

# French 3

**Prepared by:**

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*Superintendent of Schools:*

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Approved by the Midland Park Board of Education on

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**Born on Date June 20, 2022**

French 3

Course Description:

French III CPA is a college prep course for students in their second year of study of French. All the themes that will be covered throughout the year will incorporate the 3 modes of communication (Interpersonal, Interpretive and Presentational) which are defined in the NCCC Standards for World Languages.

Students who enroll in this course should have a basic foundation of the workings of French language, including its grammar, with Intermediate-Low competence in listening, reading, writing, and speaking, as defined. Students will use Bien Dit 2 and 3 textbooks and workbooks along with other authentic materials and resources to enhance language acquisition and cultural learning.

To reach higher levels of proficiency in listening:

Instructor and students will strive to use French throughout entire period.

Students will have ample opportunity to listen to authentic French through various media, including songs, interviews, news programs, films, etc.

To reach higher levels of proficiency in speaking:

Students will develop this skill each day in class through discussions, debate, oral presentations, games, and while using the language lab and other resources to record their spoken French. To reach higher levels of proficiency in reading:

Students will read texts taken from authentic sources and literary excerpts that represent different cultures and genres.

Assessments to test comprehension will vary, but may include multiple choice questions, short answer questions, journal responses, true or false statements, and classroom discussion based on text.

Course Sequence:

Unit 1: The Good Old Times – 8 weeks

Unit 2: A weekend Outdoors – 7 weeks

Unit 3: Are you in a Good Shape? – 7 weeks

Unit 4: Entertainment– 7 weeks

Unit 5: Going on vacation - 7 weeks

Pre-requisite: French 2

<b>Unit # 1- Overview</b>
<b>Content Area: French 3</b>
<b>Unit Title: The Good Old Times</b>
<b>Grade Level: 9, Intermediate- Mid</b>

**Core Ideas:**

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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

**Unit #1 - Standards**

**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up

	questions.
7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS 6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of

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	connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**Career Readiness, Life Literacies, and Key Skills**

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
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career opportunities

9.4.12.DC.7:	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
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
9.2.12.CAP.23:	Identify different ways to obtain capital for starting a business.
<b>Computer Science and Design Thinking</b>	
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.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI, etc.)</b>	
Through the target language, learners identify and investigate	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.

<p>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>discussion of grammatical changes in the French language regarding gender: gender for professions, Song by Calogero J'ai le droit aussi</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) Film Entre les Murs – discussion of intercultural relations with an urban school in France</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives – EMC i-news</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans: blogging with e-pals</p>
<p>Learners will 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</p>
<p><b>Interdisciplinary Connection</b></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.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>
<p>6.1.12.HistorySE.15.b:</p>	<p>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.</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>
<p>6.1.12.EconNE.16.b:</p>	<p>Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</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.

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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.
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): (in target language)** • How was your childhood?  
 • Do you prefer life in the country or in the city?

**Unit Enduring Understandings:**

- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.
- Current trends and issues influence popular culture.

**Evidence of Learning**

**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

**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 demonstrate knowledge of the following skills and concepts:**

Tell about events in the past  
Describe life in the country  
Compare life in the country and in the city  
Talk about the history and culture of the city of Rennes, France  
Use the imparfait  
Use the imparfait and passé compose together  
Use adverb placement  
Use the comparative with adjectives and nouns  
Use the superlative with adjectives  
Use irregular comparatives and superlatives

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s): Students will be able to	Suggested Tasks/Activities: Ongoing: e-text activities, quick chat, formative quizzes, dictations	Day(s) to Complete
Childhood Memories	Use in interpretive, interpersonal and presentational modes the vocabulary on childhood activities and imparfait, review adverb placement	1. talk about when you were a child 2. tell about an event in the past Using TPR, small pair activities – information gap, circumlocution, sketch to stretch, quick chat, journal entry, authentic audio and video	10
Country Life	Use in interpretive, interpersonal and presentational modes the vocabulary the vocabulary- country life and comparative and superlative (regular and irregular) with adjectives and nouns	1. compare life in the country and in the city 2. describe life in the country 3 describe and compare farm animals Using TPR, small pair activities – information gap, circumlocution,	10

		sketch to stretch, quick chat, journal entry, authentic audio and video	
Review	Review grammar and vocabulary learned in the unit and apply it in a presentation of a favorite childhood game	Reading and Writing Describe steps of a game, Clarify the game procedure TPR Repetition and modeling Cultural readings Writing an e-mail to a penpal Do-it-yourself project from the French site tetabricoler.com	10

