

French 4 Honors

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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French 4H

Course Description:

French IV Honors is a college prep course for students in their third 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 Standards for Foreign Language Learning in the 21st Century. Students who enroll in this course should have a foundation of the workings of French language, including its grammar, with intermediate-mid competence in listening, reading, writing, and speaking which are defined in the NCCC Standards for World Languages. Students will use Bien Dit 3 textbook and workbook and T'es Branché 3 and 4 textbook and workbook along with other authentic materials and resources to enhance language acquisition and cultural learning. Students will do extensive research assignments using current and relevant resources online.

Course Sequence:

Unit 1: Contemporary Life : 9 weeks

Unit 2: Community and Cultural Identity : 9 weeks

Unit 3: Environmental Challenges: 6 weeks

Unit 4: Science and Technology: 6 weeks

Unit 5: The Joy of Living : 6 weeks

Total 36 weeks

Pre-requisite: French Grade 3

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Unit #1- Overview
Content Area: French 4
Unit Title: Contemporary Life
Grade Level: 11, Intermediate-High
Core Ideas: Students use the target language in the three modes of communication to explore how the job market and preparation for a professional life are similar and different in the home and target culture(s).

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

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

7.1.IH.PRSNT.1:	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2:	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3:	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4:	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5:	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6:	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Career Readiness, Life Literacies, and Key Skills: by the end of Grade 12, students will be able to:	
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.
Computer Science and Design Thinking	
8.1.12.NI.2:	Evaluate security measures to address various common security threats.

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

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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: EMC i-culture current events</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. EMC Rendez-vous à Nice</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: e-pal blog topics

	about after school activities
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.
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):

- How do you ask about someone’s future plans?
- How do you make polite requests?
- How do you write a letter?
- How do you make a phone call?
- What role does France play on the global market?

Unit Enduring Understandings:

- Background knowledge, understanding of syntax, and intonation enhance my ability to “read between the lines” of written and spoken messages.
- Knowing the historical and cultural contexts of text helps me to understand the author’s perspective.
- Repetition, paraphrasing, and circumlocution will help me avoid misunderstandings, and will help me get what I want and need in an authentic setting.
- In order to get better at language, I need to consciously work toward more grammatical accuracy.
- Knowing which strategies to use to make my presentations more engaging will depend on the specific task and audience. I will understand that...
- Background knowledge, understanding of syntax, and intonation enhance my ability to “read between the lines” of written and spoken messages.

Evidence of Learning

Formative Assessments:

- Recorded students' exchanges
- Journal writing

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- 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
- Final Project

Alternative Assessments:

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

Resources/Materials:

Bien Dit 3 textbook (electronic version)
Bien Dit 3 cahier de vocabulaire et grammaire (electronic version)
T'es Branche 3 and 4 textbook and workbook (electronic version)
DVD: télévocab
Grammavision
Téléroman
On rappe
EMC i-culture news
EMC i-culture videos
Rendez-vous a Nice video series
Projector
Chromebooks
Skype
Teacher created materials (Kahoot, quizlet, google doc, google slides)

Key Vocabulary:

Identify terms relating to professions and finance
Seek and apply for a job with cover letter and curriculum vitae
(understand the difference between résumé and C.V.) Express the reasons for their future career
Apply and use terms of the future (tomorrow, day after, next month, next year)
Use the future tense and near future tense to elaborate the method of obtaining their career and future goals
Understand and effectively discuss comparisons of the job climate in various francophone countries and the US.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to	Suggested Tasks/Activities: Ongoing: textbook activities to review grammar, Review essential questions from grades 7,8,9,10,	Day(s) to Complete
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		“think, pair, share” short written responses	
French products and companies	Use in interpretive, interpersonal and presentational modes vocabulary for products and their origin, name French Grandes Marques, types of companies and positions in a typical company, present, future and past tenses.	Discuss globalization and French luxury exports, France and world market competition and France American relationships, importance of “good manners” in business.	15
My future Career	Use in interpretive, interpersonal and presentational mode vocabulary for professions and service and the Future tense, the feminine forms of nouns, expressions with avoir, past infinitive	Identify and label the professions. Provide the gender differences. Identify professions based on their job requirements Using school calendar, state events occurrences by using either near future or future tense while applying terms Grammar exercises Watching training videos on what to do and not to do during a job interview. Setting up an appointment for a job interview Conduct an interview for a job Write a resume	10
Making formal requests over the phone or e-mail	Use in interpretive, interpersonal and presentational mode structure and vocabulary for telephone and formal email vocabulary; the future perfect; the present participle	Simulate a phone interview with a fashion company Interview a pen pal about his/her career choice and relate using past tense and hopes for near future and 5 years later. Watch and discuss Rendez-vous a Nice video 1	5

