

Unit 03: All About Me

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	All About Me
Suggested Duration:	3 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: family units

Physical Education: sports, leisure activities, and after school activities

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

<http://www.laits.utexas.edu/fi/html/voc/01.html>

www.kahoot.com

www.quizlet.com

www.liveworksheets.com

www.padlet.com

www.nearpod.com

www.goformative.com

www.quizizz.com

www.youtube.com

www.teachertube.com

www.blooket.com

www.gimkit.com

www.edpuzzle.com

www.flipgrid.com

Standard(s) Addressed

Source of Standards

- [New Jersey Student Learning Standard for World Languages](#)
- [21st Century Skills/Career Ready Practices](#)
- [Technology Standards](#)
- https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

WL.NH.7.1.NH.IPERS

Interpersonal Mode of Communication

WL.NH.7.1.NH.IPRET

Interpretive Mode of Communication

WL.NH.7.1.NH.PRSNT

Presentational Mode of Communication

WL.NM.7.1.NM.IPERS

Interpersonal Mode of Communication

WL.NM.7.1.NM.IPRET

Interpretive Mode of Communication

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Compare and give opinions on cultural traditions in French Speaking Countries • Ask questions and respond to questions about their personal information • Mention the people who are in my family • Express likes and dislikes associated with hobbies and after school activities • Describe their afterschool activities • Express preferences amongst activity choices 	
Mastery	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • As the world moves towards a global community, it's imperative World Language study allows our students to engage in conversations, interpret authentic material, and present concepts in a language other than their own • Learning a World Language opens doors to a greater variety of career options, increases lifelong learning opportunities, and enhanced leisure 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What defines a family? • Why is diversity important to us? • What sports and leisure activities are popular in the French speaking world? • How do people talk about sports and other leisure activities?

activities

- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities

Acquisition

Students will know . . .

- Key vocabulary and structures to make short conversations about who makes up their family structures: *J'ai un/une...*
- Family members: *le père, la mère, la soeur, le frère, le chien, le chat*
- Possessive Adjectives in the first person: *mon, ma, mes*
- Key vocabulary related to hobbies and activities in infinitive form: *Lire, cuisiner, faire du sport, dormir, jouer des jeux vidéos, envoyer des textos, regarder la télé, parler au téléphone, dessiner, écouter de la musique, chanter, danser,*

Students will be skilled at . . .

- Comparing and giving opinions on cultural traditions in French Speaking Countries
- Identify the people within your immediate family
- Describe popular sports and some sport events in France such as the big bike race: *Le Tour de France, le tennis, la Coupe du Monde, The pétanque and the surf (south of France)...*
- Expressing likes and dislikes associated with school and after school activities

courir, manger, jouer d'un instrument

- The difference between the activity verbs *faire de* and *jouer à*: *Faire du vélo, Faire des devoirs, Faire du karaté, Faire de la danse, Faire de la natation, Faire de l'équitation, Faire de l'alpinisme, Faire de la boxe, Faire de la gymnastique, faire de la voile, Jouer au table de tennis, Jouer au volley, Jouer au baseball, Jouer au foot, Jouer au football américain, Jouer au golf, jouer à la pétanque, Jouer au badminton, Jouer au basket, Jouer au tennis, Jouer au hockey, Jouer au lacrosse*

- Cultural notes on Sports in France such as: Sports and leisure time differ from one place to another: Southern France is known for watersports and the boules or la pétanque (bocci). Soccer and biking are popular in France whereas football and baseball are more popular in the U.S. Importance of private clubs in France in order to practice sports and join *Team*.

- Expressing preferences amongst choices

- Describing their afterschool activities

- Express like and dislike in simple sentences using the correct forms of the verb: *aimer, préférer, and détester*.

- Expressing opinions about hobbies & leisure activities

- Discuss and talk about the differences and similarities between the American and the French sports and leisure times

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Interpersonal</p> <p>:</p> <ul style="list-style-type: none"> • rehearsed/unrehearsed/mini 	<p>Assessment #1 live worksheets (2) on leisure activities (Interpretive)</p> <p>https://www.liveworksheets.com/c?a=s&g=Period%201%2F2&s=Grade%207%20French&t=1ea4poq6np&m=d&e=n&sr=n&l=bu&i=usxuctz&r=qe&db=0&f=dzduzxzo&cd=p7rd9hjt1lhnllfxpmlxkzgr2ngnxgmgi</p> <p>https://www.liveworksheets.com/c?a=s&g=Period%201%2F2&s=Grade%207%20French</p>

dialogs

<https://www.google.com/search?q=&t=1ea4poq6np&m=d&e=n&sr=n&l=bu&i=usxuctz&r=qe&db=0&f=dzduzxo&cd=p7rd9hjt1lhnlfxpmlxkgtr2ngnxgmgj>

- Interactive PPT with students & teacher using J'aime/je n'aime pas & school subjects

Assessment #2 Presentation Project in class on Slides

- Group/paired activities (Student A/Student B)

Interpretive:

- Reading comprehension on family tv shows.
- TPR activity: charade game for hobbies for vocab practice (sports/hobbies)

es)

- Listening comprehension activity on video about Game of Boules /Petanque
- Class survey on likes

Presentational:

- Liveworksheet
- Family trees including pets

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Word Banks will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for spelling
- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete
- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)

- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
- Announce assessments with adequate prep time
- Preferential seating
- Nonverbal cues to redirect behavior
- Small group testing as needed
- Monitor Chromebook usage
- Study guides when possible
- Modified assessments for content and length as needed

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Introduce family members & pets

- Show a PPT introducing family members with dog and cat
- Review with list of family members using possessive adjectives
- Students will make a family tree of their family and label
- Listening activities and live worksheets with family members using possessive adjectives
- Incorporate what your family members like or don't like to do for leisure activities
- Presentation of photo album or picture-who is who in the picture?

Week 2: Teach different hobby and activities with vocabulary

- Teacher introduces vocabulary through powerpoint slides, flash cards, and individual whiteboard practice
- Reinforce learning by activities such as fly-swatter, Pictionary, charades and hot-potato.
- worksheet about hobbies vocab.
- Review vocabulary with different general hobbies through authentic audio/visual materials such as

videos, songs, flashcards and games.

- Class activities-make new dialogues use the words learned.
- Translation of short authentic French material.

Week 3: Semester review

- Journal or Padlet- Written activities to help them learn to express their ideas using simple words and sentences, by posting sticky notes.
- Create a PowerPoint or Google Slides presentation or FLIPGRID about themselves.
 - The presentation must showcase their understanding of the content, responding to a series given prompts.
 - Answer direct response questions using previously acquired vocabulary and grammar.
- Taking notes from classmates' presentation

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

- Word Banks will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for spelling
- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete
- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)
- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
- Announce assessments with adequate prep time
- Preferential seating
- Nonverbal cues to redirect behavior
- Small group testing as needed
- Monitor Chromebook usage

- Study guides when possible
- Modified assessments for content and length as needed

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- Maps of France
- French-English Dictionary
- Quizlet sets for vocabulary review
- Teacher created PPT and/or Google Slides
- Internet websites for playing games to practice unit grammar and vocabulary
- Nursery rhymes, culturally authentic songs, fairy tales short videos, etc
- liveworksheets
- Oral activities (presentations, dialogs, skits)
- Whiteboards
- Children's books, comics, newspapers, Internet
- Scholastic French magazines
- Games (charades, Bingo, vocab races, Tic-Tac-Toe)

Diversity, Equity, & Inclusion

<u>Diversity, Equity & Inclusion</u>
NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT , and the students with disabilities .

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	