

NEPTUNE TOWNSHIP SCHOOL DISTRICT

French IV Honors

Curriculum

Grades 11-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

August 29, 2022

Document C1#1

NEPTUNE TOWNSHIP BOARD OF EDUCATION

Chanta L. Jackson, President

Donna Puryear, Vice President

Dorothea L. Fernandez

Dianna A. Harris

Fabian Howe

Jerome M. Hubbard

Sheila B. Jones

Jessie Thompson

William S. Wells

Liza Flynn, Bradley Beach Rep

Drisana Lashley, Neptune City Rep.

SCHOOL DISTRICT ADMINISTRATION

Tami R. Crader, Ed.D.

Superintendent of Schools

Matthew Gristina, Ed.D.

Assistant Superintendent of Schools

Peter J. Leonard

Business Administrator/Board Secretary

Rosemary Della Sala

Assistant Business Administrator/Assistant Board Secretary

Sally A. Millaway, Ed.D.

Director for Curriculum, Instruction & Assessment

Kathleen M. Skelton

Director of Special Services

Omar Beltran

Director of School Counseling and Social Emotional Support Services

Lakeda Demery-Alston

Supervisor of Humanities & ESL

Stacie Ferrara, Ed.D.

Supervisor of STEM

Charles Kolinofsky

Supervisor of Data & Information

Kathleen M. Thomsen

Supervisor of Early Childhood Education

ELEMENTARY SCHOOL ADMINISTRATION

Principals

Lori B. Burns, Ed.D., Gables
James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Joshua Loveland, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

MIDDLE SCHOOL ADMINISTRATION

Janelle Opoku, Ed.D., Principal
Thomas Decker, Vice Principal

HIGH SCHOOL ADMINISTRATION

Arlene M. Rogo, Ed.D., Principal
Titania M. Hawkins, Ed.D., Vice Principal
James H. Whitson, Vice Principal
Richard Arnao, Administrator for Athletic & Co-Curricular Activities
Adrian Bennett, Supervisor of Counseling

DEPARTMENT CHAIRPERSONS

Kelly Baldino
Dolores Dalelio
Meghan Plevier, Ed.D.
Dawn Reinhardt
Nicole Sanyigo
Karen J. Watt

NEPTUNE TOWNSHIP SCHOOL DISTRICT

FRENCH IV HONORS CURRICULUM

Table of Contents

Acknowledgements.....	<i>i</i>
District Mission Statement.....	<i>ii</i>
District Educational Outcome Goals.....	<i>iii</i>
Course Description.....	<i>iv</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Pacing Guide.....	1
Integrated Social and Emotional Learning Competencies.....	2
Unit 1: Cars and Driving.....	3
Unit 2: Medical Care.....	10
Unit 3: Hotels.....	16
Unit 4: The Natural Environment.....	22
Unit 5: Public Service.....	28
Accommodations and Modifications.....	34

NEPTUNE TOWNSHIP SCHOOL DISTRICT

French IV Honors

Acknowledgements

The French IV Honors curriculum guide was developed through the dedicated efforts of Mirlene Jean-Francois, Neptune High School French Teacher, with the guidance of the district's curriculum steering committee members including Karen J. Watt, Department, Chairperson for Visual and Performing Arts and World Languages, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was written in alignment to the 2020 New Jersey Student Learning Standards for World Language which include the study of another language and its culture to enable individuals, whether functioning as citizens or workers, to communicate in appropriate ways with people from diverse cultures. It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. Also, it is our hope that this guide will support and advance world languages in the school district.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

FRENCH IV HONORS

COURSE DESCRIPTION

(5 Credits)

French IV Honors focuses on a complete grammar review with the emphasis on French history, practical conversational skills, and French culture. Writing will be emphasized, but speaking and reading are the vital components of the course. Samples of a great variety of literary works in French will be read, discussed, and analyzed. Honors levels classes work at an accelerated pace with greater emphasis on speaking and reading in French. Students are encouraged to work toward achieving the New Jersey Seal of Biliteracy.

Prerequisite for French IV Honors:

- Successful completion of French III or French III Honors with a grade B or higher.

