

French 2

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

June 21, 2022

Born on Date June 20, 2022

French 2

Course Description:

The High School World Language Program is continually refined to provide interdisciplinary and cross curricular units that are infused with special projects that are designed to maximize student second language acquisition. French 2 is a logical continuation to French 1A and 1B or French 1. The language laboratory and audio/visual programs and other ancillary materials are an integral part of the curriculum. Realia, such as music, newspapers, magazines, and videos are utilized in the target language for motivation, enjoyment, and enhancement of speaking, reading, and for listening proficiency. The students will be able to read, write, listen, and speak at an above-novice level in the present, past and near future tenses. They will continue to develop an appreciation and an awareness of the cultures in the French-speaking world through their class readings and discussion and furthered through their own research.

Course Sequence:

Unit 1: Family and Community

Sub-unit 1: My Family and Friends - 6 weeks

Sub-unit 2: Cultural Celebrations – 6 weeks

Sub-unit 3: Food Shopping – 6 weeks

Unit 2: Contemporary Life

Sub-unit 1: In the High School – 6 weeks

Sub-unit 2: A Typical Day of a Teen – 6 weeks

Mini-unit: A Time Capsule (an inter-cultural project with a sister school in France) – 2 weeks

Pre-requisite: French Grade 8

Grade Level: 9, Intermediate-Low**Core Ideas:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit # 1- Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)**

7.1.IL.IPRET.1:	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2:	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4:	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the

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	preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.5:	Assess and modify a personal plan to support current interests and postsecondary plans.
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (
9.4.12.CI.2:	Identify career pathways that highlight personal talents, skills, and abilities
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
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9.4.12.GCA.1:	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations

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
Computer Science and Design Thinking	
8.1.12.NI.2:	Evaluate security measures to address various common security threats.
8.1.12.IC.3:	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
8.1.12.DA.5:	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1:	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1:	Explain how different groups can contribute to the overall design of a product.
8.2.12.EC.2:	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3:	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4:	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)	
Through the target language, learners identify and	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance

<p>investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>play a major part in public policies, education and culture – current events from target cultures, discuss inter-racial and same –sex marriages in French –speaking countries</p>
<p>Learners recognize and identify a few typical practices of the target culture</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts – Family structure in Mali, Henna ceremony in Morocco, the flower symbol in Tahiti</p>
<p>Interdisciplinary Connection</p>	
<p>6.1.12.GeoGI.1.a:</p>	<p>Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).</p>
<p>6.1.12.CivicsHR.15.a :</p>	<p>Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.</p>
<p>6.1.12.HistoryCC.15. c</p>	<p>Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p>
<p>6.1.12.HistorySE.15. c</p>	<p>: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p>
<p>6.1.12.GeoHE16.a:</p>	<p>Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p>
<p>6.1.12.EconNE.16.a</p>	<p>Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p>

NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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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.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Such as:

- Managing one's emotions

- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively,

navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What do I do to help me understand the details of what I read and hear in the context of Family and Community?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers about their community life??
- How do I avoid miscommunication?
- How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic comparing my community to that of a target culture?
- How do I decide what needs further editing and revision in written communication with peers in the target culture?
- How does the use of self-correction enhance my presentation and help to clarify my message in communicating with peers in the target culture?

Unit Enduring Understandings:

- Looking for cognates and looking at visuals can often help me to better understand.
- The cultural background of the author influences the message that is delivered in both speech and writing.
- When I stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
- When I reflect upon what I want to say in speech and writing and change it based on my teacher's comments, the work product is improved and enhanced.
- I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.

Evidence of Learning

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Formative Assessments:

- Recorded students' exchanges
- Journal writing
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
- reading comprehension of culturally authentic sources (a penpal letter, a magazine article) •

Information gap interpersonal exchanges

Exit slip (short written response)

Summative/Benchmark Assessment(s):

- Letters
- Oral Reports
- Original Stories
- Oral Interview
- Skit
- Poetry Recitations
- Art Work/ Designs/Drawings
- Portfolio

Alternative Assessments:

Formative Assessment using Self- and Peer-Evaluations,
Dynamic Assessment,
Task-based assessment

Resources/Materials:

Bien Dit 2 textbook (electronic version)
Bien Dit 2 cahier de vocabulaire et grammaire (electronic version)
T'es Branche 3 textbook (electronic version) DVD: télévocab
Grammavision
Téléroman
On rappe
Projector
Chromebooks
Skype
Google classroom
Teacher created materials (Kahoot, quizlet, google doc, google slides)

