Board Approval Date: August 20, 2024

Course Title: French IV Honors

Course Description: This course is an extension of French 3 Honors in that the student continues his/her study of the four language skills: listening, speaking, reading, and writing. The student is now able to handle more difficult oral and written materials on varied topics including those produced by and for native speakers. Students read longer works of fiction and nonfiction in the target language and reflect and respond in multi-paragraph essays. Students are expected to use the language exclusively during class time. Emphasis is placed on achieving self-expression in French and gaining an appreciation for outstanding achievements of the French culture through classroom discussion and individual projects**.**

New Jersey Student Learning Standards

World Languages in New Jersey

As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Intent and Spirit

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards — World Languages (NJSLS-WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice High proficiency level or higher, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students

who otherwise meet the current year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Inclusion of Climate Change Opportunities

() notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
6	Leisure Time and Past Times in France	15	Love & Courtship in French Lit.
14	Education in France	15	Regions in France
10	Popular Culture in Francophone Countries		
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**
8	Popular Culture in Francophone Countries	10	Francophone Film
11	Party Planning	10	College Life
11	Festivals in Francophone Countries	8	Summer Vacations

Stage 1 Desired Results

Unit 1: Leisure Time & Past Times in France

Unit Summary: Comprehend conversations and written authentic information on sports, hobbies and past times in French culture

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
How do the French spend their leisure time? What values are evident in their past times and leisure activities? How do French work schedules differ from those in the United States? How does this influence their leisure time? How do French families spend their vacation time? What trends are prominent? How are these concepts communicated through French literature?	Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture. Cultural perspectives are gained by using the language and through experience with its practices Traditions vary greatly amongst countries in the Francophone world
Students will know:	**Students will be able to:**

Past tense verb structures to discuss past experiences Differentiate between helping verbs in the past tense	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Read critically for short story elements (Les Aventures du Petit Nicholas) Interpret and understand French novel (Le Petit Prince) Recall proper usage and conjugations for past tense verb forms Produce compositions of 3-5 paragraphs

Stage 2 Assessment Evidence
Summative Assessments: Interview of a sports figure Unit test and essay assessment Sports Debate
Formative Assessments: Tenses Verbs & Adjectives Illustrated children's book Sports Quiz
Common Benchmark Assessments: N/A
Alternative Assessments: Case by case basis

Stage 3 Learning Plan		
Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	**Watch French Sports Clips:** Clips of French sporting events, interviews with French athletes, or sports news segments in French.	1 day
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.	**Sports in Francophone Countries:** Explore sports popular in French-speaking countries outside of France, such as pétanque in Morocco or cricket in Réunion. TV5 Monde sports broadcast with questions to follow. ● Honors students will answer questions in French without examples, or sentence starters.	½ block
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	**Sports-themed Writing Prompts:** Writing prompts related to sports, such as describing a memorable sporting event or imagining the life of a professional athlete and present it a childrens book. ● Honors students will have additional requirements to include in their children's book.	1 day
Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	**Game put into practice**: Following directions to play a game of "Pétanque", a french leisure activity very popular in Southern France	1 day
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	**Sports Discussions**: Students discuss their favorite sports in French. Discussion of why they like certain sports, their experiences playing or watching them, and any famous French athletes they know.	½ block

in the present tense and show some accuracy with other time frames.)	• Honors students will have additional dialogue requirements to write and more specific prompts to enhance their dialogue.	
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.	**Role-Playing:** Student groups enact sports-related scenario, such as buying tickets to a soccer match or discussing a basketball game with friends. • Honors students will have additional dialogue requirements to write and more specific prompts to enhance their dialogue.	1 day
Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	**French Sports Vocabulary Games:** Students match French sports vocabulary with corresponding images- flashcards, online quizzes, or interactive activities. • Honors students will have additional dialogue requirements they are responsible for implementing.	½ block
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	**French Sports Vocabulary Games:** Students match French sports vocabulary with corresponding images- flashcards, online quizzes, or interactive activities. • Honors students will have additional vocabulary requirements.	½ block
Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	**Game put into practice**: Following directions to play a game of "Pétanque", a French leisure activity very popular in Southern France.	1 day
Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.	**Sports-themed Art Projects**: Students create sports-themed posters, collages, or drawings while labeling the elements in French. Presentation of posters. • Honors students will have additional vocabulary requirements.	*1* day

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts & Resources	*Notes*
Discovering French Rouge	Classroom textbook set
TV5 Monde-French newschannel	Audio and listening clips
YouTube Athlete Interview	Listeing and question answering
Printed instructions in french for game of Pétanque	For play outside on field

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Pétanque**
- Use of assisted technology
- Use of prompts - **questioning on how to play with photos provided for each step**
- Modification of content and student products
- Testing accommodations- as per IEP
- Authentic assessments - Pétanque, **Poster project**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **Petanque set (with plastic balls and target)**
- Use of assisted technology
- Use of prompts- **questioning on how to play with photos provided for each step**