French IV Honors
Pacing Guide

Unit	Suggested Timeframe	Topic
1	Approximately 20 days	Cars and Driving
2	Approximately 15 days	Medical Care
3	Approximately 10 days	Hotels
	1 day	Midterm Exam (Exam consists of Speaking, Reading, Writing, and Listening elements)
4	Approximately 20 days	The Natural Environment
5	Approximately 20 days	Public Service
	2 days	Final Exam (Exam consists of Speaking, Reading, Writing, and Listening elements)

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES <i>The following social and emotional competencies are integrated in this curriculum document:</i>	
Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
	Recognize the skills needed to establish and achieve personal and educational goals
	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of setting
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
x	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
x	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
x	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1: Cars and Driving
Suggested Time Frame	Approximately 20 days

Overview / Rationale

In order to travel by car, it is essential to be able to ask for and follow directions, navigate the highway system, read a road map, and to be able to communicate with the gas station attendant regarding basic car maintenance. This unit focuses on preparing students to be able to speak French when traveling to French speaking countries.

Stage 1 – Desired Results

Established Goals:

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

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Language (2020):

Interpretive Mode of Communication

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

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.

Interpersonal Mode of Communication

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.

Presentational Mode of Communication

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.

Essential Questions: <ul style="list-style-type: none"> • Where can you use the French language other than in the classroom? • How would one find their way if lost while driving in a francophone country? 	Enduring Understandings: <ul style="list-style-type: none"> • An individual will feel more confident in a francophone country when traveling by car and be able to ask for and follow directions, as well as request basic service at a gas station. • Reading a road map and understanding basic vocabulary for directions is essential in order to travel from one place to another by car in a French speaking country.
Knowledge: Students will know...	Skills: Students will be able to... <ul style="list-style-type: none"> • talk about cars and driving.

<ul style="list-style-type: none"> ● the future tense is less used in spoken French than the future present tense. ● the conditional tense is used to express what one would do. ● to make predictions of the future tense is used. ● cause and effect is expressed in the “Si clause”. ● highways and toll roads differ in France compared to those in the United States. ● France offers four types of gas. ● driving habits/licenses for French teenagers differ from those of American teenagers. 	<ul style="list-style-type: none"> ● give directions. ● follow directions and trace routes on map. ● talk about what would happen under certain conditions. ● use conditional tense to “soften” a request or make a suggestion. ● describe future events. ● refer to something already mentioned. ● talk about highways, driving and services offered at gas stations.
--	---

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal growth.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections to Careers

Proficiency in a world language is a benefit to many jobs/careers. Below is a list, teachers can feel free to add additional jobs. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Teacher- a person who helps others acquire knowledge
- Private tutor or Online Tutor- a person like a classroom teacher, but s/he often works on a one-on-one and face-to-face basis.
- Interpreter/Translator : a person who is converting words, thoughts and intent into a different language.
- Interpreter facilitates communication between two parties or people.
- Professor- a teacher in a college or university, must be a licensed person who teaches a language.
- Orator- a professional public speaker who is eloquent and skilled
- YouTuber or Podcaster or Blogger
- Children book writer

- Tour guide- a person who can bridge the language and cultural gap for tourists, he is a prime commodity.
- Tour guide
- Travel agent
- Mechanic
- Mechanical/automobile engineer
- Car marketing executive
- Car salesmen
- Cartographer

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking (2020)

8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

Student Resources

Supplemental Text: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Materials: Teacher created resources, Authentic periodicals (located in classroom)

Technology: Google Platform

Teacher Resources

Supplemental Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Workbooks: Teacher created resources, Glencoe French Bon Voyage, and other resources provided by the school.

