

Unit 02: My Daily Life

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	My Daily Life
Suggested Duration:	8 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.

Math: counting, telling time

Science: climate and change of seasons

Sociology: cultural differences between school systems and school schedules in France and the US

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
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
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.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> • Identify location of classroom objects • Name school supplies and specify colors of each • Identify the placement of adjectives in French • Locate & label objects and people in the classroom • Express dates in French • Express general weather expressions and the four seasons in French • Talk about their school schedule and compare it with the schedule of students living in France. • Express when their classes are and what they need for class • Tell time in French • Express likes and dislikes with school subjects • Express their opinions about their classes • Ask questions and respond to questions about their personal information related to school. 	
<i>Mastery</i>	
Big Ideas/Understanding <i>Students will understand that...</i> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. 	Essential Questions <ul style="list-style-type: none"> • How does my school system compare to the school system in French speaking countries? • How does my school day compare to that of a teenager in France? • How does the weather affect our daily lives?

- 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 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

- How are students' lives influenced by their school environment?

Acquisition

Students will know . . .

- Key vocabulary related to classroom and schools, such as: *le lycée, le collègue, l'université, la/le prof, la salle de classe, les étudiants, le directeur, le conseiller...*

- The name of objects in the classroom, such as: *le crayon, le stylo, le cahier, le*

Students will be skilled at . . .

- Describe their day in school and distinguish cultural practices in both their country and a francophone school, such as schedules, courses, classroom setting, relationships, grading, and different pathways to graduate

dico, le tableau, le pupitre, le bureau, la fenêtre, la porte, l'ordinateur...

- The names of school subjects related to the school schedule (emploi du temps), such as: *le français, l'anglais, l'histoire, la géographie, la biologie, les sciences, les maths, la chimie, la physique, le dessin, le chant/la chorale, la musique, le sport/L'EPS, le théâtre, l'orchestre, le dessin, le déjeuner...*

- Opinions of classes: *amusant, difficile, facile, intéressant, utile, inutile, barbant, fascinant*

- Expressing *J'aime/je n'aime pas/j'adore/je déteste*

- Days of the week: *lundi, mardi mercredi, jeudi, vendredi, samedi, dimanche*

- Months of the year: *janvier, février, mars, avril mai, juin, juillet, août, septembre, novembre, décembre*

- Seasons: *l'hiver, l'été, l'automne, le printemps* and weather *Il fait...degrès, Il fait beau, il fait mauvais, il fait bon, il fait du soleil, il fait chaud, il fait froid, il fait du vent, il neige, il pleut*

- How to tell exact time and interpret the 24-hour clock. *midi, minuit, l'après-midi, le matin, le soir, moins, et, et demie, et quart, moins le quart, Quelle heure est-il?, Il est...*

- Conjugate correctly verb avoir in the "I" form

- Use with verb *avoir* to express possession and need.

- Identify the difference between AM and PM.

- Key location prepositions, such as: *sur*, *sous*, *devant*, *dans*, *derrière*, *à côté de*, *entre*...

- Colors as adjectives: *bleu(e)*, *violet(te)*, *gris(e)*, *jaune*, *rose*, *rouge*, *vert(e)*, *noir(e)*, *blanc(he)*

- Negation with *ne...pas*

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Interpersonal: <ul style="list-style-type: none"> • Interactive PP T with students & teacher using J'aime/j 	<p>Assessment #1 Flipgrid: All About School Rubric with instructions https://docs.google.com/document/d/1UbA0uXZUCPx0TFNt4U5YTvyNlfngqR1cpa5RerycFfs/edit https://flipgrid.com/fa52a82c</p> <p>Assessment #2 liveworksheet on Time https://www.liveworksheets.com/c?a=s&g=Period%201%2F2&s=Grade%207%20French&t=1ea4poq6np&mn=dz&m=d&e=n&sr=n&l=zq&i=dcdzsn&r=hu&db=0&f=dzduzfdz&cd=p7rd9hjt1lhngnllgtnkngplwx2ngnxgeng</p> <p>Assessment #3 Kahoot for Part II on School Study Guide: https://docs.google.com/document/d/1ruF80Vpg9pqu7nJL-R3lmqAZx4xXLQknOllpYGnxsoU/edit</p> <p>Assessment #4 Edpuzzle on weather and/or Seasons</p>

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- Discuss school routine with him time and classes
- Weather reports

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 Time in French

- Et side of clock with powerpoint and handouts
- analog & digital clocks review of time
- Moins side of clock with powerpoint and handouts
- Listening activities
- Online Scavenger hunt with tv shows in France
- Introduce 24 clock and look up showtimes for movies
- Using teacher created activities for unit vocabulary practice
- Identify what you need and use for each class
- Communicative activity. Students will have impromptu dialogs

Week 2-3: Classes in French

- Introduce classes in French
- Make a list of what classes you have and their times
- Introduce the verb *avoir* for I have

- Look at authentic school schedules and compare and contrast them to American school schedules
- Listen to students tell when their classes are based on A what time using last week's schedule
- Students will create their own class schedule/chart and present to the class
- Learn expressions J'aime/je n'aime pas/j'adore/je deteste for school subjects
- Mention opinions of school subjects

Week 4-5: School supplies/Classroom Objects in French

- Picture prompt writing activities
- Go online to a French office supply store to go shopping
- Colors in French introduction and TPR activity-run to touch the color in the room
- LA SAC A DOS "race" to tell me what is in the bag using adjective placement
- Present, review, and proofread adjective placement and adjective Agreement
- Using teacher created activities for unit vocabulary practice.
- Introduce classroom objects with scavenger hunt
- Reinforce objects with expression Il y a and Il n'y a pas de

Week 6-7: Calendar and Birthdays

- What is today's date? When is your birthday?
- Reading activity dialogue.
- French date format
- Using a couple of days to practice and memorize, students will present and other students will listen (answer comprehension questions about presentations)
- Listen to basic dialogs and answer questions about other groups
- Communicative Activities - interview with numbers listen for missing numbers and create "phones" for numbers storage
- Use teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

- Answer direct response questions using date related vocabulary and sentence structure.

Week 8: Seasons and Weather

- Introduce seasons with IN + season
- Introduce weather expressions for each season
- Quel temps fait-il?
- Listening activity with weather reports
- Reading activity weather reports
- Daily Weather reports/la meteo

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
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- Nonverbal cues to redirect behavior
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- 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>
<p>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.</p>

[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.	