- Modification of content and student products
- Testing accommodations - **As per 504**
- Authentic assessments - **Poster project**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **Petanque set (with plastic balls and target)**
- Use of assisted technology
- Use of prompts- **questioning on how to play with photos provided for each step**
- Modification of content and student products
- Testing accommodations - **As per 504**
- Authentic assessments- f**ollowing instructions for play**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons- **extra play/ round for advanced learners**
- Curriculum compacting
- Inquiry-based instruction- **verbal discussions on steps to take when playing Petanque**
- Independent study - **individual games**
- Higher-order thinking skills
- Interest-based content- **choice of games**
- Student-driven instruction - **Cultural Comparisons**
- Real-world problems and scenarios -**role playing**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts - **Google Slide pictionary definitions**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension- **assisted by dictionary use**
- Teacher modeling - **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- Word walls - **available in classroom**
- Sentence frames
- Think-pair-share- **Do nows and exit tickets**
- Cooperative learning groups
- Testing accommodations -**As per ML level**

Stage 1 Desired Results

Unit 2: Education in France

Unit Summary: Comprehend conversations and written information on daily education scenarios in France and the school system.

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

D. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
E. Observe hyphenation conventions.
F. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

D. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
E. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
F. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
H. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
I. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

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W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

G. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified

whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

H. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
I. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
J. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
L. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

F. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
F. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
G. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
H. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete

the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
What are some fundamental concepts of the education system in secondary schools? What are differences and similarities between education in France and the US? What are advantages and disadvantages to the existence of free post-secondary institutions for all French citizens? What is the BAC and why is it so important for young French people? What are the most popular professions in France? How do you prepare for an interview with a French company?	Traditions vary greatly amongst countries in the Francophone world. Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture. Cultural perspectives are gained by using the language and through experience with it's practices.
Students will know:	**Students will be able to:**
Past tense verb structures to discuss past experiences Differentiate between helping verbs in the past tense Past participles and gender agreement	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Read critically for grammatical elements (French educations system curriculum sample) Recall proper usage and conjugations for imperfect tense verb forms

	Produce compositions of 3-5 paragraphs

Stage 2 Assessment Evidence
Summative Assessments: Unit test and essay assessment, virtual interview with French educators- list of questions, pronunciation and articulation.
Formative Assessments: Mock teaching demonstration
Common Benchmark Assessments: Vocabulary, the imperfect/ conditional tenses
Alternative Assessments: Case by case basis

Stage 3 Learning Plan		
Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.	**Timeline of French Education History:** Sudents study a timeline spanning significant milestones in the history of the French education system. ● Honors students can research and add key events, reforms, and developments to the timeline, discussing	1 day

	their significance in shaping modern education in France.	
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.	**Mock Teaching Demonstrations:** Students prepare and deliver mini-lessons on topics from the French curriculum, such as grammar rules, literary analysis, or historical events.	2 days
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	**Comparison of Education Systems**: Students in groups research a different country's education system to research, compare, and contrast with the French education system. Students can create presentations or posters highlighting key differences in structure, curriculum, and teaching methods. ● Honors students will conduct their own research	2 days

Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	**Interviews with French Educators:** Virtual interviews with educators from France to discuss their experiences, perspectives, and challenges within the French education system. Students prepare questions in advance and engage in dialogue with the guest speaker, gaining firsthand insights into the realities of teaching in France. ● Honors students will prepare their own questions in advance.	1 day
Demonstrate an understanding of most content of other academic disciplines.	**Analysis of French Educational Documents**: Provide students with copies of official documents such as the French national curriculum, educational guidelines, or government reports on education. Students can analyze these documents	1 day

	to understand the underlying principles, goals, and policies shaping the French education system. ● Honors students will annotate and take notes	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
YouTube college student Interview	Listening and question answering
Printed curriculum for college major	Evaluation of French university tracts

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French classes/ student interviews**
- Use of assisted technology- **French student interviews/ podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per 504**
- Authentic assessments- **following instructions on French university website**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French classes/ student interviews**
- Use of assisted technology- **French student interviews/ podcasts**

- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations - **preferential seating/ extended time as per 504**
- Authentic assessments- **document analysis**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French classes/ student interviews**
- Use of assisted technology- **La Sorbonne French website- modified in English**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations - **preferential seating/ extended time as per 504**
- Authentic assessments- **document analysis**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons- **culture packet on French majors when done with work**
- Curriculum compacting
- Inquiry-based instruction- **daily conversations on French high school life**
- Independent study
- Higher-order thinking skills
- Interest-based content- **choice of French lesson subject matter**
- Student-driven instruction
- Real-world problems and scenarios- **reenactment of French guidance counselor scenarios**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension- **assisted by dictionary use**

- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls - **provided in classroom**
- Sentence frames
- Think-pair-share- **exit tickets**
- Cooperative learning groups

Stage 1 Desired Results

Unit 3: Popular Culture in Francophone Countries

Unit Summary: Comprehend conversations and written authentic information on parties, holidays and events

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

G. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
H. Observe hyphenation conventions.
I. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

G. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
H. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
I. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

K. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
M. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
N. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
O. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text,

including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

M. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
N. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
O. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
P. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Q. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
R. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

K. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
L. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
M. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
N. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
O. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

I. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
J. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

K. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
L. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
How can I become a more competent communicator in French? How does the target language assist me in better understanding my native language? What can I already communicate in my new language? How are French parties different from those in my native country?	Traditions vary greatly amongst countries in the Francophone world. Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture. Cultural perspectives are gained by using the language and through experience with it's practices.
Students will know:	**Students will be able to:**
Subjunctive verb form Review of imperfect and conditional verb formation VOCABULARY: Lyrics from various French songs and poems (reciting tales on issues pertinent to French youth, love and family life)	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Express necessity, obligation, and wishes using the subjunctive form Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands Identify vocabulary relating to theater, music and dance Compare different styles of music from various Francophone countries

	Describe a trip to a theater, concert or museum Demonstrate competency when using new expressions

Stage 2 Assessment Evidence
Summative Assessments: Cultural comparison presentation, Unit test and essay assessment
Formative Assessments: analysis of French art- written and discussion
Common Benchmark Assessments: vocabulary quiz, quiz on the conditional tense
Alternative Assessments: Case by case basis

Stage 3 Learning Plan		
Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	**French Food Tasting:** Students taste a variety of cheese and describe each one using appropriate french vocabulary and adjectives.	1 day

	• Honors students will not be given prompts or a vocabulary bank	
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	**French art gallery walk:** Images of famous French paintings, including works by Monet, Renoir, and Picasso are displayed throughout the room. Information sheets about each artist and their work are examined. Class discussion follows.	2 days
Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 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.	**French Cinema Screening:** Students are given a viewing guide with questions about the plot, characters, and cultural aspects of the film. After watching, discussion of the film as a class, focusing on cultural themes and differences between French and American cinema. • Honors students will not have access to English subtitles.	3 days

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. Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	**Cultural Comparison:** Students are given a list of cultural aspects to compare, such as food, holidays, and traditions. Discussion questions are answered as a class about each cultural aspect.	2 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
YouTube French actor Interview	Listening and question answering

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French classes/ student interviews**
- Use of assisted technology- **French entertainer interviews/ podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments- **cultural comparison**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French classes/ student interviews**
- Use of assisted technology- **French student interviews/ podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations - **preferential seating/ extended time as per 504**
- Authentic assessments- **French website analysis and writing assignment**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French podcast website/ interviews**
- Use of assisted technology- **French travel website- modified in English**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations - **preferential seating/ extended time as per 504**
- Authentic assessments- **gallery walk/ art analysis**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons- **culture packet on French culture when done with work**
- Curriculum compacting
- Inquiry-based instruction- **daily conversations on French current events**
- Independent study
- Higher-order thinking skills
- Interest-based content- **choice of French cultural comparison subject matter**
- Student-driven instruction
- Real-world problems and scenarios- **reenactment of French festival interaction**
-

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts - **picture dictionaries**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension- **use of dictionary**
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **provided in classroom**
- Sentence frames
- Think-pair-share - **exit tickets**
- Cooperative learning groups

Stage 1 Desired Results

Unit 4: Party Planning

Unit Summary: Comprehend vocabulary and necessary grammar to discuss shopping for food and planning events/ parties

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

J. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
K. Observe hyphenation conventions.
L. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

J. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
K. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

P. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Q. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
R. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
S. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
T. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

S. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
T. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
U. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
V. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
X. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

P. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Q. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
R. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

M. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
N. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
O. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
P. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
What can I already communicate in my new language?	Traditions vary greatly amongst countries in the Francophone world.
How are French parties different from those in my native country?	Party planning in the target culture differs greatly from that in my native country.
How does the target language assist me in better understanding my native language?	Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture.
How can I become a more competent communicator in French?	Cultural perspectives are gained by using the language and through experience with it's practices.