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		Reading a childhood fairytale Computer self-test	
Summative assessment	Integrate the acquired skills in interpretive, interpersonal and presentational summative assessment	Presenting projects: a childhood game Film “Sarah’s Key” – before and after viewing discussion, Song “Comme toi” by Jean-Jacques Goldman  Quarterly exam	10

**Teacher Notes:**

**Additional Resources:**

<http://youtube.com>

<http://easyfrench.com>

<http://tetabricoler.com>

[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)

<http://apprendre.tv5monde.com>

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
Consult student’s IEP	Consult student’s ELL plan	Consult with G and T teacher	Consult with I&RS	Consult student’s 504 plan

Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in “Bien Dit” series, Anchor activities	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
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

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

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**Unit # 2- Overview**

**Content Area: French 3**

**Unit Title: Un Week-end en Plein- air**

**Grade Level: 9, Intermediate- Mid**

**Core Ideas:**

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.

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Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

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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.
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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.
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**Career Readiness, Life Literacies, and Key Skills**

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9.2.12.CAP.13:	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
<b>Computer Science and Design Thinking</b>	
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<b>Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)</b>	



<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 – EMC i-culture videos The study of another language and culture deepens understanding of where and how people live and why events occur – current events Le Figaro</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. EMC i-news</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. E-pal blog</p> <p>The amount of leisure time available and how it is spent varies among cultures. E-pal video exchange</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</p> <p>Research and presentation of National Parks in France</p>

### Interdisciplinary Connection

<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.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>
<p>6.1.12.HistorySE.15.b:</p>	<p>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.</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>

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.

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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.
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): (in target language)**

- What happened on your trip?
- What were the positive/negative circumstances?
- What will you do in the future?

**Unit Enduring Understandings:**

- The perspectives of a culture sanction the cultural practices and create a need for the products.
- The cultural and geographic perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”
- Practices and products not only derive from perspectives, but sometimes interact to change perspectives

**Evidence of Learning**

**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

**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 demonstrate knowledge of  
the following skills and concepts:**

Say what happened  
  
Describe Circumstances  
  
Tell what they will do  
  
Wonder what will happen  
  
Recognize cultural and historic sites of Dakar,  
Senegal Use the *passé composé* and the *imparfait*  
  
Use *être en train de...*  
  
Use the future  
  
Use the verb *courir*

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s): Students will be able to	Suggested Tasks/Activities: Ongoing: e-text activities, quick chat, formative quizzes, dictations	Day(s) to Complete
Vocabulary country living Grammar passé compose vs. imparfait, <i>être en train de</i>	1. say what happened 2. describe circumstances	TPR Repetition and modeling Geoculture research: regions of France and their agriculture	10

Vocabulary nature, animals, and activities on the farm Grammar comparisons Culture- eco tourisme, teaching on the farm	1. tell what animal you would prefer 2. explain your preferences	A Pedagogical Farm video and article Identifying and describing animals Comparing a typical French village to a typical French town	10
Grammar: future tense with regular and irregular verbs	Describe their life in 30 years using interpretive, interpersonal and presentational skills	Fortune-teller game, Project: Ma Vie dans 30 ans	5

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Vocabulary review Grammar review Culture review Reading and Writing	Apply their interpretive, interpersonal and presentational skills in understanding cultural readings, listening to current events podcasts, writing an e-mail to a penpal	Active Inspire digital games Computer self-test Cultural readings	5
Summative assessment	Integrate the acquired skills in interpretive, interpersonal and presentational summative assessment	Presenting your preference for country or city lifestyle to class, analyzing global trends of urbanization (job market). Mini presentation what job you will do if you lived in the city or country. Unit test	5
<b>Teacher Notes:</b>			
<b>Additional Resources:</b> <a href="http://youtube.com">http://youtube.com</a> <a href="http://easyfrench.com">http://easyfrench.com</a> <a href="http://tetricoler.com">http://tetricoler.com</a> <a href="http://www.lespetitscitoyens.com">www.lespetitscitoyens.com</a> (various issues with the games series) <a href="http://apprendre.tv5monde.com">http://apprendre.tv5monde.com</a>			

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS	Consult student's 504 plan
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in "Bien Dit" series, Anchor activities	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			
	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			

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	Provide video on subject			
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**Content Area: French 3****Unit Title: Es-tu en forme? - Are you in a good shape?****Grade Level: 9, Intermediate- Mid****Core Ideas:**

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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

**Unit # 3 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)**

7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**Career Readiness, Life Literacies, and Key Skills**

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

9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career opportunities
9.4.12.DC.7:	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
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
9.2.12.CAP.17:	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

### **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.

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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 discussion - reading articles from le Monde and other online news sources</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur – film le Papillon</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. – EMC i-news</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans - e-pal exchange of videos on Flipgrid</p> <p>The amount of leisure time available and how it is spent varies among cultures – e-pal exchange on padlet</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 – e-pal exchange</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>
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- 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):**

- How do you feel?
- What are your symptoms?
- What health advice can you give?
- How do you sympathize with someone

**Unit Enduring Understandings:**

*I will understand that.....*

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness [practices](#) may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and

remedies.)