Technology: Google Platform, Quizlet, Peardeck, Nearpod, Edpuzzle, Kahoot, Quizizz

Websites: www.frenchteacherresource.com ; www.tv5mondeapprendre.com;
www.fluentu.com; www.flangoo.com; www.linguee.com; www.youtube.com

Stage 2 – Assessment Evidence

Pre-Assessments:

- Review vocabulary & grammar
- Jamboard KWL chart

Formative Assessments:

- Speaking Exercises
- Writing Exercises
- Observation of activities such as:
 - Projects:
 1. Si clause booklet/poster/ presentation slides, highlighting tourist stops in France; include key facts about each stop and state and what you would do at each.
 2. Choose a walking tour of Paris-give directions from one monument or site to another; include key facts about each point of interest.
- Hands-on activities using cards, SmartBoard, whiteboards and other realias

Summative Assessments:

- Department created Summative Assessments

Performance Task(s):

- Quizzes and Unit Test
- Oral and listening assessments
- Dialogues
- Skits and basic conversations
- Speaking & Listening activities
- Conversion activities: the metric system etc.
- Create a poster
- Class Project

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the French language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Students will use the French language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- The teacher will encourage students to use the French language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- The teacher will encourage students to set goals and reflect on their progress in using French language for enjoyment, enrichment, and advancement.

Suggested Learning Activities:

- LingualFun Card Game
- Questions à la chaîne to practice sentence structure
- Dry erase boards : review vocabulary & grammar
- Virtual Flashcards : review word definition
- Concentration game: fruits and vegetables
- Beach ball game: Q&A - ball passed as students orally answer questions
- MindJogger Video Quiz (review)
- Orally describe picture prompt
- Listening comprehension activities
- Info Gap: textbook activity Q&A with student partner
- spontaneous conversation in small group
- Oral practice
- Hands-on activities using cards, SmartBoard, whiteboards and other realias
- Lectures Culturelles (reading) using group/pair method.
- Discuss with the students the opportunity of the NJ Seal of Biliteracy. Guide them to set a goal toward achieving this recognition. The State Seal of Biliteracy (N.J.A.C. 6A: 8-5.3) identifies graduating high school students who are able to demonstrate high levels of proficiency in English in addition to one or more world languages. The Seal of Biliteracy seeks to: encourage students to study languages; provide employers with a method of identifying people with language and biliteracy skills; provide universities with a method to recognize and award academic credit to applicants seeking admission; and strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of communities. Students who meet all requirements to be eligible for a Seal of

Biliteracy receive a notation on local transcripts and a certificate from the New Jersey Department of Education.

Suggested Activities Specific to Unit 1:

- Si clause booklet/poster/ presentation slides, highlighting tourist stops in France. Include key facts about each stop and state what you would do at each.
- Choose a walking tour of Paris-give directions from one monument or site to another; include key facts about each point of interest.
- Compare and contrast road traffic on highways in France and the USA and mention what people are complaining about.
- Create a conversation between you and your friend about the dream car you will drive ten years from now.
- Before *Google Maps*, people relied on a map road book for directions. Interpret how to get from point A to point B using a map road book for a given address. (A copy of the map road will be provided for this activity.)

Unit Plan Title	Unit 2: Medical Care
Suggested Time Frame	Approximately 15 days

Overview / Rationale

In order to receive medical care, it is essential to be able to describe symptoms and understand basic medical procedures in a doctor's office or hospital. Vocabulary, grammar, and language mechanics will also be addressed as appropriate to the topic of this unit.

Stage 1 – Desired Results

Established Goals:

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

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Language (2020):

Interpretive Mode of Communication

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

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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.

Essential Questions:

- How does French culture reflect their view of the role of government in health care?
- How do French medical services aid the impoverished around the world?
- Do I talk about my past with a francophone speaker?

Enduring Understandings:

- The French expect the government to pay for health care as evidenced by the fact that 80% of the cost is reimbursed by Sécurité social.
- MSF (Médecins sans Frontières) is a group of administrators and physicians which provides emergency medical aid to more than 60 countries. In 1999 it won the Nobel Peace Prize

Knowledge:

Students will know...

- reflexive verbs are used to express hurting oneself.
- direct and indirect objects have different functions in a sentence.
- past participles must agree in gender and number with direct object.
- to express “what” in an interrogative or relative expression has different functions in a sentence.
- the imperative tense is used to give a command.
- object pronouns are placed differently in affirmative versus negative commands.