Students will know: Pronoun placement from Discovering French Rouge Subjunctive verb tense to express wishes, command and opinions VOCABULARY: Parties (centerpieces, candles, tablecloths, etc) Holidays (origins, beliefs, celebrations, etc)	**Students will be able to:** Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands Identify vocabulary relating to holidays and traditions Compare different foods, venues and entertainment Describe a party in the past tense Demonstrate competency when using new expressions with ‘’etre en train de”

Stage 2 Assessment Evidence

Summative Assessments: Unit test and essay assessment

Formative assessments: Imperative mood (giving commands) , relevant verbs & adjectives for cooking

Common benchmark assessments: Conjugating verbs, using transition words in writing

Alternative Assessments: case by case basis

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	**French Party Games** Students play traditional French party game such as such as pétanque, jeu de paume, or charades.s in their groups, rotating between different games. Instructions are given in French and students must know how to respond physcially.	1 day
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.)	**French Cooking Class**: A selection of traditional French party foods to prepare in class, such as poutine, crêpes, and madeleines. Students choose the recipe of their choice and explain to classmates how to create it. ● Honors students will complete this activity individually and present with few to no prompts.	1 day
Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	**Party planning:** Groups research traditional French party foods, decorations, and music. They present their party plans to the class. The class votes on the best party plan, and the winning plan is used to organize a French-themed party in the classroom. ● Honors students will include a budget breakdown and rationale for their choices.	2 days

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.	**Cultural exchange:** Students vote and choose a French holiday or celebration to simulate in the classroom. We prepare decorations, traditional foods, and music associated with the holiday. Classroom is decorated by students according to the theme of the chosen holiday.	2 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
YouTube Athlete Interview	Listeing and question answering
Le Monde	French newspaper for readings on events in France

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French markets/ shop keeper interviews**
- Use of assisted technology- **French shop keeper interviews/ podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments- **French cooking class instruction**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **plastic party foods for passing around**
- Use of assisted technology
- Use of prompts- v**isual pictionary definition of party foods**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **plastic party foods for passing around**
- Use of assisted technology
- Use of prompts - **Google Slides with photos to aid in definition**
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons- **individual study on culture packets when done with work**
- Curriculum compacting
- Inquiry-based instruction- **daily conversation questions on party planning experience**
- Independent study
- Higher-order thinking skills - **complex narration using transition words on party planning**
- Interest-based content - **planning of holiday celebration according to student interest**
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **shopping list on party supplies**

- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **party vocabulary posted in classroom**
- Sentence frames
- Think-pair-share- **daily exit tickets on party conversations**
- Cooperative learning groups

Stage 1 Desired Results

Unit 5: Festivals in Francophone Countries

Unit Summary: Understand the cultural significance of festivals in francophone countires

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

M. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
N. Observe hyphenation conventions.
O. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

M. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
N. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
O. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

U. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
V. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
W. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
X. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
Y. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text,

including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Y. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Z. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
AA. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
BB. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
DD. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

U. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
V. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
X. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Y. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Q. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
R. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

S. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
T. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
How can I become a more competent communicator in French? How does the target language assist me in better understanding my native language? What can I already communicate in my new language?	Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture Cultural perspectives are gained by using the language and through experience with it's practices Traditions vary greatly amongst countries in the Francophone world
Students will know:	**Students will be able to:**
Subjunctive verb tense to express wishes, command and opinions Imperfect and conditional tenses to discuss past and hypothetical events Review of pronoun placement/structure from Discovering French Rouge	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands Identify vocabulary relating to festivals and celebrations Compare different foods, festivals and celebrations unique to France

Stage 2 Assessment Evidence		
Summative Assessments: research on festival , study guide for midterm exam		
Formative Assessments: quiz on the subjunctive tense, podcast analysis		
Common Benchmark Assessments: vocabulary relating to festivals		
Alternative Assessments: case by case basis		
Stage 3 Learning Plan		
Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	**Podcast Homework:** Students download a Radio France/ France Info podcast on their smartphones, according to theme, and listen to the podcast during time outside of the classroom. Students are assessed on a summary of their podcast, presented to the class. ● Honor students will present with few to no prompts ● Honos students will be required to have a 3-5 minute presentation.	5 days
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	**Festival research:** Class is divided into partners or small groups. Each group chooses a festival to research. They focus on specific grammar concepts as they write up and verbally present their research to the class.	5 days

Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	**Itinerary:** Students write up a daily itinerary for a performer at a French festival (i.e. masquerader in a Mardi Gras festival). They present it as a Google Slide to the class. ● Honors students will present individually or in pairs	5 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
Francais Facile Podcast	Listening and readings
Le Monde	French newspaper for readings on festivals/ events in France

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio clips from French concert promoter/ musician interviews**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments- **French festival research**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **French realia from Nice Jazz Festival (landyard and banner)**
- Use of assisted technology
- Use of prompts- v**isual pictionary definition of festival vocabulary**
- Modification of content and student products
- Testing accommodations- **as per 504**
- Authentic assessments- **Festival research**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **plastic party foods for passing around**
- Use of assisted technology
- Use of prompts - **Google Slides with photos to aid in definition**
- Modification of content and student products
- Testing accommodations- **as per IEP**
- Authentic assessments - **Festival research**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons- **individual study on culture packets when done with work**
- Curriculum compacting
- Inquiry-based instruction- **daily conversation questions on concert/ festival experience**
- Independent study
- Higher-order thinking skills - **complex narration using transition words on concert promotion**
- Interest-based content - **journal entry on festivals according to student interest**
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **paking list for festival weekend**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **festival and concert vocabulary posted in classroom**
- Sentence frames
- Think-pair-share- **daily exit tickets on festival conversations**
- Cooperative learning groups
-