Students will be able to use the following language functions and structures in interpretive, interpersonal and presentational modes of communication in the context of

A. Introductions and Salutations

1. Describe yourself, your family, and your friends
a. using present tense with auxiliary verbs avoir, etre
b. using regular -er, -ir, -re verbs, dormir, adjective of agreement
c. family nicknames and lifestyles in French and Francophone families

B. Physical and Character Traits

1. Describe self and others
a. use Tu vs. Vous, talk about your family members – mere, pere, etc.
b. singular and plural forms of definite and indefinite articles, adjective agreement, etre/avoir with present, negative expressions

C. Origins

1. Describe heritage by talking about your family and friends
2. Describe family relationships by talking about your immediate family members

D. Celebrations

1. Describe personal celebrations and holidays in Francophone culture
 - a. wish someone a good time, using passé composé, with avoir/etre, offrir
 - b. ask for and give advice using direct and indirect object pronouns
 - c. know about Noel, l'Epiphanie, le 14 Juillet, le Carnaval
2. Describe your likes and dislikes
 - a. express your needs with irregular adjectives, beau, nouveau, and vieux
 - b. know days and months, birthdays, and holidays
 - c. ask for help using tu peux m'aider á, ca t'ennuie de, d'accord

E. Preferences

1. Ask preferences by using interrogative pronouns (lequel, laquelle)
 - a. recommend and advise against something by using demonstrative pronouns (celui, celle, ceux, celles)
 - b. tell what you will do by using the future of regular and irregular verbs – le verb courir
2. Describe food and eating
 - a. talk about food preparations
 - b. talk about shopping for groceries
 - c. describe planning a party
 - d. talk about likes and dislikes

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
La Rentree	La rentree – review of classroom expressions, course expectations Geoculture: Paris	Back to school lotto, verb review, watch the Geoculture video about Paris, answer comprehension question, practice key facts in pairs	5

<p>Sub-unit 1: Ma Famille et mes copains:</p>	<p>1. Describe self and others a. use Tu vs. Vous, talk about your family members –mere, pere, etc. b. singular and plural forms of definite and indefinite articles, adjective agreement, etre/avoir with present, negative expressions C. Origins</p>	<p>e-book activities, TPR, small pair activities – information gap, circumlocution, sketch to stretch, quick chat, journal entry, authentic audio and video</p>	<p>5</p>
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	<p>1. Describe heritage by talking about your family and friends 2. Describe family relationships by talking about your immediate family members</p>		
<p>Culture- La cursive, La Famille au Maroc Applicati on 1</p>	<p>Compare/contrast family structure in Morocco and your home community. Discuss the importance of neat handwriting taught in French schools. Apply vocabulary and structure for family and friends in interpretive, interpersonal and presentational activities</p>	<p>Journal response to the reading about Moroccan families, read pen pal letters and compare letter formation to your own. My family tree role play, famous French-speaking families reading, presenting a famous French person</p>	<p>5</p>
<p>Vocabular y After-scho ol activities Grammar review -er, - ir, and -re verbs</p>	<p>Use vocabulary- After-school activities Grammar- review –er, -ir, and –re verbs in interpretive, interpersonal and presentational activities</p>	<p>Using regular -er, -ir, -re verbs, dormir in e-book activities, quick chat, interview, information gap and circumlocution pair and large group activities and journal entries</p>	<p>5</p>
<p>Applicati on 2</p>	<p>Developing listening and reading skills (Téléroman, “Connections”) Developing reading and writing skills (“le Vieux Piano” “L’enfant à l’harmonica)</p>	<p>Read authentic short stories, wrote your response as journal entry, share in class. Complete work in context activities, comprehension questions using target vocabulary and structure</p>	<p>5</p>

Cummulative review and summative assessment	Cumulative review – interactive practice exam, peer editing of oral presentation scripts about your penpal Summative assessment (interpretive, interpersonal, presentational skills)	Presentation of the penpal, mid term exam	5
Sub-unit 2: On fait la fête Vocabulary celebrations Grammar direct and indirect object pronouns, offrir, souffrir, ouvrir	. Describe personal celebrations and holidays in Francophone culture a. wish someone a good time, using passé compose, with avoir/etre, offrir	e-book activities, TPR, small pair activities – information gap, circumlocution, sketch to stretch, quick chat, journal entry, authentic audio and video	5
Culture: Le Carnaval; Invitations	Ask for and give advice using direct and indirect object pronouns, know about Noel, l’Epiphanie, le 14 Juillet, le Carnaval	Around the world, TPR, concept games, pair and large group activities, e-book activities, authentic audio and video	5
Party preparations	Describe your likes and dislikes	Grammar- review the passé compose, negative expressions in	5

