

Kingsway Regional School District



Committed to Excellence

Course Name: French 1B	
Prerequisite: French 1A	Grade Level(s): 8
Department: World Language	Credits: High School credit will be awarded with the completion of 1A and 1B
BOE Adoption Date: October 2019	Revision Dates: September 2022

Course Description and Outcomes

The study of another language and culture gives students a powerful key to successful communication. In today's global community, competence in more than one language is an essential part of communication and cultural understanding. In each level of language study, the students experience communication through reading, writing, speaking, and listening. The students gain an understanding of the culture that uses the language. Students make connections across disciplines and access new sources of information through the study of another language. Through comparisons and contrasts with the new language, students develop greater insight into their own language and culture and discover multiple ways to view the world. Students become life-long learners as they use the language both within and beyond the school setting.

In French I, the students work at the Novice-Mid proficiency level within three important modes: interpretive, interpersonal, and presentational while emphasizing the interrelationship between the language and its respective culture. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers. The students engage in direct oral and/or written communication with others. The French I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Proficiencies and Pacing Guide:

Course Title: French IB

Prerequisite(s): French 1A

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Unit 1: The past and how it affects our future</p>	<p>2</p>	<p><u>Novice-Mid Proficiency Level</u></p> <p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p>Students will be able to use their knowledge gained in French 1A to complete various activities</p>	<p>I can conjugate various ER and irregular verbs in the present tense (DOK1)</p> <p>I can respond to various personal questions and questions regarding daily information (DOK4)</p>
<p>Unit 2: A l'école</p>	<p>10</p>	<p><u>Novice-Mid Proficiency Level</u></p> <p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3.</p>	<p>1) Students will be able to write and speak about their classrooms 2) Students will be able to label various classroom objects 3) Students will compare and contrast a back to school shopping list in the US and France 4) Students will be able to talk about what time they have certain classes 5) Students will be able to conjugate the verb avoir in the present tense 6) Students will be able to talk about</p>	<p>I can compare my school experience to that of students in Francophone countries. (DOK2)</p> <p>I can talk about things that I have in my backpack by using the verb avoir (DOK3)</p> <p>I can talk about my school experience in the target language. (DOK4)</p> <p>I can write an email to a French speaking</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		7.1.NM.IPERS.4 7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	the various articles (definite and indefinite articles in French.	student about my school day, discuss the classes and teachers that I have. (DOK4) I can create a video about my experience at Kingsway Middle School in the target language (DOK4)
Unit 3: Moi et mes amis	6	<u>Novice-Mid Proficiency Level Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 <u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	Students will be able to conjugate the verb être (to be) in the present tense Students will be able to state where various people are using vocabulary learned in class. Students will be able to describe themselves and others with various adjectives Students will be able to make the appropriate changes to the adjectives based upon the rules of adjective agreement in French.	I can conjugate the verb être (DOK2) I can use the verb être in original sentences that I have created. (DOK3) I can describe myself and others both verbally and in writing (DOK4) I can make adjectives agree with the object that they are describing. (DOK3) I can talk about where various people are (DOK2)
Unit 4: Le Weekend Ensemble Weekend Activities	12	<u>Novice-Mid Proficiency Level Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 <u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2	1. Students will be able to provide a reason, make plans, and set the time and place to do something. 2. Students will be able to talk about soccer in France. 3. Students will be able to talk about what one wears to do certain activities, as well as describe the color	I can recognize the importance of the cafe in French society. (DOK1) I can name various French athletes and actors/actresses. (DOK1) I can indicate whether I am thirsty or hungry. (DOK2) I can label clothing (DOK1)

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5 <u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4	of these pieces of clothing. 4. Students will be able to use the futur proche (aller + infinitive) in order to talk about what they or others are going to do. 5. Students will be able to order food and drinks in a café. 6. Students will be able to ask for and pay for a bill. 7. Students will compare restaurants in France and the USA, as well as discuss the importance of the café to French culture. 8. Students will be able to conjugate the verb prendre and its derivatives in the present tense. 9. Students will be able to make and respond to predictions. 10. Students will be able to discuss the history of French cinema and talk about some famous French actors/actresses. 11. Students will be able to use the interrogative adjective quel in all forms. 12. Students will be able to conjugate the verb voir in the present tense	I can recognize the importance of soccer in the French culture and compare it to that of the USA. (DOK 3) I can tell what you wear while participating in various sports and activities. (DOK3) I can tell what people are going to do by using the near future tense & the verb <i>aller</i> . (DOK4) I can form questions using the interrogative adjective <i>quel</i> . (DOK3) I can tell what people see using the irregular verb <i>voir</i> . (DOK3) I can describe things by color. (DOK3) I can read and listen to dialogues in the target language and respond to comprehension questions. (DOK4) I can order food and drinks at a cafe using the verb <i>prendre</i> and ask for the bill. (DOK4) I can create a partner dialogue in which we create a menu, we visit a café, order, and pay. (DOK4)
Unit 5: Paris: La Ville de Lumière	2-3	<u>Novice-Mid Proficiency Level</u>	1. Students will be able to research an important Parisian monument and	I can research a historical monument in Paris (DOK1)