Skills:

Students will be able to...

- talk about accidents and medical problems.
- talk about emergency room procedures.
- ask questions.
- tell people what to do.
- compare people and things.
- talk about a medical emergency in France.
- identify parts of the body.
- identify Louis Pasteur’s major contributions to the field of medicine.
- compare medical service in France and the United States.

<ul style="list-style-type: none"> • medical personnel differ in title and function. • Louis Pasteur contributed to health care worldwide by his medical achievements. 	
--	--

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections to Careers

Proficiency in a world language is a benefit to many jobs/careers. Below is a list, teachers can feel free to add additional jobs. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Teacher- a person who helps others acquire knowledge
- Private tutor or Online Tutor- a person like a classroom teacher, but s/he often works on a one-on-one and face-to-face basis.
- Interpreter/Translator : a person who is converting words, thoughts and intent into a different language. Interpreter facilitates communication between two parties or people.
- Professor- a teacher in a college or university, must be a licensed person who teaches a language.
- Orator- a professional public speaker who is eloquent and skilled
- YouTuber or Podcaster or Blogger
- Children book writer
- Tour guide- a person who can bridge the language and cultural gap for tourists, he is a prime commodity.
- Doctor/ Nurse/ Surgeon
- Health Insurance Representative
- Biologist

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking (2020)

8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

Student Resources

Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Materials: Teacher created resources, Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites that provide current information on the perspectives of the target culture on local, national, and global problems/issues.

Technology: Google Platform

Teacher Resources

Texts: Glencoe French Bon Voyage Level 1 & 2 (2008)

Supplemental: Teacher created resources, Glencoe French Bon Voyage, Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites that provide current information on the perspectives of the target culture on local, national, and global problems/issues.

Technology: Google Platform, Quizlet, Peardeck, Nearpod, Edpuzzle, Kahoot, Quizizz

Websites: www.frenchteacherresource.com ; www.tv5mondeapprendre.com ; www.fluentu.com ; www.flangoo.com

Stage 2 – Assessment Evidence

Pre-Assessments:

- Review vocabulary & grammar
- Jamboard KWL chart

Formative Assessments:

- Speaking Exercises
- Writing Exercises
- Observation of activities such as:
 - Orally describe picture prompt
 - Listening comprehension activities
 - Vocabulary activities
 - Oral practice
 - Hands-on activities using cards, SmartBoard, whiteboards and other realias

Summative Assessments:

- Department created Summative Assessments

Performance Task(s):

- Quizzes and Unit Test
- Oral and listening assessments regarding French food and grocery
- Dialogues
- Skits and basic conversations
- Speaking & Listening activities
- Conversion from metric system to american system

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the French language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Students will use the French language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- The teacher will encourage students to use the French language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- The teacher will encourage students to set goals and reflect on their progress in using French language for enjoyment, enrichment, and advancement.

Suggested Learning Activities:

- LingualFun Card Game
- Questions à la chaîne to practice sentence structure
- Dry erase boards : review vocabulary & grammar
- Virtual Flashcards : expressions for different ailments.
- Concentration game: Match disease with part of the body.
- MindJogger Video Quiz (review)
- Orally describe picture prompts of people who show different sicknesses.
- Listening comprehension activities
- Vocabulary activities match picture with words
- Oral practice: create a conversation telling what part of the body hurts.
- Hands-on activities using cards, SmartBoard, whiteboards and other realias
- Lectures Culturelles (reading) using group/pair method.

Suggested Activities Specific to Unit 2:

- Create a slide presentation on emergency services and procedures. Address the following questions within the presentation: who, what, where, why, when.
- Write a story real or imagined about your accident; identify parts of the body; interrogative and relative pronouns; fill out an accident report form; compare “C’est bon; c’est mauvais

Unit Plan Title	Unit 3: Hotels
Suggested Time Frame	Approximately 10 days

Overview / Rationale

In order to stay in a hotel, it is essential to be able to make a reservation, check-in and check-out, make inquiries and requests, ask for and pay the bill in country currency, and read a city map. More complicated food vocabulary will also be introduced. Vocabulary, grammar, and language mechanics, as appropriate to the topic will be explored.