Cultural Perspectives	Apply reading, writing and listening skills comparing job market climate in France and the USA	Read news articles on the job climate in francophone countries in Europe. Present projects on services in the community. Readings on Social Rights in France and videos from EMC i culture Computer self-test	10
Summative Assessment	Create and evaluate a presentation on what services and businesses can be found in their community, express their opinion on the role of marketing	Unit Test Group project: Present projects on services with emphasis on globalization	5

Teacher Notes:

Additional Resources:

<http://youtube.com>

<http://easyfrench.com>

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS	Consult student's 504 plan
Presentation accommodations (changes the way information is presented)	Give tests orally	Advanced 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
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			

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	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where			

	answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			
	Provide video on subject			

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Unit # 2- Overview

Content Area: French 4

Unit Title: Community and Cultural Identity

Grade Level: 11, Intermediate-High

Core Ideas:

Students use the target language in the three modes of communication to explore how family and community form one's cultural identity and compare how similar and different these relationships are the home and target culture(s).

Unit # 2- Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.IH.IPRET.1:

Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

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	culture.
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7.1.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
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Computer Science and Design Thinking	
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Interdisciplinary Connection

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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):

- How is family life different in West Africa, France, Quebec and the USA?
- What rites of passage are important in France, Quebec and West Africa?
- What is the history of migration of French speakers around the world?
- What is your cultural heritage?
- How do you make a phone call?
- What types of traditional lodging exist in France, Quebec and West Africa?

Unit Enduring Understandings:

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.
- Looking for cognates and loanwords, watching the speaker, and looking at visuals help me to better understand.
- The background of the author influences the message that is delivered in both speech and writing.
- The use of paraphrasing, questions and answers can help me get through some unfamiliar situations.
- When I stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.

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)

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Summative/Benchmark Assessment(s):

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

Alternative Assessments:

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

Resources/Materials:

Bien Dit 3 textbook (electronic version)
Bien Dit 3 cahier de vocabulaire et grammaire (electronic version)
T'es Branche 3 and 4 textbook and workbook (electronic version)
DVD: télévocab
Grammavision
Téléroman
On rappe
EMC i-culture news
EMC i-culture videos
Rendez-vous à Nice video series
Projector
Chromebooks
Skype
Teacher created materials (Kahoot, quizlet, google doc, google slides)

Key Vocabulary:

Family activities
Marriage
Names of countries and states
Types of housing
Architectural terminology

Structure:

Passé Compose with etre and avoir
Imparfait
Conditional
Future
Pronouns y and en
Pronominal verbs
Comparative and superlative degrees of adjectives and adverbs

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to	Suggested Tasks/Activities: Ongoing: textbook activities to review grammar, Review essential questions from grades 7,8,9,10, “think, pair, share” short written responses	Day(s) to Complete
Marriage and Family	Use the key vocabulary and structure to discuss how one changes from birth to adulthood	Quick chat: Say what you discovered and how something happened, and ask for suggestion. Read authentic articles, view videos and discuss the composition of French, Quebecois and African	15

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		<p>families and their marriage traditions. Share a story of a rite of passage, research what traditions are considered rites of passage in French-speaking countries</p> <p>Discuss the cultural aspects of the department Provence-Alpes-Cote d’Azur</p>	
Family Roots	Use in interpretive, interpersonal and presentational mode to discuss family histories	<p>Identify and label USA states and countries around the world. Say where ancestors came from and where they settled. Discuss the goals and services of Alliance Francaise, French immigration to Quebec and Quebec Immigration to New England Write an e-mail to a penpal</p>	10

Types of Lodging	Use in interpretive, interpersonal and presentational mode structure to discuss types of lodging in Quebec, France and West Africa	Quick chat: respond to an introduction, say where I grew up, and give a compliment. Research types of lodgings and present to class. Research a castle in France and its family history. Watch and discuss Rendez-vous a Nice video 2	10
Cultural Perspectives	Apply reading, writing and listening skills comparing family life and immigration in and the USA and French-speaking countries	Read news articles, listen to podcasts and view videos on family relationships and community cultural role in francophone countries. (i.e. song “Je suis Metisse” by Yannick Noah)	5
Summative Assessment	Create and evaluate a presentation on what services and businesses can be found in their community, express their opinion on the role of marketing	Unit Test Present projects on family ancestries	5

