



BLACK HORSE PIKE
REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages
FRENCH 4 HONORS

Unit 1: Identité et Amitié (Identity and Friendship) (*Entre Cultures 3 Unité 1*)

Vocabulary:

- Back to school vocabulary
- Childhood
- Personality and characteristics of friends
- Group activities, activities we do together as friends
- Transition words
- Question words

Grammar:

- Reciprocal verbs
- *imparfait*
- *passé composé*
- Narration in the past
- Focus on intermediate text type

Unit 2: Citoyenneté Numérique (Digital Citizenship) (*Entre Cultures 3 Unité 2*)

Vocabulary:

- Advantages and disadvantages of technology
- Rights and responsibilities
- Expressions to give advice
- Internet and investigating interests

Grammar:

- Direct and indirect object pronouns
- *futur simple*
- *conditionnel*
- *Si* clauses with future and conditional

Unit 3: Je Me Prends En Charge (I Take Responsibility for Myself) (*Entre Cultures 3 Unité 3*)

Vocabulary:

- Chores around the house
- Professions and places of work
- Preparing for the future

- Work/life balance
- Skills and interests

Grammar:

- Relative pronouns
- *futur simple* w/ *Si* clauses and *quand*

Unit 4: *Le Petit Prince*

Vocabulary:

- Structure of a novel
- Vocabulary specific to novel

Grammar:

- *passé simple*
- Expressions with *n'importe & coup*
- Irregular verbs from text: *craindre, éteindre, servir, dormir, tenir, se taire, faire*

Course Pacing:

- | | |
|---|-------------------|
| • Marking Period 1: Unit 1 Identité et Amitié | Intermediate-Mid |
| • Marking Period 2: Unit 2 Citoyenneté Numérique | Intermediate-Mid |
| • Marking Period 3: Unit 3 Je me prends en charge | Intermediate-Mid |
| • Marking Period 4: Unit 4 Le Petit Prince | Intermediate-High |

Course Expectations and Skills:

1. Maintain an organized binder..
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present and past tenses.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Entre Cultures 3* Wayside Publishing
Le Petit Prince by Antoine Saint-Exupéry

Supplemental Materials: Google Drive Folder of Resources
Notre Monde 1, 2, 3, & 4 Voces Digital & Teacher's Discovery

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework/ Participation	30%
Minor Assessments	35%
Major Assessments *Three per marking period	35%

**Course Standards Key:
New Jersey Student Learning Standards (NJSLS)
World Languages**

Language Target Level: Intermediate-Mid (Units 1-3) and Intermediate-Mid (Units 4) Level Learner:

- *Intermediate Mid*: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate High*: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Communication Strands:

- 7.1.IM/IH.IPRET. = Interpretive Mode
- 7.1.IM/IH.IPERS. = Interpersonal Mode
- 7.1.IM/IH.PRSNT = Presentational Mode

Intermediate Mid

Interpretive Mode:

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

Interpersonal Mode:

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Intermediate High

Interpretive Mode:

- 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.

Interpersonal Mode:

- 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.

Presentational Mode

- 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.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors
Unit 1

Identité et Amitié

Updated: Summer 2024

[New Jersey Student Learning Standards \(2020\)](#)

[French 4H Syllabus](#)

Unit Summary:

Unit Overview:

This unit is designed to guide students' understanding of who they are and how their life experiences and friendships have shaped them. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about what and who influences their identity and uses inquiry to engage students in the learning processes that develop critical thinking about what it means to be a good friend and how friendships develop over time. Students will analyze and evaluate informational texts, videos, and personal stories as they consider real-world connections to how past events shape the present, and how these experiences are similar and different to those in the French speaking world.

Enduring Understandings:

- Reflecting on life events helps deepen understanding of personal growth and identity development.
- Identity is multifaceted and can be expressed differently in various social contexts.
- Childhood experiences significantly influence adult friendships and identity.
- Cultural perspectives shape how friendships are perceived and valued. Friendships evolve and impact our sense of self through different stages of life.