Stage 1 Desired Results

Unit 6: Love & Courtship in French Literature

Unit Summary: Comprehend the significance of "l'amour courtois" and romance in French literature

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

P. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
Q. Observe hyphenation conventions.
R. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

P. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
Q. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
R. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Z. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
AA. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
BB. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
CC. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
DD. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text,

including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EE. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

FF. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GG. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

HH. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

II. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

JJ. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Z. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

AA. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

BB. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CC. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

DD. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

U. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to

evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

V. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

W. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

X. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
How can I become a more competent communicator in French? How does the target language assist me in better understanding my native language? What can I already communicate in my new language? Who were the Troubadours and how did they influence literature? What is ‘’amour courtois’’ ? What is it’s role in French Literature? What does friendship and family life mean to the French? What do young people in France do to help the disadvantaged? What is involved in planning a wedding in France?	Studying a foreign language/ culture leads to better understanding and competency with one’s native language/ culture Cultural perspectives are gained by using the language and through experience with it’s practices Traditions vary greatly amongst countries in the Francophone world French literature focuses on traditional courtship and the idea of L’amour Courteois
Students will know:	**Students will be able to:**

Reinforcement of Conditional verb tense with regular and irregular verbs Review of past perfect verb tense (Selected review in Discovering French Rouge) VOCABULARY: Love (courting, marriage, invitations, declarations of love	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands Identify vocabulary relating to dating, marriage Compare different love stories in classical literature Express wishes in the conditional tense Demonstrate competency when using new expressions with “il y a” and ‘’depuis” Talk about how people interact with each other Describe people and things in a clear and complete manner Talk about friends and acquaintances Explain how to get along with one another how to congratulate people on their success or comfort them when they are feeling down Describe various phases of life cycle

Stage 2 Assessment Evidence

Summative Assessments: Essay on novel

Formative Assessments: vocabulary on litertaure

Common Benchmark Assessments: grammar concepts- direct and indirect object pronouns

Alternative Assessments: case by case basis

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	Read "L'amour et le mariage" and express the traditions that you like/dislike regarding dating. Readings and videos from the Discovery French rouge textbook.	2 days
Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	"Call" a French friend to describe meeting and dating someone using appropriate vocabulary (including slang) and tense structure. ● Honors students will onstruct an interview of a couple about to be married.	*2* days
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	Students write a critical essay analyzing the theme of love in one of the excerpts of the famous French classic novel, Madame Bovary. ● Honors students will be required to write a 5 paragraph essay.	1 day

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
Novel excerpts: Madame Bovary	Reading and writing prompts
Le Monde	French newspaper for readings on events in France

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from Madame Bovary- novel**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments- **critical essay on novel and character development**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **Cartoon depiction of major themes from Madame Bovary-novel**
- Use of assisted technology
- Use of prompts- v**isual pictionary definition of romantic story vocabulary**
- Modification of content and student products

- Testing accommodations- **as per 504**
- Authentic assessments- **critical essay on novel and character development**
-

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations- **verbal repetition of instructions**
- Authentic assessments - **analysis and chapter assessments from novel**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons- **individual study on culture packets when done with work**
- Curriculum compacting
- Inquiry-based instruction- **daily conversation questions on different kinds of interpersonal relationships**
- Independent study
- Higher-order thinking skills - **complex narration using transition words on relationships, dating, marriage**
- Interest-based content - **journal entry according to student interest**
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **character development with photos for each adjective**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **novel themes and vocabulary posted in classroom**

- Sentence frames
- Think-pair-share- **daily exit tickets on novel themes**
- Cooperative learning groups

Stage 1 Desired Results

Unit 7: Regions in France

Unit Summary: Develop an understanding of how France is divided into departments and what each one represents.

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

S. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
T. Observe hyphenation conventions.
U. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

S. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
T. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
U. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

EE. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FF. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
GG. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
HH. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
II. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

KK. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LL. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

MM. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

NN. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OO. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

PP. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

EE. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

FF. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

GG. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

HH. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

II. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Y. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Z. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

AA. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

BB. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve

contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Climate Change: 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Unit Essential Questions: How can I become a more competent communicator in French? How does the target language assist me in better understanding my native language? What can I already communicate in my new language? How are French cities different from those in my native country? What are the different places you can stay when visiting France? Why is the train the most popular means of transportation in France? What is the Eurotunnel?	**Unit Enduring Understandings:** Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture Cultural perspectives are gained by using the language and through experience with it's practices Traditions vary greatly amongst countries in the Francophone world French city life differs greatly from that in the country sid
Students will know: Reinforcement of pronoun placement (me, le, lui, y, en) Questioning techniques using inversion (Es-tu..?, Suis-je…?, etc)	**Students will be able to:** Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands

