

# Unit 06: Let's Visit Castles (wks 31-36)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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WL.7.1.IL.A	Interpretive Mode
WL.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes
WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language
WL.7.1.IL.A.L	Linguistic
WL.7.1.IL.A.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IL.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IL.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IL.B	Interpersonal Mode
WL.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.

WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.B.L	Linguistic
WL.7.1.IL.B.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.IL.B.L.1.b	Handle simple transactions related to everyday life:
WL.7.1.IL.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IL.B.L.1.b.2	Ask for and give permission.
WL.7.1.IL.B.L.1.b.3	Express needs.
WL.7.1.IL.B.L.1.b.4	Give reasons.
WL.7.1.IL.B.L.1.b.5	Request, suggest, and make arrangements.
WL.7.1.IL.B.L.1.b.6	Extend, accept, and decline an invitation.
WL.7.1.IL.B.L.1.b.7	Express an opinion and preference.
WL.7.1.IL.C	Presentational Mode
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
WL.7.1.IL.C.L	Linguistic
WL.7.1.IL.C.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.C.L.1.a	Handle simple transactions related to everyday life
WL.7.1.IL.C.L.1.a.1	Express needs.
WL.7.1.IL.C.L.1.a.2	Give reasons.
WL.7.1.IL.C.L.1.a.3	Express an opinion and preference.
WL.7.1.IL.C.L.1.a.4	Request and suggest

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

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## **Technology / Integration of Computer Science and Design Thinking**

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

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## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

	Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RI.9-10	Reading Informational Text
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

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## **21st Century Life and Careers**

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## **Stage I: Desired Results**

## **Transfer/Overview/Rationale**

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### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

The purpose of this unit is for students to learn about various cultural phenomenons throughout current and former French history.

## **Meaning**

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## **Essential Questions**

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### Essential Questions

- What important political and historical concepts can be learned from studying Loire Valley castles?
- What are some similar concerns of teenaged students in France, and how do those students react in comparison with American students?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Students will be able to communicate why or how:

Loire valley castles are important to the history and politics of France

Teenagers the world over have similar concerns and problems

## Acquisition (Student Learning Objectives)

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### Knowledge

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Knowledge

Students will know...

- The difference between Romanesque and Renaissance castles
- Vocabulary pertaining to zoo, amusement park, and castle activities
- Expressions of satisfaction and doubt
- Which verbs use *avoir* and which use *être* in the passé composé
- Information about French trains

### Skills

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Skills

Student will be skilled at ...

- Asking for opinions
- Expressing enthusiasm, indifference, and dissatisfaction
- Expressing disbelief and doubt
- Asking for and giving information
- Using the past tense with *avoir* and *être*
- Buying a train ticket (use of 24-hour time, inquiries about platforms, departures, and prices)

## Stage 3: Learning Plan

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### Resource and Mentor Texts

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Resources and Mentor Texts

*Allez, Viens!* Level 2

Practice and Activity

Chapter CDs

Video program

grammar workbooks

communicative activities

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Quizzes 1-3 are formative, and include listening, reading, writing, and culture sections

The unit test is summative, and includes listening, reading, writing, and culture sections

Role-plays are diagnostic assessments, and include various paired and small group oral activities

The castle project (partners create castle models based on actual Loire Valley chateaux) is summative

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Chapter video comprehension

Listening, speaking, reading, and writing activities

grammar activities

role plays

cultural readings

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.