Essential Questions:

- Which experiences and events shape childhood?
- How is friendship experienced in my community and in francophone cultures?
- How do life events and relationships as an adolescent influence who I am becoming?
- In what ways do cultural backgrounds influence how friendships are formed, maintained, and valued?
- How do friendships evolve from childhood to adulthood, and how does this evolution shape our identities?

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators</u> / (ACTFL): INTERMEDIATE MID</p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>I can...</p> <ul style="list-style-type: none"> • introduce myself and describe myself in great detail • discuss what going back to school was like for me this year • compare back to school this year to when I was younger • describe the characteristics of a good friend • justify whether or not I am a good friend • ask others about the characteristics of their friends • retell the development of a friendship (real and/or fictional) • describe how things used to be and how they have influenced my identity • interpret authentic texts to gain insights into friendship and life events of childhood and adolescence in the francophone world. • investigate how friendships and life events shape the lives of young people in francophone cultures
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p><i>Grade levels: <u>K–12</u></i></p> <p><u>6–12</u> <u>9–12</u></p>	<p><u>NJSLS 2020</u> - Intermediate Mid</p> <p>Interpretive: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7</p> <p>Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5</p> <p>Presentational: 7.1.IM.PRSNT.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.6</p>

<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p>Performance Level: INTERMEDIATE MID</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a functional level in some familiar contexts.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u></p> <p>Interpretive Task Overview (MAJOR):</p> <ul style="list-style-type: none"> • Students will read an article about how to be a good friend and answer questions <p>Interpersonal Task Overview (MINOR):</p> <ul style="list-style-type: none"> • Students will have a conversation with a classmate about their best friend, how they met, and what qualities they value in a good friend <p>Presentational Task Overview (MAJOR):</p> <ul style="list-style-type: none"> • Students will write a description of what they think it is to be a good friend and retell a story of two friends that met and how their friendship developed over time
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 3 Unité 1</i> p. 54-55)</p> <ul style="list-style-type: none"> • back to school vocabulary • childhood • personality and characteristics of friends • group activities, activities we do together • transition words and “level-up” language • question words <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • reciprocal verbs • <i>imparfait</i>

	<ul style="list-style-type: none"> • <i>passé composé</i> • narration in the past • focus on intermediate text type <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, reflexive verb, reciprocal verb, reflexive pronoun, transition word, adjective, paragraph discourse
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Chat Mat My School Life / The French Teacher's Handbook</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Listen to a student from Sénégal describe their school experiences and make comparisons with your life • Read short descriptions of individuals and decide who would be a good friend for you • Listen to people describe their friendship and complete graphic organizer • Read descriptions of students' back to school experiences and answer questions • Analyze an interview of two people describing their childhood and compare their experiences • Listen to people tell stories about school vacation and draw pictures to illustrate what you understood • Read a story about a developing friendship and make predictions • ThisIsLanguage activities about friendship and characteristics of a good friend <p>Interpersonal:</p> <ul style="list-style-type: none"> • Ask classmates about their back to school experiences • Discuss with classmates your feelings about coming back to school • Brainstorm aspects of culture that influence your identity • Ask classmates about their classes this year and whether or not they like them • Interview students about what qualities make a good friend • Circumlocution game with vocabulary <p>Presentational:</p> <ul style="list-style-type: none"> • Write a list of questions to get to know someone better • Think of a good friend and write a short paragraph about what makes them a good friend • Write a short "annonce" describing the type of friend you are looking for • Summarize a comparison between your childhood experiences and that of a French speaker • Record a video description of who you are and what makes you that way • Retell the development of a friendship from television <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs, translating sentences, choosing correct past tense, correcting grammar mistakes, finding grammatical features in texts • Dice game conjugating verbs • Verb practice games: Gimkit, Quizizz, Boom Cards

<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
<p>Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills</p>	<p>Math:</p> <ul style="list-style-type: none"> • S-IC.B.6: Evaluate reports based on data <p>English Language Arts:</p> <ul style="list-style-type: none"> • RI.CR.11-12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • RI.TS.11-12.4: Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 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 • SL.PE.11-12.1: Initiate and participate effectively in a range of collaborative discussions with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <p>Social Studies:</p> <ul style="list-style-type: none"> • 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. • 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. <p>Career & Technical Education 21st Century Life and Careers:</p> <ul style="list-style-type: none"> • 9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. • 9.3.HU-FAM.2: Identify community resources to provide family and community services. • 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. • 9.3.12.ED-TT.11: Implement strategies to maintain relationships with others to increase support for the organization. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> • 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. <p>Comprehensive Health and Physical Education:</p> <ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. <p>Visual & Performing Arts:</p> <ul style="list-style-type: none"> • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Science:</p>

- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide a structural and functional basis for complex organisms.