Stage 1 – Desired Results

Established Goals:

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

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Language (2020):

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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.

Essential Questions:

- How do hotels in France differ from their American counterparts in terms of services offered, bathroom facilities and meal service?
- Why are many reasonably priced hotels located near train stations in France?

Enduring Understandings:

- Unlike many American hotels, breakfast is usually included in the price of a night's stay in a French hotel.
- Transportation for most European travelers is by train rather than by car, depending on the francophone country.

Knowledge:

Students will know...

- the pronoun “y” can refer to places already mentioned.
- The pronoun “en” refers to people and things already mentioned.
- forming an adverb from an adjective requires changes in spelling and pronunciation.
- the “syndicat d'initiative” offers a variety of services for tourists.
- checking into a French hotel requires specific registration protocol.
- Nice offers a variety of activities which make it a popular tourist destination.
- “auberges de jeunesse” offer young adults inexpensive lodging.
- all-inclusive resorts offer a plethora of activity

Skills

Students will be able to...

- make a hotel reservation.
- check in and out of a hotel.
- ask for things they may need at a hotel.
- talk about past actions.
- refer to previously mentioned places.
- talk about people and things already mentioned.
- use adverbs to tell how you do things.
- use the same verb in past tense with AVOIR or ETRE in order to change meaning.
- talk about the different lodgings available to tourists in France.
- read an authentic hotel bill.
- respond to questions.

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections to Careers

Proficiency in a world language is a benefit to many jobs/careers. Below is a list, teachers can feel free to add additional jobs. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Teacher- a person who helps others acquire knowledge
- Private tutor or Online Tutor- a person like a classroom teacher, but s/he often works on a one-on-one and face-to-face basis.
- Interpreter/Translator : a person who is converting words, thoughts and intent into a different language. Interpreter facilitates communication between two parties or people.
- Professor- a teacher in a college or university, must be a licensed person who teaches a language.
- Orator- a professional public speaker who is eloquent and skilled
- YouTuber or Podcaster or Blogger
- Children book writer
- Tour guide- a person who can bridge the language and cultural gap for tourists, he is a prime commodity.
- Physical Therapist
- Nurses
- Doctors

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking (2020)

8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

Student Resources

Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Materials: Teacher created resources, Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.

Technology: Google Platform

Teacher Resources

Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Workbooks: Teacher created resources, Glencoe French Bon Voyage, Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.

Technology: Google Suite, Quizlet, Peardeck, Nearpod, Edpuzzle, Kahoot, Quizizz

Websites: www.frenchteacherresource.com; www.tv5mondeapprendre.com;

www.fluentu.com; www.flangoo.com

Stage 2 – Assessment Evidence

Pre-Assessments:

- Review vocabulary & grammar
- Jamboard KWL chart

Formative Assessments:

- Speaking Exercises
- Writing Exercises
- Observation of activities such as:
 - Orally describe picture prompt
 - Listening comprehension activities
 - Vocabulary activities
 - Oral practice

- Hands-on activities using cards, SmartBoard, whiteboards and other realias

Summative Assessments:

- Department created Summative Assessments

Performance Task(s):

- Quizzes and Unit Test
- Oral and listening assessments regarding French
- Dialogues
- Skits and basic conversations
- Speaking & Listening activities
- Conversion activities: dollars to euros, the Metric System etc.
- Create a flier for a travel destination including airfare, hotel reservation, and car.
- Class Project using Google Slides or Google Drawings

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the French language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Students will use the French language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- The teacher will encourage students to use the French language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- The teacher will encourage students to set goals and reflect on their progress in using French language for enjoyment, enrichment, and advancement.