VOCABULARY: City (suburbs, poverty, bourgeoisie, welfare, shelters, elite) Countryside (dwellings, agriculture, animals, manual labor, chores, etc)	Identify vocabulary relating to city and country life Compare different cities in France Describe a day in the French countryside Demonstrate competency when using new expressions with ‘’avoir envie de” Make travel plans and purchase tickets Go through passport control and customs Travel by train and by plane Reserve a hotel room Ask for services in a hotel

Stage 2 Assessment Evidence
Summative Assessments: unit 7 test: listening comprehension, vocabulary recall, written expression, project and presentation on assigned region in France, hotel advertisement
Formative Assessments: vocabulary on the different regions of France and traveling, quizzes, teacher observation, listening comprehension, reading comprehension, digital activities (quizlet, gimkit edpuzzle, etc), presentations, dialogues (formal & informal), misc.

Common Benchmark Assessments: unit 7 test including grammar concepts		
Alternative Assessments: case by case basis		
Stage 3 Learning Plan		
Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.	Categorize vacation destinations into two weeks or two months and choose where they would want to go in French and indicate why, survey other students and compile results • Honors students will research vacation destinations	2 days
Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	Read "La France en Train" from Discovering French Rouge text book to learn about the Eurotunnel Write and present a dialogue between a receptionist and traveler checking into a hotel and asking for certain amenities. • Honors students presentations will be 4-5 minutes.	2 days
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	Design, record, perform a short advertisement for a hotel in an assigned region of France • Honors students will present a 1-2 minute commericial	2 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
French map of departments	Listening and question answering
Le Monde	French newspaper for readings on events in France

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments- **blog entry**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per 504**

- Authentic assessments- **blog entry**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **verbal repetition of instructions**
- Authentic assessments- **blog entry**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons- **individual study on culture packets when done with work**
- Curriculum compacting
- Inquiry-based instruction- **daily conversation questions on various regions in France and products from each**
- Independent study
- Higher-order thinking skills - **complex narration using transition words on regions, weather and climate change**
- Interest-based content - **journal entry according to student interest**
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **weather/ climate change development with photos for each adjective**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding

- Word walls- **weather, products vocabulary posted in classroom**
- Sentence frames
- Think-pair-share- **daily exit tickets on regions and products**
- Cooperative learning groups

Stage 1 Desired Results

Unit 8: Francophone Film

Unit Summary: Understanding how French films reflect and affect the culture.

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

V. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
W. Observe hyphenation conventions.
X. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

V. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
W. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
X. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

JJ. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
KK. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LL. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
MM. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
NN. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

QQ. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified

whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

RR. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

SS. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

TT. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

UU. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

VV. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

JJ. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

KK. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LL. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

MM. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

NN. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

DD. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

EE. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

FF. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete

<table>
<tr><td colspan="2">the task.
SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td></tr>
<tr><td>**Unit Essential Questions:**
How can I become a more competent communicator in French?

How does the target language assist me in better understanding my native language?

What can I already communicate in my new language?

How does French history influence film?

What type of entertainment do french Teens prefer?</td><td>**Unit Enduring Understandings:**
Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture

Cultural perspectives are gained by using the language and through experience with it's practices

Traditions vary greatly amongst countries in the Francophone world

How various cultures, historical events are represented in French flmsi</td></tr>
<tr><td>**Students will know:** Past tense vs. Imperfect tense, conditional tense, subjunctive

Discovering French Rouge verb review

VOCABULARY: Film making (director, producer, camera, scenery, etc)

Summarizing (main topic, ending, foreshadowing, irony, etc)</td><td>**Students will be able to:** Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency

Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands

Identify vocabulary relating to film, acting and production

Compare different actors, themes and settings

Summarize a film, identifying main themes</td></tr>
</table>

	Demonstrate competency when using new expressions with ‘’etre en train

Stage 2 Assessment Evidence
Summative Assessments: verb review open book test for final exam
Formative Assessments: film analysis
Common Benchmark Assessments: vocabulary, pronoun quiz
Alternative Assessments: case by case basis

Stage 3 Learning Plan		
Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.	Using a film analysis guide to discuss the movie Entre les Murs’s cinematography, themes, and characters, students engage in classroom debate about it’s sociological implications. • Honors students will prent 3-5 points in the debate.	2 days

Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	Analysis of specific scenes for their cultural and social significance in France and the African diaspora.	2 days
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	Creation of a profile (fake Instagram or IMDB page) on a French actor or actress, producer or director ● Honors students will be required to have name, date of birth, early life/childhood, entering the film industry, a list of all their films, personal life, pictures for their social media account, video clips, and a link to their IMBD page.	2 days

