

Course: *French 2*

Unit 1: How do we maintain school/life balance? (Une vie équilibrée, c'est quoi?)

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Interpretive(A):

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

Interpersonal (B):

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
 - 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. •
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

Presentational (C):

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

21st Century Life & Career Standards

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 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.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.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Interdisciplinary Content Standards

- 2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.

- 2.1.2.B.1: Explain why some foods are healthier to eat than others.
- 2.1.4.B.2: Differentiate between healthy and unhealthy eating practices.
- 2.1.4.C.3: Explain how mental health impacts one's wellness.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.6.B.1: Determine factors that influence food choices and eating patterns.
- 6.1.P.D.3: Express individuality and cultural diversity (e.g., through dramatic play).

NJ Statutes: (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see ***NJ Amistad Curriculum***: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to communicate with others in the target language about academic identity, school habits, and a healthy school/life balance in order to establish cultural connections in a diverse society.

As aligned with LRHSD Long-Term Learning Goal(s): Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

EU 1

- course offerings vary between cultures, regions, and individual student interests and needs.

EU 2

- the availability of resources and staff to support students within the school environment is essential to their individual and community well-being.

Essential Questions

EU 1

- How does one's culture and region influence academic offerings?
- How do one's future plans impact course selection?
- Why are school breaks and holidays essential to school/life balance?

EU 2

- In what ways does the availability of resources and support staff contribute to positive school/life balance?

EU 3

- they have the power to make choices throughout the school day that foster academic success and social health.

- How do the support offerings at my school compare to those in the target cultures?
- What are the greatest challenges to students when accessing school support resources?
- How do schools in France meet the needs of their students, and how does this compare to your school?
- How might students engage in their school communities?

EU 3

- How do personal preferences and traits influence our choices in school?
- Which activities do my classmates do that are beneficial to their academic success?
- In what ways can we establish healthy habits in school?
- What factors affect our school/life balance?
- How does my culture impact my school experience?

Knowledge

Students will know . . .

EU 1

- vocabulary for reading school schedules: times, days, school subjects. (A1; A3; B2; B3; C2; C6)
- vocabulary and structures necessary to describe positive academic habits. (A1;A7;B1;C3)
- vocabulary and structures necessary to describe social health. (A1;A7;B1;C3)
- vocabulary and structures necessary to compare and contrast different lifestyles. (A1; A3; B2; B3; C2; C6)
- how to form regular and irregular -er and -ir verbs in the

Skills

Students will be able to . . .

EU 1

- apply elements of the academic calendar to their own and target cultures. (A1;A7;B1;C3)
- transfer information about school schedules related to times of the day. (A1;A7;B1;C3)
- describe and discuss their school schedules. (A1;A7;B1;C3)
- describe and discuss their school preferences. (A1;A7;B1;C3)
- share information about school activities. (A1;A7;B1;C3)

present tense. (A1;A7;B1;C3)

- verbs to indicate choice of class and activity: choisir, vouloir, preferer, -er & -ir verbs. (B2; B3)
- question terms to ask about school schedules. (A1; A3; B2; B3; C2; C6)

EU 2

- vocabulary to describe places in the school building. (A1; A2; B1; B4; C2)
- vocabulary to describe and identify where support staff can be found in the school building. (A1; A5; A7; B1; B2; B4; C1; C2; C4)
- adjectives that can be used to describe personality traits essential to specific occupations. (A1; A2; B1; B4; C2)
- adjective agreement. (A1; A2; B1; B4; C2)
- avoir & être to appropriately label characteristics.
- prepositions of location. (A1; A2; B1; B4; C2)
- asking for and giving directions around the school. (A1; A2; B1; B4; C2)
- question terms to ask about resources and support staff. (A1; A2; B1; B4; C2)

EU 3

- expressions of affirmation to reinforce positive habits. (A1; A4; A5; B1; B2; C1; C3)
- vocabulary and structures necessary to describe frequency. (A1; A2; A7; B2; B3; C2; C5)

- sequence school activities. (A1; A3; B2; B3; C2; C6)
- discuss the resources available to maintain a healthy mindset throughout the school year. (A1; A3; B2; B3; C2; C6)
- compare student course loads in the US & Francophone countries. (A1; A5; A7; B1; B2; B4; C1; C2; C4)
- differentiate between regular and irregular -ER and -IR verbs in context. (A2; A8; B4; B5; C5; C6)

EU 2

- associate places in school with people who work there and activities that happen there. (A2; A8; B4; B5; C5; C6)
- describe the characteristics of the people who work in the school community. (A1; A5; A7; B1; B2; B4; C1; C2; C4)
- exchange information about school staff related to their roles and personality. (A2; A8; B4; B5; C5; C6)