Suggested Learning Activities:

- Bell game: name that specialty find in a hotel
- BINGO- vocabulary
- LingualFun Card Game
- Questions à la chaîne to practice sentence structure
- Dry erase boards : review vocabulary & grammar

- Virtual Flashcards : matching verbs and subjects
- Concentration game: Hotel, auberges, resorts and BRB's
- Beach ball game: Q&A - ball passed as students orally answer questions
- MindJogger Video Quiz (review)
- Orally describe picture prompt
- Listening comprehension activities
- Info Gap: textbook activity Q&A with student partner
- Vocabulary activities match picture with words
- Oral practice: create a conversation in a store and practice it with a partner.
- Hands-on activities using cards, SmartBoard, whiteboards, etc.
- Make foldables or other practice tools
- Lectures Culturelles (reading) using group/pair method.

Suggested learning Activities specific to Unit 3:

- Slide presentation-choose and research a Paris hotel where you would like to stay. State the location, cost, what is included and different pictures of the hotel. Explain each slide in French.
- In French, create a digital brochure comparing and contrasting different places to stay when visiting France: hôtels/auberges de jeunesse/château/All Inclusive resorts.
- Choose an All Inclusive resort in a francophone country and explain why it is your first choice; compare the price of an auberge de jeunesse to a hotel in the same city.

Unit Plan Title	Unit 4: The Natural Environment
Suggested Time Frame	Approximately 20 days

Overview / Rationale

In order to understand the climate and forecast the weather, students will identify different types of weather and climate, as well as the impact of natural phenomena on the environment. They will learn how to express their opinions and request information about ecological and environmental issues. Students will explore the cultural practices of various countries relating to means of protecting the environment such as recycling and reusing. Vocabulary, grammar.

Stage 1 – Desired Results

Established Goals:

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

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Language (2020):

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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.

Presentational Mode of Communication

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.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.

Essential Questions:

- What do you predict the world will be like in 2050?
- Will all people be driving electric cars?
- What kind of energy will they be using to heat the houses?
- What can a citizen do to protect the environment?
- What is your carbon footprint?
- Will certain animal species disappear?
- What kind of house should be built to preserve the environment?

Enduring Understandings:

- Efforts in France and the US have been made to promote responsible ecological practices.
- The environment is important for our survival and how to protect it for preservation and from its destruction.
- Citizens have a responsibility to take care of the environment.
- Citizens can have an impact by communicating to politicians to make changes.
- Global warming has an effect on natural disasters today.

Knowledge:

Students will know...

- human activity can impact the natural environment.
- plastic bottles represent a danger for marine life.
- the cultural practices of various countries relating to means of

Skills:

Students will be able to...

- identify and produce vocabulary related to ecology and the environment.
- request information formally and informally on the environment.
- find out how long someone has been doing something.

protecting the environment such as recycling and reusing. ● getting involved can help protect the environment.	● talk about pollution in industrialized countries. ● communicate what they can do to help the environment. ● compare French and English versions of the film “Le Comte de Monte-Cristo”. ● compare French and English versions of the documentary “An Inconvenient Truth” and draw conclusions.
---	---

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal growth.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections to Careers

Proficiency in a world language is a benefit to many jobs/careers. Below is a list, teachers can feel free to add additional jobs. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Teacher- a person who helps others acquire knowledge
- Private tutor or Online Tutor- a person like a classroom teacher, but s/he often works on a one-on-one and face-to-face basis.
- Interpreter/Translator : a person who is converting words, thoughts and intent into a different language. Interpreter facilitates communication between two parties or people.
- Professor- a teacher in a college or university, must be a licensed person who teaches a language.
- Orator- a professional public speaker who is eloquent and skilled
- YouTuber or Podcaster or Blogger
- Children book writer
- Tour guide- a person who can bridge the language and cultural gap for tourists, he is a prime commodity.
- An environmental activist

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking (2020)

8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

Student Resources

Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Materials: Teacher created resources, Le comte de Monte Cristo located in the classroom.

Technology: Google Platform

Teacher Resources

Texts: Glencoe French Bon Voyage Level 1 & 2 (2008)

Supplemental::Teacher created resources, Glencoe French Bon Voyage, and other resources provided by the school.