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	a. express your needs with irregular adjectives, beau, nouveau, and vieux b. know days and months, birthdays, and holidays c. ask for help using tu peux m’aider á, ca t’ennuie de, d’accord	e-book and small and large group activities (boom game, snakes and ladders), response to visual clues prepared by the teacher in small groups	
Applicati on 2	Developing listening and reading skills Developing reading and writing skills	View Téléroman, answer and discuss comprehension questions Read “Le reveillon en fete” and compare traditions of your home	5

		community	
Cumulative review Summative assessment	Assess their interpretive, interpersonal, presentational skills	Presentation of the assigned holiday. Review the key vocabulary and structure through e-book activities, Quarterly exam	5
Quebec	Name main sites, cultural events and specialties of Quebec	Watch the Geoculture video about Paris, answer comprehension question, practice key facts in pairs. Discuss the results of the quarterly exam, complete some reinforcing activities	5
Sub-unit 3 Faisons les Cours	Use Vocabulary- fruits, vegetables, and cooking in describing dishes and their preparation. Grammar- review the partitive, question formation, pronoun y	Around the world, TPR, concept games, pair and large group activities, e-book activities, authentic audio and video	5
Application 1 Culture: Le sirop d'érable	Recognize the steps of making maple syrup and ways of using it in cooking; Apply key vocabulary and structure skills in interpretive, interpersonal and presentational activities	Read an article from the e-book, answer comprehension questions. Mini role-play – grocery list. Presentational speaking – describe what is in a classic French recipe using visual clues	5
Vocabulary food shopping Grammar en, placement of pronouns, review contractions with de and à	Name departments at a typical grocery store and what one can buy there. Convert pounds into kilos and grams. Use vocabulary for measures	Pair activity – where to buy grocery from the list, e-book activities, journal entry. Grocery chopping online at carrefour.fr . Authentic videos interpretation. Quick chat: au marché couvert	5
Application 2	Research an authentic recipe from a french-speaking country, make a list of ingredients and write preparation steps. Developing listening, reading	Film the Cooking Show video. View Téléroman,, answer comprehension questions. Read Le Petit Nicolas, write a	10

	and writing skills (Téléroman,	response in the journal	
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	Developing reading and writing skills (“Le Petit Nicolas”)		
Cumulative review	Apply key vocabulary and structure skills in interpretive, interpersonal and presentational activities	View some episodes from A hundred Foot Journey, describe the preparation and flavors of the dishes	5
Summative assessment (interpretive, interpersonal, presentational skills)	Assess their interpretive, interpersonal, presentational skills	Cooking show presentations, quarterly exam	5

Teacher Notes: total hours: 95

Additional Resources:

<http://youtube.com>

<http://easyfrench.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Consult student’s IEP	Consult student’s ELL Plan	Consult with G and T teacher	Consult with I&RS as needed	Consult 504 plan

Presentation accommodations (changes the way information is presented)	Give tests orally	Advanced learners option for differentiated instruction incorporated in “Bien Dit” series,	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing

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Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word

	Reduce amount of work required			
	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			

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	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			
	Provide video on subject			

Content Area: French 2	
Unit Title: Contemporary Life	
Grade Level: 9, Intermediate-Low	
Core Ideas: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of lives of teenagers in other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
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7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the

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	world and those facing the students' own regions.
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Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.4:	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (
9.4.12.CI.2:	Identify career pathways that highlight personal talents, skills, and abilities
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Computer Science and Design Thinking

8.1.12.NI.2:	Evaluate security measures to address various common security threats.
8.1.12.IC.3:	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible

	sources.
8.1.12.DA.5:	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.2.12.ITH.1:	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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8.2.12.NT.1:	Explain how different groups can contribute to the overall design of a product.
8.2.12.EC.2:	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3:	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4:	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI, etc...)	