## 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



<p><b>Resources/Materials:</b></p> <p>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)</p>	<p><b>Students will be able to demonstrate knowledge of the following skills and concepts:</b></p> <p>Use appropriate vocabulary to indicate and describe parts of the body.</p> <p>Use appropriate vocabulary to indicate maladies. And Identify various childhood ailments</p> <p>Use expressions to express pain and concern for health via dialogue with health related professionals</p> <p>Explore and analyze the need, rights, and costs of medical insurance.</p> <p>Compare and contrast the medical insurance coverage in France, Canada, and the U.S.</p> <p>Compare and contrast how doctors work, what's expected of them, and of the patients in France vs. U.S.</p> <p>Give advice on better nutrition and establishing healthy habits/give reasons &amp; causes to certain ailments and maladies.</p>
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	<p>Using the appropriate moods: conditional and subjunctive in writing and oral situations when interacting about the health situation.</p>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s): Students will be able to	Suggested Tasks/Activities: Ongoing: e-text activities, quick chat, formative quizzes, dictations	Day(s) to Complete
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<p>My Body – vocabulary</p> <p>Future – grammar</p> <p>Senegal - culture</p>	<p>Use appropriate vocabulary to indicate and describe parts of the body. Using the appropriate tenses “past, present, future proche/future simple” and object pronouns in writing and oral situations when interacting about the health situation.</p> <p>Identify major cultural sites, industries, specialties and artifacts of Senegal</p>	<p>Labeling on a diagram of a person the outward parts of the body as well as the essential internal organs. Play charades and Pictionary about body parts and using the expressions “il/elle a mal a...” to indicate where the pain is.</p> <p>Reading excerpts about the role of different body parts/organs from “lespetitscitoyens” and answering comprehension questions related to them.</p> <p>Based on the images, state what may have happened using passé composé and reflexive verbs and regular verbs for (sprain/break/burned/ having a fever)</p> <p>Research on Senegal</p>	<p>5</p>
<p>Illnesses – vocabulary</p> <p>Conditional Mood - grammar</p>	<p>Use appropriate vocabulary to indicate maladies. And Identify various childhood ailments. Use expressions to express pain and concern for health via dialogue with health related professionals. Give advice to a friend using conditional “si.....” and subjunctive mood in sentences starting with “Il faut que... Il est nécessaire que... Il est important que....”</p>	<p>Playing Doctor: conduct a dialogue with the school nurse to state what your ailments and symptoms are. Based on the stated maladies, provide the remedy using the appropriate vocabulary and conditional and subjunctive mood. Explore healthy eating and exercise habits of French pen-pals</p>	<p>10</p>
<p>Medical Services in France, Canada and West Africa</p>	<p>Explore and analyze the need, rights, and costs of medical insurance. Compare and contrast the medical insurance coverage in France, Canada, and the U.S. Compare and contrast how doctors work, what’s expected of them, and of the patients in France vs. U.S.</p>	<p>Reading “Malade en France” to answer comprehension questions about being sick in France and what to do. Then discuss the advantages and disadvantages of each system (American and French). Watch Research “les Medecins sans Frontieres”. Read and discuss about climate change and malnutrition in West Africa. Watch a video and discuss the tradition of gavage in Mauritania</p>	<p>5</p>
<p>Health and Environment</p>	<p>Explore and analyze the effects of using GMO on health, as well as</p>	<p>Read and discuss about climate change and malnutrition in West</p>	<p>5</p>

	climate change effects on food supply and quality. Suggest ways of avoiding food waste	Africa. Watch a video and discuss the tradition of gavage in Mauritania		
Vocabulary review Grammar-review Culture-review Reading and Writing	Apply their interpretive, interpersonal and presentational skills in understanding cultural readings, listening to current events podcasts, writing an e-mail to a penpal	Active Inspire digital games Computer self-test Current events reports	5	
Summative assessment	Integrate the acquired skills in interpretive, interpersonal and presentational summative assessment	Role play : chez le medecin. Essay: la sante et ly style de la vie. Unit test	5	