[Social Justice Standards:](#) Identity - 1, 3, 4, 5 Diversity - 6, 7, 8, 9 Justice - 11, 12

[Career Ready Practices](#)

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors Unit 2

Citoyenneté numérique

Updated: Summer 2024

[New Jersey Student Learning Standards \(2020\)](#)

[French 4H Syllabus](#)

Unit Summary:

[Unit Overview:](#)

This unit is designed to guide students' understanding of social networking, digital responsibilities and safe use of technology. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about what constitutes safe internet practices and uses inquiry to engage students in the learning processes that develop critical thinking about what rights and responsibilities they have as media users. Students will analyze and evaluate informational texts, videos, and personal stories as they consider real-world connections to how access to and use of technology affects their daily life, and how these experiences are similar and different to those in the French speaking world.

Enduring Understandings:

- What you share online can impact your future, so managing your digital reputation is essential.
- Responsible online behavior fosters a respectful and trustworthy digital environment.
- Evaluating digital content and recognizing misinformation is crucial for informed online engagement.
- Different cultures have unique expectations for online communication, emphasizing the need for cultural sensitivity.
- Your digital persona is shaped by how you choose to present yourself online.

	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What effects do digital media have on my life and the lives of those in francophone cultures? • What are my rights and responsibilities as a digital citizen? • How can technology help me pursue my interests? • How does the information you share online impact your future opportunities and relationships? • What digital literacy skills do I need to help me navigate and critically assess the information I encounter online?
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational <u>Can-Do Statements</u></i></p>	<p><u>Performance Indicators</u> / (<u>ACTFL</u>): INTERMEDIATE MID</p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • interact with authentic texts such as data, infographics, or charts to gain insights into patterns of technology used in the francophone world • discuss the influences of technology in my life • describe the advantages and disadvantages of technology and social media • explain how to use technology in a responsible way • list the responsibilities of being a good digital citizen • talk about the future • offer advice and explain what I would do in certain situations
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p><u>NJSLS 2020</u> - Intermediate Mid</p> <p>Interpretive: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.4, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8</p> <p>Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5</p>

	Presentational: 7.1.IM.PRSNT.1, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6
Proficiency Level of Tasks in This Unit and Proficiency Benchmarks: <u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u> <u>Proficiency Benchmarks (ACTFL)</u>	<p>Performance Level: INTERMEDIATE MID</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a functional level in some familiar contexts.
<u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i> <u>* ACTFL Appendix D</u> <i>template is useful for creating Interpretive activities.</i>	<p><u>Authentic Resource</u></p> <p>Interpretive Task Overview (MAJOR):</p> <ul style="list-style-type: none"> • Students will listen and watch short videos and read articles about the use of technology, advantages and disadvantages and answer questions about what they understood. <p>Interpersonal Task Overview (MAJOR):</p> <ul style="list-style-type: none"> • Students will discuss with a classmates the advantages and disadvantages of technology, discuss their positive and negative experiences with technology, and their opinions on the usage of social media <p>Presentational Task Overview (MINOR):</p> <ul style="list-style-type: none"> • Students will write short paragraphs offering advice about how to navigate difficult situation using technology