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		<p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<p>present relevant information regarding the moment to the class</p> <p>2. Students will be able to locate various Parisian monuments on a map of Paris.</p> <p>3. Students will look at a French metro map and decide how to get to various French monuments</p>	<p>I can create a multimedia presentation about a Parisian monument, stating the important relevant information. (DOK4)</p> <p>I can analyze a French metro map and determine how to get to various locations around Paris. (DOK4)</p> <p>I can say at least 5 sentences in the target language about the monument that I researched. (DOK4)</p>
<p>Unit 6: Les Gens que je connais (The people that I know)</p>	<p>9-10</p>	<p><u>Novice-Mid Proficiency Level</u></p> <p><u>Interpretive Mode</u> 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p> <p><u>Interpersonal Mode</u> 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3. 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p><u>Presentational Mode</u> 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3</p>	<p>1. Students will be able to ask what someone is like and talk about their family members.</p> <p>2. Students will be able to talk about their pets.</p> <p>2. Students will be able to point out physical resemblances.</p> <p>3. Students will be able to talk about Martinique and locate Martinique on a map.</p> <p>4. Students will be able to use possessive adjectives.</p> <p>5. Students will be able to talk about their age, as well as ask about and talk</p>	<p>I can give my birthday and dates in general in French. (DOK1)</p> <p>I can identify family members and relations. (DOK2)</p> <p>I can identify various animals in French. (DOK2)</p> <p>I can identify at least 4 Francophone countries in Africa. (DOK2)</p> <p>I can identify at least 3 professions in which my knowledge of French would benefit me. (DOK2)</p> <p>I can ask what someone is like and describe people physically. (DOK2)</p>

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
		7.1.NM.PRSNT.4	<p>about the age of others.</p> <p>6. Students will be able to plan a birthday party.</p> <p>7. Students will be able to conjugate IR verbs, as well as the irregular IR verb offrir in the present tense.</p> <p>8. Students will be able to state the months and give the date in French.</p> <p>9. Students will be able to talk about their birthdays.</p> <p>10. Students will be able to ask what someone's profession is and talk about their potential future professions.</p> <p>11. Students will be able to talk about various professions in which being multilingual is required/beneficial.</p> <p>11. Students will be able to state various African women writers and discuss French-speaking Africa</p> <p>12. Students will be able to use <i>c'est</i> and <i>il/elle est</i> correctly.</p> <p>13. Students will be able to conjugate the verb venir and its derivatives in the present tense.</p> <p>14. Students will be able to form the contraction with the preposition de and the definite article.</p>	<p>I can compare & contrast birthday celebrations in Francophone countries. (DOK2)</p> <p>I can ask and tell the ages of myself and others. (DOK2)</p> <p>I can indicate ownership and relations using possessive adjectives. (DOK2)</p> <p>I can form sentences using -IR Verbs. (DOK3)</p> <p>I can differentiate the usage of <i>c'est</i> vs. <i>il/elle est</i> in descriptions. (DOK3)</p> <p>I can tell where myself and others are from using the irregular verb <i>venir</i>. (DOK3)</p> <p>I can ask what someone's profession is and talk about what I want to be when I am an adult (DOK4)</p> <p>I can create a presentation in which I tell where people are coming from and what people just did using the verb <i>venir</i> and the preposition <i>de</i> (DOK4)</p>

Unit 1: The past and how it affects our future	Recommended Duration: {2-3 WEEKS}
Unit Learning Goal(s): 1. Students will review pertinent information from French 1A.	

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. <ul style="list-style-type: none"> • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 	<p>I can conjugate various ER and irregular verbs in the present tense (DOK1)</p> <p>I can respond to various personal questions and questions regarding daily information (DOK4)</p>

<ul style="list-style-type: none"> • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
How much do I remember from French 1A	Providing a few weeks of refresher material is beneficial to move forward, especially after a few months of not speaking/listening/reading French.

