

Unit 01: Let's Go to Belgium (wks 1-6)

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

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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| WL.7.1.IM.A | Interpretive Mode |
| WL.7.1.IM.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. |
| WL.7.1.IM.A.3 | Analyze 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. |
| WL.7.1.IM.A.4 | Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. |
| WL.7.1.IM.A.5 | Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. |
| WL.7.1.IM.A.7 | Infer the meaning of some unfamiliar words in some new contexts. |
| WL.7.1.IM.A.8 | Use knowledge of structures of the target language to deduce meaning of new and |

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| | unfamiliar structures. |
| WL.7.1.IM.A.L | Linguistic |
| WL.7.1.IM.A.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.IM.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.IM.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.IM.B | Interpersonal Mode |
| WL.7.1.IM.B.1 | Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. |
| WL.7.1.IM.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 in familiar and some unfamiliar situations. |
| WL.7.1.IM.B.3 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| WL.7.1.IM.B.4 | Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations. |
| WL.7.1.IM.B.5 | Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. |
| WL.7.1.IM.B.L | Linguistic |
| WL.7.1.IM.B.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IM.B.L.1.b | Handle simple transactions related to everyday life: |
| WL.7.1.IM.B.L.1.b.1 | Initiate, maintain, and end a conversation. |
| WL.7.1.IM.B.L.1.b.2 | Ask for and give permission. |
| WL.7.1.IM.B.L.1.b.3 | Express needs. |
| WL.7.1.IM.B.L.1.b.4 | Give reasons. |
| WL.7.1.IM.B.L.1.b.5 | Request, suggest, and make arrangements. |
| WL.7.1.IM.B.L.1.b.6 | Extend, accept, and decline an invitation. |
| WL.7.1.IM.B.L.1.b.7 | Express an opinion and preference. |
| WL.7.1.IM.C | Presentational Mode |
| WL.7.1.IM.C.1 | Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.IM.C.2 | Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports |
| WL.7.1.IM.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| WL.7.1.IM.C.4 | Synthesize information found in age - and level - appropriate culturally authentic materials. |
| WL.7.1.IM.C.5 | Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices. |

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| WL.7.1.IM.C.L | Linguistic |
| WL.7.1.IM.C.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.C.L.1.a | Handle simple transactions related to everyday life |
| WL.7.1.IM.C.L.1.a.1 | Express needs. |
| WL.7.1.IM.C.L.1.a.2 | Give reasons. |
| WL.7.1.IM.C.L.1.a.3 | Express an opinion and |
| WL.7.1.IM.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. |

Technology / Integration of Computer Science and Design Thinking

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| 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.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |

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

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| LA.RL.11-12 | Reading Literature Key Ideas and Details |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to |

support conclusions drawn from the text.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

When traveling abroad, students may need to rent a car and do business at service stations. They will also be able to understand directions so that they can reach their destination. In addition, they will be able to compare French and American humor via comic books and express opinions. As students reach the French V level of functioning, they are called on to engage in conversations that represent diverse, real-life situations. As always, gestures and expressions of courtesy and good communication skills are embedded in every unit.

Meaning

Essential Questions

Essential Questions

Why is it useful to understand cultural differences (between France and Belgium) in francophone countries?

What does humor (comics) tell us about similarities and differences in attitudes and values?

Why does practice in social exchanges lead to better communication in one's own language?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

The French language is an integral part of the cultures of many countries world-wide

Culture and language are interrelated and influence how people behave

Practicing social communication in a second language develops proficiency of communication in one's native language

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- information about the location and culture of Belgium
- expressions useful to driving a car, reading a map, and stopping at a service station
- the verb *conduire*
- idiomatic vocabulary to express enthusiasm and boredom
- expressions to ask and tell where things are

Skills

Skills

Student will be skilled at ...

- asking for and giving directions
- getting service at a gas station
- expressing impatience and reassurance
- recognizing some road signs
- expressing enthusiasm and boredom
- asking and telling where things are
- using direct and indirect pronouns

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Allez, Viens Level 3

Practice and Activity workbook

Chapter CDs

Video program

grammar workbooks

communicative activities

Internet

Formative Assessment Strategies

Formative Assessment Strategies

Quizzes 1-2 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 and presentations are diagnostic assessments, and include various paired and small group oral activities

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Chapter video comprehension

Listening, speaking, reading, and writing activities

grammar and vocabulary activities

role plays

presentations

cultural readings

Modifications and/or Accommodations

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.