EU 3

- provide suggestions and advice on how to be successful in school. (A1; A2; A7; B2; B4; C1; C3)
- exchange information about how and how often students prepare for classes.
- outline positive and negative school habits and activities. (A1; A2; A7; B2; B3; C2; C5)
- compare the habits and activities of students of the target culture with those of your own. (A1; A4; A5; B1;

- the verbs lire, écrire, and apprendre to suggest good academic habits. (A1;A7;B1;C3)
- vocabulary pertaining to after school activities.(A1; A3; B2; B3; C2; C6)
- comparative structures. (A1; A3; B2; B3; C2; C6)
- vocabulary and structures necessary to describe successful choices (vouloir, pouvoir, devoir, choisir). (A1; A2; A7; B2; B3; C2; C5)
- vocabulary and structures necessary to express avoidance and healthy decision-making. (A1; A2; A7; B2; B3; C2; C5)
- vocabulary and structures to describe appropriate social behaviors for the modern world. (A1; A2; B2; B4; C1; C5; C6)
- question terms to ask about academic success techniques. (A1; A3; B2; B3; C2; C6)

- B2; C1; C3)
- present tips on how to be successful at school. (A1; A3; B2; B3; C2; C6)
- share facts about extracurricular activities. (A1; A3; B2; B3; C2; C6)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Compare/contrast French academic schedules projected by the teacher with students' schedules. (see index/share drive)
(A EU1)
- Provide Comprehensible Input in order to teach new concepts **(A EU1, EU2, EU3)**
 - Write & discuss - teacher invites answers from students to develop a class writing
 - Personalized questions & answers (PQA) - teacher asks students personal questions and models more elaborate answers that students can agree or disagree with
 - Weekend talk - students talk about their upcoming or past weekends using scaffolds
 - Card talk - teacher holds up cards depicting various scenarios and facilitates student reactions and discussions
 - Picture talk- lead scene by scene telling of a story by using picture prompts available in index/share drive
 - Selfie talk - teacher shows a selfie and students react and discuss
 - Calendar talk - teacher provides input about upcoming or recent past events and students discuss or make comparisons
 - Item talk - teacher provides input about a cultural product and students discuss or make comparisons
 - Simple surveys (dipsticking) - teacher facilitates student exchange about opinions - examples: this or that, clap/stomp, yes/no, thumbs up/thumbs down
 - One-word image- teacher shows image and asks class or individual students questions related to topic, images available in index/share drive
 - TPRS- Total Physical Response Storytelling using stories available in index/share drive
 - Storyasking/Storyguessing - teacher introduces parts of a story and facilitates student reactions or predictions
 - Videotalk/Movietalk- teacher-led movie retelling using unit specific vocabulary and themes, resources available in index/shared drive
- Play games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) **(A EU1, EU2, EU3)**
- Create a Venn diagram comparing and contrasting cultural products, practices, and perspectives **(M EU3)**
- Complete a self-assessment checklist to assess goals from the year, collect learning evidence and showcase progress **(M EU3)**
- Compare academic schedules and expectations across cultures **(M, EU3)**
- Use authentic instructional online resources, e.g. EdPuzzle, Flipgrid, Entre Cultures **(M EU1, EU2, EU3)**
- Listen to various descriptions of school activities and identify the location(s) associated with each **(A, M EU1)**

- Listen to Francophones talk about their school schedules (A, M EU1, EU2)
- Keep a listening log each week documenting new vocabulary words and cultural insights gained from listening to authentic resources (A,M EU1, EU2, EU3)
- Interview classmates about study habits and academic lifestyle (T EU1, EU2, EU3)
- Promote healthy school/life balance (M,T EU1, EU2)
- Listen to authentic audio in the target language (M,T EU1, EU3)
- Engage in exchanges comparing cultural practices, products and perspectives (M,T, EU1, EU2, EU3)
- Complete interpretive assessments (identify cognates) (M,T EU1, EU2, EU3)
- Express feelings about personal preferences (classes, teachers, activities, etc.) (A, M, T, EU1, EU3)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	How do we maintain school/life balance? (Une vie équilibrée, c'est quoi?)	MP1, ~45
2	How do we live a healthy lifestyle? (Comment vivre sain?)	MP2, ~45
3	How do we celebrate? (On fait la fête?)	MP3, ~45
4	Where have we been? (On est allé.e où?)	MP4, ~45

Instructional Materials

Primary Resource:

- *Entre Cultures: Teacher access to digital program*

Supplementary Resources/Ancillaries: *(previously acquired)*

- *Deux Mondes*
- *Bien Dit!*
- *Quant à Moi*
- *Allez, Viens*
- *T'es Branché*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.