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
YouTube French director/ producer Interview	Listening and question answering
Yahoo.fr	French newspaper for readings on film celebrities in France

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats- **magazine excerpts on actors**
- Use of assisted technology
- Use of prompts- **Google Slide photo prompts taken form movie screen shots**
- Modification of content and student products
- Testing accommodations
- Authentic assessments- **film critique**

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats- **magazine excerpts on actors**
- Use of assisted technology
- Use of prompts- **Google Slide photo prompts taken form movie screen shots**
- Modification of content and student products
- Testing accommodations
- Authentic assessments- **film critique**

Specific Strategies and Practices that Support **Struggling Learners**:

Specific examples applied to the unit

- Use of visual and multisensory formats- **magazine excerpts on actors**
- Use of assisted technology
- Use of prompts- **Google Slide photo prompts taken form movie screen shots**
- Modification of content and student products
- Testing accommodations
- Authentic assessments- **film critique**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons - **individual viewing of French reality shows**
- Curriculum compacting
- Inquiry-based instruction- **advanced conversation practice on French films**
- Independent study
- Higher-order thinking skills- **practice with transition paragraphs describing films**

- Interest-based content - **students choose film of interest**
- Student-driven instruction
- Real-world problems and scenarios- **evaluation of the daily life of an actual French actor**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **pictionary type definitions on Google Slides**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension- **use of online synonym references relating to films**
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **provided in classroom for each unit**
- Sentence frames
- Think-pair-share- **exit tickets on actor IMDB profiles**
- Cooperative learning groups

Stage 1 Desired Results

Unit 9: College Life

Unit Summary: Comprehending the French university system and talking about future plans

Unit Learning Targets

NJSLS Standards:

• 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.
Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

Y. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

Z. Observe hyphenation conventions.

AA. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Y. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Z. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

AA. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

OO. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PP. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

QQ. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

RR. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

SS. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

WW. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

XX. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

YY. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ZZ. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

AAA. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

BBB. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OO. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

PP. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

QQ. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

RR. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SS. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

GG. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

HH. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

II. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

JJ. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
How can I become a more competent communicator in French? How does the target language assist me in better understanding my native language? What can I already communicate in my new language? How do French and American universities compare and contrast with one another? What is the BAC? What are the most popular professions in France? How do you prepare for an interview with a French company?	Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture Cultural perspectives are gained by using the language and through experience with it's practices University life varies greatly amongst countries in the Francophone world
Students will know:	**Students will be able to:**

Futur simple tense to discuss future plans subjunctive tense to discuss necessities, wishes and commands vocabulary relating to dorm and college academic life	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands Identify vocabulary relating to dorm life Create a class schedule in French Describe a college campus Demonstrate competency when using new expressions with ‘’etre en train de” Talk about what you plan to study in the future Indicate what type of job or profession you would like to have Describe your personal qualifications Prepare a resume in French Describe simultaneous actions Indicate why you do certain things Explain under which conditions or constraints you do certain things Express how your actions may depend on what others do Describe how your actions have an effect on other people

Stage 2 Assessment Evidence

Summative Assessments: research project

Formative Assessments: class debate

Common Benchmark Assessments: vocabulary and grammar (transition expressions and usage)

Alternative Assessments: case by case basis

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
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.	Students are divided in 2 groups and prepare and present a debate on a relevant topic (e.g., "Are Grandes Écoles better than public universities?" or "Should university education be free for all?"). They learn relevant vocabulary for expressing opinions, agreeing and disagreeing. • Honors students will debate organically without preparing materials in advance.	3 days
Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. Create and deliver research-based presentations to a target language	Students work in pairs or small groups to research a specific aspect of the French university system (e.g., the role of Grandes Écoles, student protests, international student experiences).	2 days

audience, either electronically or in person using short paragraphs.		
Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	Kahoot or Quizlet- an interactive quiz about the French education system. Read "Ce Fameux Bac" from Discovering French Rouge textbook to learn what is the BAC and discus education in France. Students are divided into three groups to read "Comment se présenter à une entrevue" from Discovering French Rouge textbook, each group will read their section carefully and present/explain it to the class. ● Honors students will prepare 5-6 questions for the class mini quiz.	½ block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
YouTube La Sorbonne tour	Virtual tour of French college campus
Le Monde	French newspaper for readings on events in France

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments- **debate on French university system vs US system**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per 504**
- Authentic assessments- **debate on French university system vs US system**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per 504**
- Authentic assessments- **debate on French university system vs US system**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons - **individual viewing of French reality shows**
- Curriculum compacting
- Inquiry-based instruction- **advanced conversation practice on French majors**
- Independent study
- Higher-order thinking skills- **practice with transition paragraphs describing courses/ majors/ careers**
- Interest-based content - **students choose debate topic of interest**
- Student-driven instruction
- Real-world problems and scenarios- **evaluation of the daily life of an actual French professor**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **pictionary type definitions on Google Slides**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension- **use of online synonym references relating to college life**
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **provided in classroom for each unit**
- Sentence frames
- Think-pair-share- **exit tickets on dorm life and french professor responsibilities**