Teacher Notes:

Additional Resources:

<http://youtube.com>
<http://easyfrench.com>

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

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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
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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			
	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 # 3 - Overview	
Content Area: French 4	
Unit Title: Environmental Challenges	
Grade Level: 11, Intermediate-High	
Core Ideas: Students use the target language in the three modes of communication to explore endangered species, environmental issues and ways of being environmentally-conscious citizens in the target language countries.	
Unit # 3 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	

7.1.IH.IPRET.1:	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2:	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4:	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5:	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6:	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7:	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8:	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.1:	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2:	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3:	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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7.1.IH.IPERS.4:	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6:	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1:	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2:	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3:	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4:	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5:	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6:	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Career Readiness, Life Literacies, and Key Skills: by the end of Grade 12, students will be able to:

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.13:	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

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.

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8.2.12.EC.2:	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3:	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4:	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI, etc...)

Through the target language, learners identify and 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.	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: outdoor sports created by the French: Manu Bertin, David Belle, Catherine Destiville The study of another language and culture deepens understanding of where and how people live and why events occur. Film Manon des Sources
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: L'homme qui plantait les arbres

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):

- How do you express astonishment and fear
- How do you ask for and give advice?
- How do you caution someone?
- How do you make predictions and express assumptions?
- How do you express and support an opinion?

Unit Enduring Understandings:

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
- When I reflect upon what I want to say in speech and writing and change it based on my reflections the work product is enhanced.

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

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- Poetry Recitations
- Art Work/ Designs/Drawings
- Portfolio
- Final Project

Alternative Assessments:

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

<p>Resources/Materials:</p> <p>Bien Dit 3 textbook (electronic version) Bien Dit 3 cahier de vocabulaire et grammaire (electronic version) T'es Branche 3 and 4 textbook and workbook (electronic version) DVD: télévocab Grammavision Téléroman On rappe EMC i-culture news EMC i-culture videos Rendez-vous à Nice video series Projector Chromebooks Skype Teacher created materials (Kahoot, quizlet, google doc, google slides)</p>	<p>Key Vocabulary:</p> <p>Students will Incorporate animal and environment terms when discussing the global environmental problems. Use the conditional to advise on environmental solutions Use Si Clauses to express hypothetical situations and consequences due to the environmental changes Use Craindre and Avoir Peur to express fear using “de + infinitive” Incorporate expressions of importance “il faut/il est important/imperative/interdit etc” to express urgency. Compare and contrast environmental issues using the comparative/superlative forms Geoculture of French-speaking America</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to	Suggested Tasks/Activities:	Day(s) to Complete
Animals	Use in interpretive, interpersonal and presentational mode vocabulary for wild animals, expressions to express astonishment, fear, forbid and give warning, the subjunctive with expressions of fear Geoculture: L'Amérique Francophone	Ongoing: textbook activities to review grammar, Review essential questions from grades 7,8,9,10, “think, pair, share” short written responses Guess an animal from its description, round robin with animal descriptions and your reaction to the facts, TPR animal actions, brain storm what would harm the animals. Skit tourist – park ranger Research and describe an endangered species. Share your research with the class via google	10

		<p>doc, have class complete a scavenger hunt to match animals with facts.</p> <p>Listen to podcasts from Canal Academie, complete before and after-listening activities</p> <p>Read news/magazine articles about the advancement and problems relating to the environment. Discuss viability of these solutions.</p>	
Natural Disasters	<p>Use in interpretive, interpersonal and presentational mode the vocabulary on natural phenomena, expressions to caution, to tell why something happened Grammar: the Comparative and superlative</p>	<p>Look back on recent years to identify and label environmental disasters. The Earthquake in Haiti – listen to the interviews with the witnesses</p> <p>Film "L'homme qui plantait des arbres :compare and contrast the landscape using comparative forms.</p>	5
Natural Resources	<p>Use in interpretive, interpersonal and presentational modes vocabulary on natural resources, expressions to make predictions, to express assumptions, to express and support opinions, grammar: quand, lorsque, and dès, conditional, subjunctive</p>	<p>Compare/Contrast the Hybrid / Electric cars in the market and present on the one that you would buy, explaining the reasons and advantages to the client and environment</p> <p>Lecture Culturelle: Dépollution par le lombric.</p> <p>Video : faisons le tri</p>	5
Expansion	<p>Apply reading, writing and listening skills discussing current environmental issues in the USA and French-speaking countries</p>	<p>Read news articles, listen to podcasts, songs and view videos on environmental challenges (i.e. Mickey 3D Respire, Les Gestes Ecologiques)</p> <p>Expansion:</p>	3