**Teacher Notes:****Additional Resources:**

<http://youtube.com>

<http://easyfrench.com>

<http://tetabricoler.com>

[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)

<http://apprendre.tv5monde.com>

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS as needed	Consult student's 504 plan
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in "Bien Dit" series,  Anchor activities	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
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students

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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			

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

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**Unit #4 - Overview**

**Content Area: French 3**

**Unit Title: Entertainment**

**Grade Level: 9, Intermediate- Mid**

**Core Ideas:** 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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

**Unit # 4- Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<b>Career Readiness, Life Literacies, and Key Skills</b>	
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
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career opportunities
9.4.12.DC.7:	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
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
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.
<b>Computer Science and Design Thinking</b>	
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.
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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 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>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 – readings from the site <a href="http://lespetitscitoyens.org">lespetitscitoyens.org</a>, Sculptures by Ousman Sow, research and presentation of female painters. Discussing gender equality in the society in the framework of the International Women's day</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. Minori short film</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. EMC i-culture</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. E-pal blog</p> <p>The amount of leisure time available and how it is spent varies among cultures. E-pal blog</p>
Learners recognize and identify a few typical practices of the target culture	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 – video exchange with e-pals

**Interdisciplinary Connection**

6.1.12.GeoGI.1.a:	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).
6.1.12.CivicsHR.15.a:	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.HistoryCC.15.b	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



6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
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.

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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.
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): (in target language) •**

- What is your favorite movie? Why would you recommend it?
- What is your favorite book? Why would you recommend it?
- What is favorite music genre? Why would you recommend it?
- Why do you advise against a book/movie/singer?
- What is impressionism?
- How does a painting make you feel?

**Unit Enduring Understandings:**

*I will understand that...*

- Due to globalization and advances in technology, the [products](#) and [practices](#) of a culture change over time, and these changes may impact cultural [perspectives](#)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
- Online podcasts, videos, and websites provide current information on [perspectives](#) of the target culture on local, national, and global problems/issues

**Evidence of Learning**

**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)

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- 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)  
DVD with film Les Choristes  
Reproductions of Impressionist art

**Students will be able to demonstrate knowledge of the following skills and concepts:**

Describe a movie or a book

Ask for and give information

Ask about preferences

Recommend and advise against something

Use relative pronouns *qui*, *que*, and *dont*

Use present participles

Use *c'est* and *il est*

Use interrogative and demonstrative pronouns

Use comparatives and superlatives

Recognize characteristics of Impressionist

movement, Describe an impression a painting makes

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s): Students will be able to	Suggested Tasks/Activities: Ongoing: e-text activities, quick chat, formative quizzes, dictations	Day(s) to Complete
Literature and cinema	Use interpretively, interpersonally and presentationally the vocabulary on music and literature and grammar on relative pronouns, present participles, review <i>c'est</i> vs. <i>il/elle est</i>	TPR, quick chat: describe a movie or book Quick chat: ask for and give information. Read about the movement LA Negritude, analyze poetry by Leopold Sedar Senghor and Aime Caisar. Repetition and modeling	10

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		padlet entry: my favorite movie Watch “The Chorus”, talk about its genre, characters, techniques	
Music and art	Use interpretively, interpersonally and presentationally the vocabulary on art and music and grammar on interrogative and demonstrative pronouns, review comparatives and superlatives	Quick chat: ask about preferences in music Describe a piece of art. Name major impressionist painters and their individual technique. Field trip to Grounds for Sculpture – write a report about the impression the park has produced on you	10
Vocabulary review Grammar-review Culture-review Reading and Writing	Apply their interpretive, interpersonal and presentational skills in understanding cultural readings, listening to current events podcasts, writing an e-mail to a penpal	Active Inspire digital games Computer self-test Current events reports Cultural reading - Film Festival in Cannes	5
Summative assessment	Integrate the acquired skills in interpretive, interpersonal and presentational summative assessment	Presenting your preference for movies, report on the film Les Choristes” Presenting a report on the field trip to Grounds for Sculpture	10

<b>Teacher Notes:</b>
<b>Additional Resources:</b> <a href="http://youtube.com">http://youtube.com</a> <a href="http://easyfrench.com">http://easyfrench.com</a> <a href="http://tetabricoler.com">http://tetabricoler.com</a> www.lespetitscitoyens.com (various issues with the games series) <a href="http://apprendre.tv5monde.com">http://apprendre.tv5monde.com</a>