Unit Learning Scale	
Unit Learning Goal 1: Students will review material covered in French 1A.	
4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	<p>The student can demonstrate comprehension of the following from class discussions and interactions:</p> <ul style="list-style-type: none"> ● Count 0-1 000 000 ● State the days and months ● Talk about personal information (name, nationality, where they are from, birthdays) ● Conjugate ER verbs ● Make sentences negative
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.

0	Even with help, the student does not exhibit understanding of performance listed in score 3.
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Unit Learning Scale

Unit Learning Goal 2: Students will write a letter to a penpal in France.

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can write a penpal letter including the following information: <ul style="list-style-type: none"> ● Personal information ● What they like and don't like to do ● What they do in the various seasons ● Ask 4 questions
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning 	<ul style="list-style-type: none"> ● Homework ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Listening Comprehension Activities 	<ul style="list-style-type: none"> ● Unite I Test ● Common Summative Assessment ● Performance-Based Assessment (Penpal Letter)

<ul style="list-style-type: none"> ● Show of Hands ● Initiating Activities 		
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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 2: L'école	Recommended Duration: {10 WEEKS}
<p>Unit Learning Goal(s):</p> <ol style="list-style-type: none"> 1) Students will be able to write and speak about their classrooms 2) Students will be able to label various classroom objects 3) Students will compare and contrast a back to school shopping list in the US and France 4) Students will be able to talk about what time they have certain classes 5) Students will be able to conjugate the verb avoir in the present tense 6) Students will be able to talk about the various articles (definite and indefinite articles in French). 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and 	<p>I can compare my school experience to that of students in Francophone countries. (DOK2)</p> <p>I can talk about things that I have in my backpack by using the verb avoir (DOK3)</p> <p>I can talk about my school experience in the target language. (DOK4)</p> <p>I can write an email to a French speaking student about my school day, discuss the classes and teachers that I have. (DOK4)</p> <p>I can state various school subjects in the target language. (DOK2)</p> <p>I can create a video about my experience at Kingsway Middle School in the target language (DOK4)</p>

<p>simple memorized sentences that are supported by gestures and visuals.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
What is the verb avoir and how is it conjugated in the present tense?	Knowledge of the verb “to have” is essential for when communicating. In addition, this verb is used in various idiomatic expressions.

Unit Learning Scale	
Unit Learning Goal 1: Students will be able to describe their classrooms	
4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	The student can write a paragraph discussing the physical appearance of their classrooms.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.

1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will create a FlipGrid in which they talk about what time they have certain classes.

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can create a Flip Grid discussing their school schedule
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
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<ul style="list-style-type: none"> ● Show of Hands ● Initiating Activities 		
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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

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Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 3: Moi et Mes Amis	Recommended Duration: 10 WEEKS
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Unit Learning Goal(s):

- 1) Students will be able to conjugate the verb être (to be) in the present tense
- 2) Students will be able to state where various people are using vocabulary learned in class.
- 3) Students will be able to describe themselves and others with various adjectives
- 4) Students will be able to make the appropriate changes to the adjectives based upon the rules of adjective agreement in French.

Relevant Content Standards:**Novice-Mid Proficiency Level****Interpretive Mode**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
 - 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.4:

Interpersonal Mode

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
 - 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Learning Objectives/Topics and Skills (Identify the DOK Level)

I can conjugate the verb être in the present tense(DOK2)

I can use the verb être in original sentences that I have created. (DOK3)

I can describe myself and others both verbally and in writing (DOK4)

I can make adjectives agree with the object that they are describing. (DOK3)

I can talk about where various people are (DOK2)

<ul style="list-style-type: none"> • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
What is the verb avoir and how is it conjugated in the present tense?	Knowledge of the verb “to have” is essential for when communicating. In addition, this verb is used in various idiomatic expressions.

Unit Learning Goal 1: Students will be able to describe their classrooms	
4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	The student can write a paragraph discussing the physical appearance of their classrooms.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will create a FlipGrid in which they talk about what time they have certain classes.