Summative Assessment		<p>Public Speaking: create a short speech to present for class election on environmental policies (create a digital presentation for keeping our environment clear using Si Clauses and appropriate expressions of importance). Students listening must participate by asking pointed follow up questions</p> <p>Skype with a French school on how to be environmentally conscious citizens</p> <p>Film Jean de Florette – portfolio writing about facts and opinion</p>	7
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Teacher Notes:				
Additional Resources: http://youtube.com http://easyfrench.com				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS	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
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation

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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 4 Honors	
Unit Title: Science and Technology	
Grade Level: 11, Intermediate-High	
Core Ideas: Students use the target language in the three modes of communication to explore how the scientific progress affects our lives and change our vision of the world, sparking many debates on moral choices.	
Unit #4 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
7.1.IH.IPRET.1:	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2:	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4:	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5:	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6:	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7:	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8:	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.1:	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2:	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3:	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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7.1.IH.IPERS.4:	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6:	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1:	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2:	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3:	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4:	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5:	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6:	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
Career Readiness, Life Literacies, and Key Skills: by the end of Grade 12, students will be able to:	
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
	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.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.
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.

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8.2.12.ITH.3:	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1:	Explain how different groups can contribute to the overall design of a product.
8.2.12.EC.2:	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3:	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4:	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)

Through the target language, learners identify and 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.	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. Women in science video. Read the biography of Marie Curie. Read about nuclear research in CERN The study of another language and culture deepens understanding of where and how people live and why events occur – read about technology in African schools initiative
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: e-pal blog, research and present technology in handicapped sports.

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.

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6.1.12.EconNE.16.b:	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
<p>SOCIAL AND EMOTIONAL LEARNING</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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:</p> <ul style="list-style-type: none"> • 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):

- How do inventions change our vision of the world?
- How does scientific progress affect our lives?
- What debates are sparked by scientific progress?

Unit Enduring Understandings:

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural 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

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- Oral Interview
- Skit
- Poetry Recitations
- Art Work/ Designs/Drawings
- Portfolio
- Final Project

Alternative Assessments:

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

Resources/Materials:

Bien Dit 3 textbook (electronic version)
Bien Dit 3 cahier de vocabulaire et grammaire (electronic version)
T'es Branche 3 and 4 textbook and workbook (electronic version)
DVD: télévocab
Grammavision
Téléroman
On rappe
EMC i-culture news
EMC i-culture videos
Rendez-vous à Nice video series
Projector
Chromebooks
Skype
Teacher created materials (Kahoot, quizlet, google doc, google slides)

Key Vocabulary:

Discoveries and inventions
Technology and its future
Moral choices

Lesson Name/Topic	Student Learning Objective(s) Students will be able to	Suggested Tasks/Activities: Ongoing: textbook activities to review grammar, Review essential questions from grades 7,8,9,10, “think, pair, share” short written responses	Day(s) to Complete
Inventions and Discoveries	Use in interpretive, interpersonal and presentational mode vocabulary for inventions and structure for future antérieur	Read and discuss the invention of Aqualung by Jacques Cousteau, research and present a French inventor. Read and answer comprehension questions about the week of sustainable development. Read and discuss French hybrid cars, the mission of Cousteau team and Satellite Planck. Write about the advantages and disadvantages of digital reading	10

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The Future of Technology	Use in interpretive, interpersonal and presentational mode the vocabulary on modern technologies and the future tense	Analyze the implication of technology in our everyday life, read and discuss the conceptual ideas that may become part of our everyday life (i.e. modern lodging). Speculate on the future of the Internet	5
Moral Choices	Use in interpretive, interpersonal and presentational modes vocabulary on scientific advancements that spark debate, and passive voice used in scientific literature	Discuss the advantages and disadvantages of using GMO. Role play on ethical side of anti aging technologies, surrogate mothers. Writing a persuasive essay on test tube babies.	8
Expansion	Apply reading, writing and listening skills discussing current technological issues in the USA and French-speaking countries	Read the article Third Humanity about androids and moral issues it uncovers. Summarize the findings of the lesson, review in small groups	2