Stage 1 Desired Results

Unit 10: Summer Vacation

Unit Summary: Discussing and questioning others about summer plans

Unit Learning Targets

NJSLS Standards:

• 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

Computer Science & Design Thinking *(CS & DT)***:**

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Interdisciplinary Connections

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

BB. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

CC. Observe hyphenation conventions.

DD. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

BB. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CC. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

DD. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or

expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

TT. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

UU. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

VV. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

WW. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

XX. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCC. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

DDD. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EEE. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

FFF. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GGG. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

HHH. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

TT. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

UU. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

VV. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

WW. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

XX. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

KK. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LL. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

MM. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

NN. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Essential Questions:	**Unit Enduring Understandings:**
How can I become a more competent communicator in French? How does the target language assist me in better understanding my native language? What can I already communicate in my new language? How does the traditional French 6 week paid vacation benefit influence travel trends? What travel activities are universal? What are popular vacation destinations in France? When does the high tourist season start? What activities are typical during summer vacations? How do the French plan their vacations? What types of accommodations are available in summer? How do you book accommodation for vacations? What are summer traditions or events in France? Do the French prefer to travel abroad or stay in France for vacations?	Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture Cultural perspectives are gained by using the language and through experience with it's practices Traditions vary greatly amongst countries in the Francophone world French travel trends are greatly influenced by vacation time allotted

Students will know:	**Students will be able to:**
Comparisons (aussi que, plus que, moins que) to weigh options Future tense of regular and irregular verbs VOCABUARY: Rentals (villas, cottages, furnished, amenities, automatic transmission, manual, mileage, etc) Words related to subjunctive tense (I hope, I wish, It is possible that…etc)	Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency Recall forms of the subjunctive tense in order to discuss wishes Identify vocabulary relating to rentals (lodging and automobiles) Compare different lodging options, destinations Evaluate various vacation options and compare and contrast them Demonstrate competency when using new expressions in future tense Identify top travel destinations in the target country

Stage 2 Assessment Evidence

Summative Assessments: final exam study guide

Formative Assessments: final exam writing practice, French summer destination research and presentations

Common Benchmark Assessments: vocabulary review quiz and grammar summary

Alternative Assessments: case by case basis

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	**Writing task**: an essay or a reflective piece about a memorable summer vacation, either real or imaginary. Students complete this for homework and read them aloud in groups, in class. ● Honors students will be required to have a minimum of 5 paragraphs.	2 days
Explain the cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the student's own culture. Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.	**Research and present:** In small groups students research a different French summer destination (e.g., Nice, Cannes, Mont Saint-Michel, Annecy). Each group prepares and presents a short Google Slide presentation about their destination, including key attractions, activities, and cultural aspects. ● Honors students will be required to a minimum of one slide on each sub-topic Create a travel brochure for a French-speaking destination. Include information about attractions, accommodations, local cuisine, and activities. ● Honors students will be required to have a minimum of 5 attractions, 5 hotel choices, 5 restaurant choices, and 5 local activities.	3 days

	Compile a recipe book featuring traditional summer dishes from French-speaking regions. Include instructions in French and descriptions of each dish. ● Honors students will complete this individually. Produce a video diary that simulates a summer vacation in France. Document daily activities, meals, and experiences, all narrated in French.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Discovering French Rouge	Classroom textbook set for written exercises and grammar
TV5 Monde-French newschannel	Audio and listening clips
Francais Facile Podcast	Listening and question answering
Le Monde	French newspaper for readings on events in France

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products

- Testing accommodations- **preferential seating/ extended time as per IEP/ 504**
- Authentic assessments-**French summer destination research**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per 504**
- Authentic assessments- **French summer destination research**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats- **audio readings from French news channel- TV5**
- Use of assisted technology- **French podcasts**
- Use of prompts- **written journals**
- Modification of content and student products
- Testing accommodations- **preferential seating/ extended time as per 504**
- Authentic assessments- **debate on French university system vs US system**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons - **individual viewing of French reality shows**
- Curriculum compacting
- Inquiry-based instruction- **advanced conversation practice on French majors**
- Independent study
- Higher-order thinking skills- **practice with transition paragraphs describing courses/ majors/ careers**
- Interest-based content - **students choose debate topic of interest**
- Student-driven instruction

- Real-world problems and scenarios- **French summer destination research**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts- **pictionary type definitions on Google Slides**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension- **use of online synonym references relating to summer life, activities, destinations**
- Teacher modeling- **done daily**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls- **provided in classroom for each unit**
- Sentence frames
- Think-pair-share- **exit tickets on summer plans**