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 3 Unité 2</i> p. 106-7)</p> <ul style="list-style-type: none"> • advantages and disadvantages of technology • rights and responsibilities • expressions to give advice • internet and interests <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • direct and indirect object pronouns • <i>futur simple</i> • <i>conditionnel</i> • <i>Si</i> clauses with future and conditional <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, object pronoun, direct, indirect, clause, conditional, verb tense
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Mme R Object Pronoun Packet / The French Teacher's Handbook</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Listen to a student from Martinique describe where they live and make comparisons with your life • Read a flow chart about the advantages of social media and answer questions • Watch a video about technology in Martinique and compare to your community • Analyze an article about the disadvantages of the internet and answer true/false questions • Read an article about how to be a responsible digital citizen and categorize the comments • Watch a video about what comments you can post on the internet and answer questions • Analyze and summarize a bar graph about usage of cellphones in school • ThisIsLangauge activities about technology <p>Interpersonal:</p> <ul style="list-style-type: none"> • Debate with classmates whether cell phones should be allowed in schools • Read a short email about social media and write a response • Ask classmates about what problems they have encountered on the internet • Read short messages about difficult situations and reply with advice • Discuss with classmates how much you use social media, where, when, and why • Interview students about how they use technology the most • Circumlocution game with vocabulary <p>Presentational:</p> <ul style="list-style-type: none"> • Write short paragraphs explaining what you would do in certain hypothetical situations and why • Create a paragraph about what you will do in the future

	<ul style="list-style-type: none"> Record a video description of your opinions on the benefits and disadvantages of technology Retell a story where you had a bad experience online <p>Structure:</p> <ul style="list-style-type: none"> Warm-ups and exit tickets conjugating verbs, translating sentences, rewriting sentences with object pronouns, correcting grammar mistakes, finding grammatical features in texts Dice game conjugating verbs Verb practice games: Gimkit, Quizizz, Boom Cards
<u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i>	<ul style="list-style-type: none"> Special Education 504 Students At Risk Students MLL Gifted and Talented
Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills	<p>Math:</p> <ul style="list-style-type: none"> S-ID.C.9: Distinguish between correlation and causation S-IC.B.6: Evaluate reports based on data S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population <p>English Language Arts:</p> <ul style="list-style-type: none"> RI.TS.11-12.4: Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.MF.11-12.6: Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information. W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. SL.PI.11-12.4: Present information, findings and supporting evidence clearly, concisely, and logically <p>Social Studies:</p> <ul style="list-style-type: none"> 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. <p>Career & Technical Education 21st Century Life and Careers:</p> <ul style="list-style-type: none"> 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. 9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society.

	<p>Comprehensive Health and Physical Education:</p> <ul style="list-style-type: none"> 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. <p>Visual & Performing Arts:</p> <ul style="list-style-type: none"> 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Science:</p> <ul style="list-style-type: none"> HS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution. <p>Social Justice Standards: Identity - 1, 3, 4, 5 Diversity - 6, 7, 8, 9 Justice - 11, 12, 13</p> <p>Career Ready Practices</p>
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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors
Unit 3

Je Me Prends en Charge

Updated: Summer 2024

[New Jersey Student Learning Standards \(2020\)](#)

[French 4H Syllabus](#)

Unit Summary:	
Unit Overview:	<p>In this unit, students will explore the theme of planning for the future and the responsibilities of young people as they transition into adulthood. This unit focuses on the competencies, interests, and aspirations of young people, both in their own communities and in francophone cultures. Through this exploration, students will gain an understanding of how young people manage their time, balance their needs and desires, and plan for their future roles in society. Throughout the unit, students will engage in various activities to develop their language skills and cultural understanding. They will participate in discussions, analyze authentic materials, and create presentations, all while practicing the use of relevant vocabulary and grammatical structures. By the end of the unit, students will be able to articulate their thoughts on the importance of planning for the future and the role that young people play in shaping society.</p>