<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture – current events from target cultures.</p> <p>Fusion cuisine in Paris and Quebec</p>
<p>Learners recognize and identify a few typical practices of the target culture</p>	<p>Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts: recipes from target cultures: poulet yassa, la boullabaise, bouf bourgignon, etc</p>
<p>Interdisciplinary Connection</p>	

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<p>6.1.12.GeoGI.1.a:</p>	<p>Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).</p>
<p>6.1.12.HistoryCC.15. b</p>	<p>Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations</p>
<p>6.1.12.HistoryCC.15. c</p>	<p>Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p>

6.1.12.HistorySE. 15. b:	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistorySE. 15. c	: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.GeoHE16.a:	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b:	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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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.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one’s emotions
- Identifying and using stress-management strategies

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- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed

- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What do I do to help me understand the details of what I read about teens in the target cultures?
- How does what I know about the target culture help me understand what I hear and read from teen native speakers and writers?
- How do teens in the target culture use technology for effective communication?
- How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic when speaking to my peers in a target culture?
- How does the use of self-correction enhance my presentation and help to clarify my message in

Unit Enduring Understandings:

- Looking loanwords and looking at visuals can often help me to better understand.
- The educational background of the author influences the message that is delivered in both speech and writing.
- When I take a risk in use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.

live communication with teens in a target culture?

- I will have to make decisions about when to correct errors and based on effectiveness of the message being delivered.

Formative Assessments:

- Recorded students' exchanges
 - Journal writing
 - Vocabulary and grammar quizzes
 - Mini-skits
 - Cultural trivia
 - listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
 - reading comprehension of culturally authentic sources (a penpal letter, a magazine article) •
- Information gap interpersonal exchanges
Exit slip (short written response)

Summative/Benchmark Assessment(s):

- Letters
- Oral Reports
- Original Stories
- Oral Interview
- Skit
- Poetry Recitations
- Art Work/ Designs/Drawings
- Portfolio

Alternative Assessments:

Formative Assessment using Self- and Peer-Evaluations,
Dynamic Assessment,
Task-based assessment

Resources/Materials:

Students will be able to use the following language

<p>Bien Dit 2 textbook (electronic version)</p> <p>Bien Dit 2 cahier de vocabulaire et grammaire (electronic version)</p> <p>T'es Branche 3 textbook (electronic version) DVD: télévocab</p> <p>Grammavision</p> <p>Téléroman</p> <p>On rappe</p> <p>Projector</p> <p>Chromebooks</p> <p>Skype</p> <p>Google classroom</p> <p>Teacher created materials (Kahoot, quizlet, google doc, google slides)</p>	<p>functions:</p> <ol style="list-style-type: none"> 1. ask how something turned out 2. wonder what happened 3. ask for information 4. express frustration 5. talk about your routine 6. express impatience 8. make recommendations <p>Students will be able to use the following structures:</p> <ol style="list-style-type: none"> 1. object pronouns with passé compose 2. quelq'un, quelque chose, ne...personne, ne...rien, and ne...que 3. the verb recevoir 4. depuis, il y a, and ça fait 5. The verb ouvrir 6. Reflexive verbs 7. Tout, tous, toute, toutes 8. The verbs s'appeller and se lever 9. The imperative with reflexive verbs 10. Reflexive verbs with infinitives
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<p>Lesson Name/Topic</p>	<p>Student Learning Objective(s) Students will</p>	<p>Suggested Tasks/Activities:</p>	<p>Day(s) to Complete</p>
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	be able to:		
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Au lycee: vocabulaire	use in interpretive interpersonal and presentational mode the vocabulary on school places and events	e-book activities, TPR, small pair activities – information gap, circumlocution, sketch to stretch, quick chat, journal entry, authentic audio and video, presenting the plan of the school	5
Au lycee: grammar	use in interpretive interpersonal and presentational mode object pronouns with the passé compose, <i>quelqu'un, quelque chose, ne...personne, ne...rien, ne...que, recevoir</i>	review the passé compose, negative expressions in e-book and small and large group activities (boom game, snakes and ladders), response to visual clues prepared by the teacher in small groups	5
Cultural Comparisons , Video “What happened to....?”	Understand the key ideas of a video and a reading passage compare/contrast to their school experience; Apply their knowledge of key vocabulary and structure to create a video about a typical school day	Watch a video about a school cafeteria in Nice, compare/contrast to their school experience; read and respond to comprehension questions on how to become an English teacher in France. Create and present video: Ou est....?	5
Technology – vocabulary and grammar	use in interpretive interpersonal and presentational mode the vocabulary computer	e-book activities, TPR, small pair activities – information gap, circumlocution, sketch to stretch, quick chat, journal entry, authentic audio and video, presenting the functions of the chrome book	5