Technology:Google Suite, Quizlet, Peardeck, Nearpod, Edpuzzle, Kahoot, Quizizz

Websites: www.linguee.com ; www.tv5mondeapprendre.com ; www.youtube.com;
www.fluentu.com ; www.flango.com

Stage 2 – Assessment Evidence***Pre-Assessments:***

- Review vocabulary & grammar
- Jamboard KWL chart

Formative Assessments:

- Speaking Exercises
- Writing Exercises
- Observation of activities such as:
 - Orally describe picture prompt
 - Listening comprehension activities
 - Vocabulary activities
 - Oral practice
 - Hands-on activities using cards, SmartBoard, whiteboards and other realias

Summative Assessments:

- Department created Summative Assessments

Performance Task(s):

- Quizzes
- Oral and listening assessments regarding the environment
- Dialogues
- Skits and basic conversations
- Speaking & Listening activities
- Reviewing time zones
- Projects using the future tense.

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the French language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Students will use the French language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- The teacher will encourage students to use the French language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

- The teacher will encourage students to set goals and reflect on their progress in using French language for enjoyment, enrichment, and advancement.

Suggested Learning Activities:

- LingualFun Card Game
- Questions à la chaîne to practice sentence structure
- Dry erase boards : review vocabulary & grammar
- Virtual Flashcards : matching verbs and subjects
- Concentration game: Nature and environment.
- MindJogger Video Quiz (review)
- Orally describe picture prompt
- Listening comprehension activities
- Info Gap: textbook activity Q&A with student partner
- Vocabulary activities match picture with words
- Oral practice: create a conversation with a partner to explain how young people can contribute to protect the environment and practice it.
- Hands-on activities using cards, SmartBoard, whiteboards and other realias
- Lectures Culturelles (reading) using group/pair method.

Suggested Learning Activities specific to Unit 4:

- Search the internet and write a summary to explain how global warming has caused more flooding , more wildfire and violent hurricanes.
- Discussions: Should we use more solar energy or wind power to protect the environment?
- If you were nominated at the United Nations to advocate for the Environment of the State of New Jersey, what would you say? Write a short essay about your grievance.
- Direct object and indirect object and si clause to give opinions.
- Create a collage with pictures of nature that reflect your view of as an advocate.
- Identify your carbon footprint and compare it to your partners. Together design a plan on how you can reduce your carbon footprints.

Unit Plan Title	Unit 5: Public Service
Suggested Time Frame	Approximately 20 days

Overview / Rationale

Government delivers services like education, health, safety, transport, water, electricity, welfare and housing, on a massive scale. The Public Service is the implementing arm of government. In this unit, students will be addressed on how public service is intended to address specific needs pertaining to the aggregate members of a community. Public services are available to people within a government jurisdiction as provided directly through public sector agencies or via public financing to private businesses or voluntary organizations.

Stage 1 – Desired Results

Established Goals:

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

Vision: An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

New Jersey Student Learning Standards for World Language (2020):

Interpretive Mode of Communication

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

Interpersonal Mode of Communication

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

Presentational Mode of Communication

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.

Essential Questions:

- How does the culture of a country reflect its economy?
- What are the characteristics of public services?
- What are some examples of public services?
- What must one do to be successful in the global economy?
- Should professional women get equal pay with men at work?
- What influences career's choice among young people?
- Does working for public services generate less stress than working for a corporate office?

Enduring Understandings:

- Labor strikes are common in France, the common reasons why people strike are better work conditions, salary, and promotion.
- The Public Service Commission is the official watchdog of the Public Service to ensure equity, justice and fair play.
- Public services carry and diffuse the values of the nation and contribute to the bonding between the state and citizens.
- Public services make the state visible to its citizens, often forming the principal tangible link between governments and their people.

Knowledge:

Students will know...

Skills:

Students will be able to...