	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Young people need to consider their competencies, interests, and societal expectations when planning for their future. Effective planning requires self-awareness, goal-setting, and the ability to adapt to changing circumstances. • The transition to adulthood and the responsibilities it entails vary across cultures. In francophone cultures, as well as in our own, societal norms and values influence how young people prepare for their futures and balance their time between obligations and personal interests. • Balancing what one needs to do with what one wants to do is a critical skill for young people. This balance is influenced by cultural, social, and individual factors, and is essential for personal development and well-being. <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What do young people need to consider when planning for their future? • How do young people balance their time between what they need to do and want to do in francophone cultures and in my community? • What impact will my generation have on society?
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational <u>Can-Do Statements</u></i></p>	<p><u>Performance Indicators</u> / (<u>ACTFL</u>): INTERMEDIATE MID</p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>I can...</p> <ul style="list-style-type: none"> • Exchange information about competencies, interests, and future plans. • Interpret authentic texts such as videos, infographics, or articles to gain insights into the transition toward adulthood among young people in the francophone world. • Present advice about planning for the future and describe work-related competencies and goals. • Investigate how young people in francophone cultures prepare for their future.
	<p><u>NJSLS 2020</u> - Intermediate Mid</p>

Standards and Competencies: New Jersey Student Learning Standards Grade levels: K–12 6–12 9–12	Interpretive: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7 Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5 Presentational: 7.1.IM.PRSNT.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.6
Proficiency Level of Tasks in This Unit and Proficiency Benchmarks: Novice Low/ Mid/ High. Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)	Performance Level: INTERMEDIATE MID Proficiency Benchmarks: <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a functional level in some familiar contexts.
Performance Assessments: <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i> * ACTFL Appendix D template is useful for creating Interpretive activities.	Authentic Resource Interpretive Task Overview: <ul style="list-style-type: none"> • Students will read a brochure from a counselor about how to balance school and work and complete a comprehension guide. (EC3 p 142 J'Avance 2) • Students will read an article from LeFigaro about the skills students need to acquire before leaving school and complete a comprehension guide. (EC3 p 156 J'y Arrive) Interpersonal Task Overview: <ul style="list-style-type: none"> • Students will role play with a classmate playing the roles of a student and a guidance counselor discussing the students' plan for the future. (EC3 p132 J'Avance 1) Presentational Task Overview: <ul style="list-style-type: none"> • Students will write a formal cover letter for a job introducing themselves and explaining their objectives and skills. (EC3 p157 J'y Arrive)

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 3 Unité 3</i> p. 119, p. 154-5)</p> <ul style="list-style-type: none"> • chores around the house • professions and places of work • preparing for the future • work/life balance • skills and interests <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • relative pronouns • <i>futur simple</i> + <i>quand</i> and <i>si</i> clauses <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, relative pronoun, paragraph discourse
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Chat Mat My School Life / The French Teacher's Handbook</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Read an article about Hombourg, Belgium and pick the correct facts from a list • Watch a video of a student introducing himself and listen for key words • Listen to a French speaker describe their interests and summarize his hopes and dreams • Match new vocabulary words with pictures • Read an article about how to move forward in life and answer questions • Read an article on how to live a balanced life and answer questions • Listen to an interview and match comments to the speakers • Watch a video of two French speakers describing their future plans and categorize their strategies and advice • Listen to a report from a job fair and check off the characteristics of a good job candidate • Watch a video of bloggers and summarize their profession and the impact they make on others <p>Interpersonal:</p> <ul style="list-style-type: none"> • Discuss with a partner what you find interesting about Belgium and what you would want to know more about • Talk to a classmate about their interests, skills, and dreams • Read short paragraphs of French speakers describing their interests and suggest a possible career path • Ask your classmates what they will do in certain situations (<i>Si</i> clauses) <p>Presentational:</p> <ul style="list-style-type: none"> • Write a short paragraph about the chores you do at home, comparing to a French speaker • Create a list of your skills and what possible careers that might interest you • Compose a short biography explaining your interests, skills, and what sector you want to work in in the future • Write short sentences describing what people will do in the future based on picture prompts