Technology - grammar	use in interpretive interpersonal and presentational mode the verb suivre, and structures depuis, il y a, ça fait, ouvrir	e-book and small and large group activities (boom game, snakes and ladders), response to visual clues prepared by the teacher in small groups, journal entry	5
Listening, reading and writing skills	Develop listening and reading skills (Téléroman, Developing reading and writing skills (“Intermezzo” “L’enfant à l’harmonica)	Read authentic short stories, write your response as journal entry, share in class. Complete work in context activities, comprehension questions using target vocabulary and structure	5

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Cumulative review Summative assessment (interpretive, interpersonal, presentational skills)	Assess their interpretive, interpersonal, presentational skills	A video post on padlet explain a typical school day, quarterly exam	10
Geoculture: Rennes	Name main sites, cultural events and specialties of Rennes	Watch the Geoculture video about Rennes, answer comprehension question, practice key facts in pairs. Discuss the results of the quarterly exam, complete some reinforcing activities	5

Une matinee typique: vocabulary	use in interpretive interpersonal and presentational mode the vocabulary on morning routine	e-book activities, TPR, small pair activities – information gap, circumlocution, sketch to stretch, quick chat, journal entry, authentic audio and video, recording a presentation “My Morning Routine”	5
Une matinee typique: grammar	use in interpretive interpersonal and presentational mode reflexive verbs, tout, s’appeller and se lever	review the passé compose, negative expressions in e-book and small and large group activities (boom game, snakes and ladders), response to visual clues prepared by the teacher in small groups	5
Culture - Rennes: La faience de Quimper; project: Art Bretonne	Understand the concept of faience de Quimper	Research and create a platter in the tradition of Breton Art, teach to class how to make it	5
Une journee typique: vocabulary	use in interpretive interpersonal and presentational mode the vocabulary on a typical day	e-book activities, TPR, small pair activities – information gap, circumlocution, sketch to stretch,	5

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		quick chat, journal entry, authentic audio and video,	
Une journee typique: grammar	use in interpretive interpersonal and presentational mode reflexive verbs in the passé compose, imperative with reflexive verbs, reflexive verbs with infinitives	e-book and small and large group activities (boom game, snakes and ladders), response to visual clues prepared by the teacher in small groups	5

Listening, reading and writing skills	Develop listening, reading and writing skills through exposure to francophone literature	Read authentic short stories (“Comme un Roman”), write your response as journal entry, share in class. Complete work in context activities, comprehension questions using target vocabulary and structure. View teleroman, answer comprehension questions	5
Time capsule	Participate in an International project with a sister school in France: surviving being a teen	Collect and present in a video artifacts you need to have a normal life as a teen	10
Letter writing	Compose letter to yourself in the future using vocabulary and structure learned throughout the year	Write about your daily life responding to guiding questions, peer review, present in class	5
Cumulative review Summative assessment (interpretive, interpersonal, presentational skills)	Assess their interpretive, interpersonal, presentational skills	e-book activities, mock exam, final exam	10

Teacher Notes: total hours: 70

Additional Resources:

<http://youtube.com>

<http://easyfrench.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<p>Consult student's IEP</p> <p>Presentation accommodations (changes the way information is presented)</p>	<p>Consult student's ELL Plan</p> <p>Give tests orally</p>	<p>Consult with G and T teacher</p> <p>Advanced learners option for differentiated instruction incorporated in "Bien Dit" series,</p>	<p>Consult with I&RS as needed</p> <p>Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series.</p>	<p>Consult 504 plan</p> <p>Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series</p>
<p>Response accommodations (changes the way kids complete assignments or tests)</p>	<p>Give instructions/directions in writing and orally</p>	<p>Anchor activities</p>	<p>Online Grammar tutor</p>	<p>Preferential seating</p>
<p>Setting accommodations.</p>	<p>Assign a buddy, same language or English speaking</p>	<p>Peer tutoring</p>		<p>Strategic/flexible grouping and pairing</p>
<p>Timing accommodations</p>	<p>Allow errors in speaking</p>			<p>Ample wait time before calling on students</p>
<p>Scheduling accommodations.</p>	<p>Allow errors in writing</p>			<p>Student self assessment, self – monitoring progress</p>
<p>Organization skills accommodations</p>	<p>Accept writing in first language</p>			<p>Allow extended time to answer questions, and permit drawing, as an explanation</p>

Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			

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	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			
	Reduce multiple choices to two			

	Provide study guides and/ or outlines			
	Provide video on subject			