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS as needed	Consult student's 504 plan
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in "Bien Dit" series, Anchor activities	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

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Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
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			
	Use group projects rather than individual work			

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	Reduce multiple choices to two			
	Provide study guides and/ or outlines			

	Provide video on subject			
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**Unit # 5- Overview**

**Content Area: French 3**

**Unit Title: Going on Vacation**

**Grade Level: 9, Intermediate- Mid**

**Core Ideas:**

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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

**Unit # 5- Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSLs)**

7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of



	new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations,

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	creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

**Career Readiness, Life Literacies, and Key Skills**

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (
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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
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
9.4.12.DC.6:	Select information to post online that positively impacts personal image and future college and career opportunities
9.4.12.DC.7:	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
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
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.

### **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.
<b>Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)</b>	
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>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.</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. – i-culture news, Easy French videos</p> <p>Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives – reading articles from le Figaro, le Monde and other authentic sources</p> <p>Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. E-pal blog</p> <p>The amount of leisure time available and how it is spent varies among cultures. Researching and presenting popular vacation destinations for the French : Madagascar, The French Antilles, The islands of the French Polynesia</p>
Learners will recognize and identify a few typical practices of the target culture	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 – researching and presenting local art and cuisine at vacation destinations
<b>Interdisciplinary Connection</b>	
6.1.12.GeoGI.1.a:	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).
6.1.12.CivicsHR.15.a:	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.HistoryCC.15.b	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
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
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.

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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.
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): (in target language)**

- How do you ask about someone's vacation?
- Say what you would do if you could?
- How do you express necessity?

**Unit Enduring Understandings:**

*I will understand that...*

- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)

**Evidence of Learning**

**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

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- Research of a national park in French speaking world.
- 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 demonstrate knowledge of the following skills and concepts:**

Identify and name countries using the appropriate preposition.

Identify and state the countries in the European Union and vacation possibilities they have to offer, as well as its weather patterns.

State and give reasons for an upcoming trip and what they expect and be aware, what they will see and do there using the appropriate vocabulary and tenses.

Describe and analyze a trip they had taken using passé composé to show whether it was a fun or boring trip.

Describe a national park and its environmental value.

Learn, analyze, and differentiate the ways in which people travel in France during the holidays.  
 Use object pronouns in review to reduce repetition in their writing and descriptions of holiday plans.

Analyze the advantages and disadvantages of the summer vacation and holiday system in France (5 weeks long) and state/explain their preference or disagreement with the process.

Advise another person on how to go on a trip, including the documents and steps required to procure the itinerary.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s): Students will be able to</b>	<b>Suggested Tasks/Activities: Ongoing: e-text activities, quick chat, formative quizzes, dictations</b>	<b>Day(s) to Complete</b>
Unique Vacation destinations	Use in interpretive, interpersonal and presentational modes the vocabulary on vacation destinations and use subjunctive in statements: Make sure to/not to.....	Identify and match the name of the countries on a map. Identify and match the names of the European Union countries on a map concentrating in Europe. Analyze the advantage of the European Union when it comes to travel.	10



		Create a dialogue with a friend who wants to travel to Europe this summer. Tell him/her what documents are necessary, where to stay, what to do, and how to get there.		
Extreme Sports	Use in interpretive, interpersonal and presentational modes the vocabulary on extreme sports and use subjunctive in statements of surprise and disbelief	Research and present to class extreme sports originated by the French, respond with subjunctive to express surprise, amazement, disbelief.	10	
Nature and Climate	Use in interpretive, interpersonal and presentational modes the vocabulary on nature and climate and use subjunctive in statements regret. Use conditional suggesting improvement	Research and present a National Park in a French-speaking country, its environmental value. Respond with suggestions to improve environmental problems	10	
Vocabulary review Grammar-review Culture-review Reading and Writing	Apply their interpretive, interpersonal and presentational skills in understanding cultural readings, listening to current events podcasts, writing an e-mail to a penpal	Active Inspire digital games Computer self-test Current events reports Cultural reading - Film Festival in Cannes	4	
Summative assessment	Integrate the acquired skills in interpretive, interpersonal and presentational summative assessment	Final exam	1	

**Teacher Notes:**

**Additional Resources:**

<http://youtube.com>

<http://easyfrench.com>

<http://tetrabricoler.com>

[www.lespetitscitoyens.com](http://www.lespetitscitoyens.com) (various issues with the games series)

<http://apprendre.tv5monde.com>

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

Presentation accommodations (changes the way information is presented)	Give tests orally	Advances 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
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		Anchor activities		
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
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			

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	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			