	<ul style="list-style-type: none"> • Offer suggestions to help friends by saying what they will be able to do in certain situations • Create a cover letter to express your interests and skills for a job <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs, translating sentences, correcting grammar mistakes, finding grammatical features in texts • Dice game conjugating verbs • Verb practice games: Gimkit, Quizizz, Boom Cards
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
<p>Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills</p>	<p>Math:</p> <ul style="list-style-type: none"> • S-IC.B.6: Evaluate reports based on data <p>English Language Arts:</p> <ul style="list-style-type: none"> • RI.CR.11-12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. • W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 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 • SL.PE.11-12.1: Initiate and participate effectively in a range of collaborative discussions with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <p>Social Studies:</p> <ul style="list-style-type: none"> • 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. <p>Career & Technical Education 21st Century Life and Careers:</p> <ul style="list-style-type: none"> • 9.3.12.AC-DES.2: Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. • 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. <p>Career Readiness, Life Literacies, and Key Skills:</p> <ul style="list-style-type: none"> • 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. <p>Comprehensive Health and Physical Education:</p> <ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. <p>Visual & Performing Arts:</p>

	<ul style="list-style-type: none"> 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Science:</p> <ul style="list-style-type: none"> HS-LS2-6: Evaluate the effects of resource availability on the potential for organism survival and reproduction. <p>Social Justice Standards: Identity - 1, 3, 4, 5 Diversity - 6, 7, 8, 9 Justice - 11, 12</p> <p>Career Ready Practices</p>
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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
 WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 4 Honors
 Unit 4
Le Petit Prince

Updated: Summer 2024
[New Jersey Student Learning Standards \(2020\)](#)
[French 4H Syllabus](#)

Unit Summary:	
<p>Unit Overview:</p>	<p>This unit is designed to guide students’ understanding of the French novel <i>Le Petit Prince</i> by Antoine Saint-Exupéry. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the themes of childhood, growing up, friendship, love, and adventure. Students will analyze and evaluate the text as well as various visual representations, comparing the structure of French and English novels, and consider real-world connections to their own lives and experiences.</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The definition of friendship can be different based on our individual experiences and needs. We are each responsible for our world and the people in it. The people that we meet in our lives can help us understand ourselves better. Although we all grow up, it is possible to retain a sense of child-like wonder. You have to look beyond appearances to see what’s truly important.

	<ul style="list-style-type: none"> • We can all get caught up in things that don't really matter. • The story of the Little Prince illustrates the importance of questioning societal norms and seeking deeper truths to promote fairness and equity. <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do personal experiences shape our understanding of friendship? • How can our actions impact the lives of others and the environment? • In what ways can relationships with different people challenge or affirm our self-understanding? • How can we maintain a sense of wonder and curiosity as we grow older? • How can focusing on what's beneath the surface help us understand people and situations better? • What are some common distractions or concerns that can divert us from what's truly important? • In what ways does "The Little Prince" address themes of power, privilege, and responsibility?
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators</u> / (ACTFL): INTERMEDIATE HIGH</p> <ul style="list-style-type: none"> • I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. • I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. • I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions • I can speak using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames to: <ul style="list-style-type: none"> ◦ exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, ◦ interact with others to meet my needs in a variety of situations, sometimes involving a complication ◦ explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched • I can communicate using a few short paragraphs, often across various time frames, to: <ul style="list-style-type: none"> ◦ tell stories about school and community events and personal experiences ◦ state my viewpoint on familiar or researched topics and provide reasons to support it ◦ give detailed presentations on a variety of familiar topics and some concrete topics I have researched <p><u>Bloom's and the World Language Classroom:</u></p> <p>I can...</p> <ul style="list-style-type: none"> • summarize the main events of a chapter • describe the characteristics, motivations, and actions of the main characters • identify and discuss key themes in a novel • identify and discuss important symbols in a novel • recognize and discuss cultural references and their significance in a text • compare and contrast characters or events in a novel with other stories and my own experiences

