean to be a citizen of the world?</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p>Choose from a list possible actions to take to better our world.</p>	<p>Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1, 7.2	<p>What are common traditions/holidays in France?</p> <p>What are similarities/differences between traditions?</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p>Research French holidays and traditions?</p> <p>Compare/contrast French and American holidays</p> <p>Research food and traditions associated with each holiday- present food that students make at home relating to specific holidays of their choice</p>	<p>Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

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Unit #3: Science and Technology

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Communication: Students will engage in simple conversations about music. Students will learn and use expressions of comparison to communicate preferences, likes and dislikes. • Cultural Comparisons and Connections: Students will consider the lives and music of a francophone musician and what did or could make them internationally relevant. Students will explore the cultural significance of music and how technology has connected the world through music. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What kind of music do you like? Where do you get your music? Who is your favorite music artist? Why do you listen to music? • Do high school students in francophone countries listen to the same music as you do? • What does the music they listen to sound like? • How does their favorite music compare to yours? • Can we develop cultural understanding through music? • Who are some famous francophone music artists? • How has technology influenced the music we listen to?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>NJSLA VPA 1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. Students will learn, discuss, and analyze the various types of francophone music across various cultures and time periods and compare/contrast it to the music that they know.</p> <p>NJSLA Technology 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. Students will evaluate the impact technology has on the music industry and to the music that they listen to. They will also relate this to the way music is shown in various technologies such as computers and in the smartphones.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: This unit is a perfect example of real world connections because the students can explore the music in their world plus the music in the francophone world.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	What kind of music do you like? Where do you get your music? Who is your favorite music artist? Why do you listen to music?	<p>Identify your favorite music artists.</p> <p>Explore vocabulary related to identified music/artists and adjectives to describe music/artists.</p>	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle	Tenses: past tense and future tense Current Text: Images Internet Magazines Newspapers Mini recordings	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to

	Recognize some common gestures and cultural practices associated with target culture(s).		talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions	practice worksheets: fill-in, crosswords,, scrambled words,	discussion questions Daily Homework In class assignments and presentations
7.1 7.2	<p>Do high school students in francophone countries listen to the same music as you do? What does the music they listen to sound like?</p> <p>How does their favorite music compare to ours?</p> <p>Can we develop cultural understanding through music?</p> <p>Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations such as articles about travel</p> <p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<p>Listen to and discuss the music from a francophone country.</p> <p>Describe the music sound and emotion.</p> <p>Compare this music to the music you listen to.</p>	Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions	Tenses: past tense and future tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations

7.1 7.2	<p>Who are some famous francophone music artists?</p>	<p>Read and analyze an authentic text about a French music artist.</p> <p>Research a francophone music artist.</p>	<p>Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Tenses: past tense and future tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1 7.2	<p>How has technology influenced the music we listen to?</p> <p>Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>	<p>Brainstorm ideas</p> <p>Write a reflection on the influence of internet access to music.</p>	<p>Class readings and discussion, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Tenses: past tense and future tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>