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can create a Flip Grid discussing their school schedule
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

*To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>*

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Homework ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Listening Comprehension Activities ● Weekly quizzes 	<ul style="list-style-type: none"> ● Unite 2 Test ● Common Summative Assessment ● Performance-Based Assessment (FlipGrid)

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

● **CORE AREA CONNECTIONS**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 4: Le Weekend Ensemble Weekend Activities	Recommended Duration: {12 WEEKS}
<ol style="list-style-type: none"> 1. Students will be able to provide a reason, make plans, and set the time and place to do something. 2. Students will be able to talk about soccer in France. 3. Students will be able to talk about what one wears to do certain activities, as well as describe the color of these pieces of clothing. 4. Students will be able to use the futur proche (aller + infinitive) in order to talk about what they or others are going to do. 5. Students will be able to order food and drinks in a café. 6. Students will be able to ask for and pay for a bill. 7. Students will compare restaurants in France and the USA, as well as discuss the importance of the café to French culture. 8. Students will be able to conjugate the verb prendre and its derivatives in the present tense. 9. Students will be able to make and respond to predictions. 10. Students will be able to discuss the history of French cinema and talk about some famous French actors/actresses. 11. Students will be able to use the interrogative adjective quel in all forms. 12. Students will be able to conjugate the verb voir in the present tense 	

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.4: <p>Interpersonal Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 	<p>I can recognize the importance of the cafe in French society. (DOK1)</p> <p>I can name various French athletes and actors/actresses. (DOK1)</p> <p>I can indicate whether I am thirsty or hungry. (DOK2)</p> <p>I can label clothing (DOK1)</p> <p>I can recognize the importance of soccer in the French culture and compare it to that of the USA. (DOK 3)</p> <p>I can tell what you wear while participating in various sports and activities. (DOK3)</p> <p>I can tell what people are going to do by using the near future tense & the verb <i>aller</i>. (DOK4)</p> <p>I can form questions using the interrogative adjective <i>quel</i>. (DOK3)</p> <p>I can tell what people see using the irregular verb <i>voir</i>. (DOK3)</p>

<ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <p>Presentational Mode</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	<p>I can describe things by color. (DOK3)</p> <p>I can read and listen to dialogues in the target language and respond to comprehension questions. (DOK4)</p> <p>I can order food and drinks at a cafe using the verb <i>prendre</i> and ask for the bill. (DOK4)</p> <p>I can create a partner dialogue in which we create a menu, we visit a café, order, and pay. (DOK4)</p>
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Essential Questions:	Enduring Understandings:
How do I communicate about what is going to happen and what I am going to do?	Knowledge of the verb “to go” is essential for when communicating. Knowing this verb open the possibilities of communication in the future tense.
How do I communicate in a café or restaurant?	Eating in a restaurant in something that will most likely happen while traveling in Francophone countries. Knowing how to order, ask for a check, etc., as well as the cultural nuances is important to have an effective experience

Unit Learning Scale
Unit Learning Goal 1: Students will create a restaurant dialouge

4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details. Students memorize the dialogue
3	The student can create a menu, and write a short dialogue that takes place in restaurant. Students may look at their notes as reference, but not read directly from their dialogues
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will create a FlipGrid google slides presentation in which they talk about what they are going to do in their lifetime.

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can create a Flip Grid discussing their future goals
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- **CORE AREA CONNECTIONS**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

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CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

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Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 6: Les Gens qui je connais

Recommended Duration: {9-10WEEKS}

1. Students will be able to ask what someone is like and talk about their family members.
2. Students will be able to talk about their pets.
3. Students will be able to point out physical resemblances.
4. Students will be able to talk about Martinique and locate Martinique on a map.
5. Students will be able to use possessive adjectives.
6. Students will be able to talk about their age, as well as ask about and talk about the age of others.
7. Students will be able to plan a birthday party.
8. Students will be able to conjugate **IR verbs**, as well as the irregular IR verb **offrir** in the present tense.
9. Students will be able to state the months and give the date in French.
10. Students will be able to talk about their birthdays.
11. Students will be able to ask what someone's profession is and talk about their potential future professions.
12. Students will be able to talk about various professions in which being multilingual is required/beneficial.
13. Students will be able to state various African women writers and discuss French-speaking Africa
14. Students will be able to use *c'est* and *il/elle est* correctly.
15. Students will be able to conjugate the verb **venir** and its derivatives in the present tense.
16. Students will be able to form the contraction with the preposition **de** and the definite article.

Relevant Content Standards:

Learning Objectives/Topics and Skills (Identify the DOK Level)

Novice-Mid Proficiency Level

Interpretive Mode

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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- 7.1.NM.IPRET.4:

Interpersonal Mode

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational Mode

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes,

<p>songs, and skits.</p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 	
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Essential Questions:	Enduring Understandings:
What is Paris like?	Paris is the capitol of France, and one of the largest French speaking cities in the world. As such, it is one of the most visited places in France. Knowing a bit about the city (how to use the metro, monuments to see, etc.) will help make future travel easier.
What are some famous monuments in Paris?	Students will practice research and presentation skills when researching a monument and presenting a multimedia presentation to their classmates.