	<ul style="list-style-type: none"> • use context clues to infer the meaning of unfamiliar words and phrases • predict what might happen • give my opinion about various aspects of a novel
Standards and Competencies: New Jersey Student Learning Standards Grade levels: K–12 6–12 9–12	NJSLS 2020 Intermediate High Interpretive: 7.1.IH.IPRET.1, 7.1.IH.IPRET.3, 7.1.IH.IPRET.5, 7.1.IH.IPRET.6, 7.1.IH.IPRET.7 Interpersonal: 7.1.IH.IPERS.1, 7.1.IH.IPERS.2, 7.1.IH.IPERS.3, 7.1.IH.IPERS.5 Presentational: 7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.5
Proficiency Level of Tasks in This Unit and Proficiency Benchmarks: Novice Low/ Mid/ High. Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)	Performance Level: Intermediate-High Proficiency Benchmarks: <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
Performance Assessments: <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i>	Authentic Resource: Interpretive Task Overview (reading and/or listening): <ul style="list-style-type: none"> • Students will read articles about the importance and impact of <i>Le Petit Prince</i> and answer questions Interpersonal Task Overview (written or oral): <ul style="list-style-type: none"> • Students will discuss various characters in the novel, and their perspectives on their symbolism and importance in the novel Presentational Task Overview (written or oral): <ul style="list-style-type: none"> • Students will write an essay analyzing a theme in <i>Le Petit Prince</i>

<p>*ACTFL Appendix D <i>template is useful for creating Interpretive activities.</i></p>	
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2):</p> <ul style="list-style-type: none"> • structure of a novel • vocabulary specific to novel <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • <i>passé simple</i> • compound tenses • expressions with <i>n'importe & coup</i> • irregular verbs from text: <i>craindre, éteindre, servir, dormir, tenir, se taire, faire</i> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, literary tense, <i>passé simple</i>, simple tense v. compound tense, idiomatic expression
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Google Drive Resources / The French Teacher's Handbook / Petit Prince Workbook by chapter</p> <p>Master Pacing Guide / Unit Plan / Teachers Pay Teachers (English)</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Read a short biography Antoine St. Exupéry and answer questions • Listen to excerpts from the novel • Watch the <i>Spectacle Musicale</i> • Match quotes with pictures from novel • Put events in order • Read chapters in small groups and discuss events • Answer true/false questions about novel and justify your answer • Complete exercises using vocabulary words in the context of the story • Talk a Mile a Minute / circumlocution exercises with vocabulary words <p>Interpersonal:</p> <ul style="list-style-type: none"> • Poll your classmates about what they want to be when they grow up • Discuss with a partner the differences of being an adult and a child • Ask a partner who their favorite character is and why • Poll the class about which character they prefer and why • Discuss with a partner what you would do if you were <i>le pilote / petit prince</i> <p>Presentational:</p>

	<ul style="list-style-type: none"> • Illustrate quotes from the novel • Act out parts of novel for the class • Record a video with your reactions from the novel • Write short Tweets from the perspective of the characters in the novel • Analyze one character with a small group and present to the class • Write short answers to questions about novel themes (childhood, friendship, adults v. children) • Compose short explanations of the importance of certain vocabulary words in context <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs, translating sentences, rewriting <i>passé simple</i> sentences with the <i>passé composé</i>, deciding between <i>passé composé</i> and <i>imparfait</i>, finding grammatical features in the text, rewriting sentences with synonym vocabulary words, unscrambling vocabulary words
Instructional Strategies and Resources: <i>Possible modifications and accommodations</i>	<ul style="list-style-type: none"> • Special Education • 504 Students • At Risk Students • MLL • Gifted and Talented
Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills	<p>Math:</p> <ul style="list-style-type: none"> • S-ID.C.9: Distinguish between correlation and causation • S-IC.B.6: Evaluate reports based on data <p>English Language Arts:</p> <ul style="list-style-type: none"> • RI.IT.11-12.3: Analyze the impact of an author's choices as they develop ideas through the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop • RI.TS.11-12.4: Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging • W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence <p>Social Studies:</p> <ul style="list-style-type: none"> • 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures) • 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II. • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. <p>Career & Technical Education 21st Century Life and Careers:</p> <ul style="list-style-type: none"> • 9.3.12.AR-AV.1: Describe the history, terminology, occupations and value of audio, video and film technology <p>Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media <p>Comprehensive Health and Physical Education:</p> <ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

	<p>Visual & Performing Arts:</p> <ul style="list-style-type: none">• 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. <p>Science:</p> <ul style="list-style-type: none">• Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <p>Social Justice Standards: Identity - 1, 3, 4 Diversity - 8 Justice - 15</p> <p>Career Ready Practices</p>
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