<ul style="list-style-type: none"> • how the government makes decisions for its citizens • the world of work and finances in Francone countries as compared to the US. • the qualifications needed to work for public services • the elected people who run the state of New Jersey. • What public service has to offer. 	<ul style="list-style-type: none"> • discuss how the government makes decisions for its citizens. • compare and contrast the world of work and finances in Francone countries as compared to the US. • discuss the qualifications needed to work for public services. • inquire about the elected people who run the state of New Jersey. • what kind of service Public service offers. • use the verb faire causatif (often has idiomatic meanings that do not translate literally as to do or to make). • use the verb faire (often used as a helping verb along with an infinitive to mean to have something done).
---	---

Career Readiness, Life Literacies, and Key Skills (2020)

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections to Careers

Proficiency in a world language is a benefit to many jobs/careers. Below is a list, teachers can feel free to add additional jobs. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Teacher- a person who helps others acquire knowledge
- Private tutor or Online Tutor- a person like a classroom teacher, but s/he often works on a one-on-one and face-to-face basis.
- Interpreter/Translator : a person who is converting words, thoughts and intent into a different language. Interpreter facilitates communication between two parties or people.
- Professor- a teacher in a college or university, must be a licensed person who teaches a language.
- Orator- a professional public speaker who is eloquent and skilled

- YouTuber or Podcaster or Blogger
- Children book writer
- Tour guide- a person who can bridge the language and cultural gap for tourists, he is a prime commodity.
- Police officer

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking (2020)

8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

Student Resources

Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Materials: Teacher created resources, Authentic periodicals (located in classroom)

Technology: Google Platform

Teacher Resources

Texts: Glencoe French Bon Voyage Level 3 (2008)

Supplemental Workbooks: Teacher created resources, Glencoe French Bon Voyage, and other resources provided by the school.

Technology: Google Suite, Quizlet, Peardeck, Nearpod, Edpuzzle, Kahoot, Quizizz

Websites: www.frenchteacherresource.com ; www.tv5mondeapprendre.com
; www.fluentu.com ; www.flangoo.com ; www.linguee.com

Stage 2 – Assessment Evidence

Pre-Assessments:

- Review vocabulary & grammar
- Jamboard KWL chart

Formative Assessments:

- Speaking Exercises
- Writing Exercises
- Observation of activities such as:
 - Orally describe picture prompt
 - Listening comprehension activities
 - Vocabulary activities
 - Oral practice
 - Hands-on activities using cards, SmartBoard, whiteboards

Summative Assessments:

- Department created Summative Assessments

Performance Task(s):

- Oral and listening assessments
- Skits and basic conversations
- Speaking & Listening activities

Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the French language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Students will use the French language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence

- The teacher will encourage students to use the French language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- The teacher will encourage students to set goals and reflect on their progress in using French language for enjoyment, enrichment, and advancement.

Suggested Learning Activities:

- LingualFun Card Game
- Questions à la chaîne to practice sentence structure
- Dry erase boards : review vocabulary & grammar
- Flashcards : review professions
- Concentration game: Les métiers et les professions
- Beach ball game: Q&A - ball passed as students orally answer questions
- MindJogger Video Quiz (review)
- Orally describe picture prompts for professions and trades
- Listening comprehension activities about choosing a career
- Lectures Culturelles (reading) using group/pair method
- Translation activities
- The jobs yesterday and today advantages and inconvenients
- Appropriate online on people talking about their career.
- Writing activities - putting sentences and ideas together to write paragraphs
- Guided practice to cultural questions.

Suggested Learning Activities Specific to Unit 5:

- Read an article about labor strikes in France and write a summary.
- Compare and contrast public services in France and the US.
- Given a three column word chart with subject/verbs savoir /connaître, an object, the students will make sentences by gathering the elements that make sense.
- Compare the advantages of working for corporate office and public services in two paragraphs.
- Predict what your life and career will look like in 10 to 15 years from now.
- With a partner, research the elected officials in Monmouth County; in in groups research New Jersey Counties..

Accommodations and Modifications

Accommodations and Modifications:

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview French vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)
- Five Ways to Support Struggling Students in World Language
<https://www.edutopia.org/article/5-ways-support-struggling-students-world-language-classes>
- World Languages, Instructional Adaptations for Students (pages 1-26)
<https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf>

- Learning Disabilities and World Language Learning
<http://www.ldonline.org/article/6065/>

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors

- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)
- World Languages, Instructional Adaptations for Students (pages 27- 36)
<https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations related to French content
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer

2022