Unit Learning Scale	
Unit Learning Goal 1: Students will be create a multimedia presentation on a famous Parisian monument	
4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details. Students say at least 5 sentences in French throughout their presentation.
3	The student can research and present a monument to their classmates.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale	
Unit Learning Goal 2: Students can give directions using the Paris metro map.	
4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.

3	The student can create a Flip Grid with a classmate in which they talk about the various metro lines and which lines to take to go to certain places.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
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Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental

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1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials

Unit 6: Les Gens qui je connais (The people I know)	Recommended Duration: {2-3 WEEKS}
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1. Students will be able to research an important Parisian monument and present relevant information regarding the monument to the class
2. Students will be able to locate various Parisian monuments on a map of Paris.
3. Students will look at a French metro map and decide how to get to various French monuments

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<p>Novice-Mid Proficiency Level</p> <p>Interpretive Mode</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 	<p>I can give my birthday and dates in general in French. (DOK1)</p> <p>I can identify family members and relations. (DOK2)</p> <p>I can identify various animals in French. (DOK2)</p> <p>I can identify at least 4 Francophone countries in Africa. (DOK2)</p> <p>I can identify at least 3 professions in which my knowledge of French would benefit me. (DOK2)</p> <p>I can ask what someone is like and describe people physically. (DOK2)</p>

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- 7.1.NM.IPRET.4:

Interpersonal Mode

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational Mode

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

I can compare & contrast birthday celebrations in Francophone countries. **(DOK2)**

I can ask and tell the ages of myself and others. **(DOK2)**

I can indicate ownership and relations using possessive adjectives. **(DOK2)**

I can form sentences using -IR Verbs. **(DOK3)**

I can differentiate the usage of *c'est* vs. *il/elle est* in descriptions. **(DOK3)**

I can tell where myself and others are from using the irregular verb *venir*.

(DOK3)

I can ask what someone's profession is and talk about what I want to be when I am an adult **(DOK4)**

I can create a presentation in which I tell where people are coming from and what people just did using the verb *venir* and the preposition *de* **(DOK4)**

Essential Questions:	Enduring Understandings:
How do I describe others (age, physical traits, personality traits)?	Description of self and others aids in open communication in the target language.
How do I conjugate IR verbs and the verb venir?	IR verbs are the 2 nd group of regular verbs in French.

Unit Learning Scale

Unit Learning Goal 1: Students will be write a penpal letter talking about their family and friends.

4	In addition to score 3 performances, the student can present the information in more complex sentences and with more supporting details.
3	The student can write a 2 paragraph letter in the target language that focuses on description of self and others.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

Unit Learning Scale

Unit Learning Goal 2: Students will create a poster talking about where people are coming from and what they just did. .

4	In addition to score 3 performances, the student goes beyond required information by adding more supporting details and elaborating on required information.
3	The student can create a poster with a classmate using the verb venir and the concept of venir de.
2	The student sometimes needs assistance or corrections from the teacher, makes minor mistakes, and/or can do the majority of score 3 performances.

1	The student needs assistance or makes multiple errors in attempting to reach score 3 performance.
0	Even with help, the student does not exhibit understanding of performance listed in score 3.

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL & advanced learners) are met when **assessing**, please refer to the District approved **Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet** found at the link below. These should be used : <https://www.krsd.org/Page/1489>

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> ● Initial writing prompts ● KWL charts ● Running Records ● Informal Reading Assessments ● Surveys ● Journals ● CSAI (Pre-Assessment) ● Turn & Talks ● Questioning ● Show of Hands ● Initiating Activities 	<ul style="list-style-type: none"> ● Homework ● Student self-assessments ● Written Responses ● Exit Tickets ● Questioning ● Conferencing ● Listening Comprehension Activities ● Weekly quizzes 	<ul style="list-style-type: none"> ● Performance-Based Assessment (Penpal Letter) ● Unit test

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit.*

- CORE AREA CONNECTIONS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

ethically responsible world citizens in the 21st century.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Career Ready Practices: *Note applicable CRPs used within the unit.*

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

Course Resources:

T'es Branché I, 2nd Edition 2019 EMC & Ancillary Materials