Summative Assessment		Presentational writing: forum posting Presentational speaking: choose from three topics and write a persuasive essay Interpersonal communication: discuss the ethics of technology with a friend following a script	5
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Teacher Notes:

Additional Resources:

<http://youtube.com>
<http://easyfrench.com>

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Consult student's IEP	Consult student's ELL plan	Consult with G and T teacher	Consult with I&RS	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
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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			
	Provide video on subject			

Unit # 5 - Overview

Content Area: French 4 Honors

Unit Title: The Joy of Living

Grade Level: 11, Intermediate-High

Core Ideas: Students use the target language in the three modes of communication to compare the role of the media in the French-speaking world and the USA

Unit # 5 - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

7.1.IH.IPRET.1:	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2:	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4:	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5:	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6:	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7:	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPRET.8:	Collect, share, and analyze data related to global issues including climate change.
7.1.IH.IPERS.1:	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2:	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3:	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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7.1.IH.IPERS.4:	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6:	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1:	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2:	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3:	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4:	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5:	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6:	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Career Readiness, Life Literacies, and Key Skills: by the end of Grade 12, students will be able to:

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
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9.4.12.GCA.1:	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
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.
8.2.12.NT.1:	Explain how different groups can contribute to the overall design of a product.

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8.2.12.EC.2:	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3:	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4:	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the

	competing viewpoints.
Intercultural Statements (Amistad, Holocaust, LGBT, 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: EMC i-culture news, feminine boxing</p> <p>The study of another language and culture deepens understanding of where and how people live and why events occur. Watch marketing videos from various regions of the French-speaking world</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: e-pal blog
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.
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.

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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):

- How do the beauty standards evolve?
- How do personal experiences manifest in art?
- How does architecture reflect and modify cultural environment?

Unit Enduring Understandings:

- 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.)
- Knowing the historical and cultural contexts of text helps me to understand the author’s perspective.
- In order to get better at language, I need to consciously work toward more grammatical accuracy.
- Knowing which strategies to use to make my presentations more engaging will depend on the specific task and audience. I will understand that...

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

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Exit slip (short written response)

Summative/Benchmark Assessment(s):

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

Alternative Assessments:

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

Resources/Materials:

Bien Dit 3 textbook (electronic version)
 Bien Dit 3 cahier de vocabulaire et grammaire (electronic version)
 T'es Branche 3 and 4 textbook and workbook (electronic version)
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe
 EMC i-culture news
 EMC i-culture videos
 Rendez-vous à Nice video series
 Projector
 Chromebooks
 Skype
 Teacher created materials (Kahoot, quizlet, google doc, google slides)

Key Vocabulary:

Identify terms relating to art
 Vocabulary to describe physical and inner beauty Express opinions
 Give an impression
 Research vocabulary pertaining to art and architecture

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to	Suggested Tasks/Activities: Ongoing: textbook activities to review grammar, Review essential questions from grades 7,8,9,10, “think, pair, share” short written responses	Day(s) to Complete
The Beauty	Use in interpretive, interpersonal and presentational mode vocabulary for physical and inner beauty and passe simple in writing expression	Read and express opinion on whether one needs to suffer to be beautiful or accept yourself. Write and share about your beauty ideal in response to the articles about the	10

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		Culture of the Feminine Beauty. Read the article about the role of the media in forming the concepts of human beauty.	
Literature	Use in interpretive, interpersonal and presentational mode the vocabulary on literary genres	Read and discuss the role of art in the work of Daj Sijie. Read Victor Higo-s biographie and his role in the French literature and society. Read the abridged version of Les Miserables Review articles and practice their use	10
Architecture	Use in interpretive, interpersonal and presentational modes vocabulary on natural resources, expressions to make predictions, to express assumptions, to express and support opinions, grammar: quand, lorsque, and dès, conditional, subjunctive	Watch a video and read about the work of Kazuyo Sejima during the Universal Exposition in Montreal. Learn about critique of the Eiffel Tower. Review prepositions and practice their use	5
Summative Assessment		Public Speaking: create a short speech to present a monument in a French-speaking country and its cultural role. Writing: respond to the article L’art dans la vie de l’homme saying if art should/shoud not serve a purpose. Role play: interview of an architect of the future	5

Teacher Notes:				
Additional Resources: http://youtube.com http://easyfrench.com				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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

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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			
	Rephrase questions, directions, and explanations			

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

	Provide video on subject			
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