

# 02\_MES SENTIMENTS: Feelings and Intentions

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

NJDOE Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

*Students will understand that:*

- Emotions are universal; feelings are a state of mind (and more). Can I/ do I choose how I feel?
- Teens may have similar feelings across cultures, backgrounds, family histories.
- What you want to do may conflict with what you have to do, must do, can do, or need to do.

*Essential Questions:*

- How am I unique about what I feel?

- How can culture explain differing viewpoints about feelings?
- What are similarities/ differences of showing emotions in the world?
- How do my feelings reflect me?

### Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

### Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students’ own cultures, population trends in the target culture(s) and the students’ own cultures.

## CONTENT AREA STANDARDS

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WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- many perspectives on feelings are similar in Western world (French-American)
- teens often face similar challenges worldwide (dating-friendship, familial frustrations, academic pressures)
- feelings, states of mind can be figures of speech or conditions best described in idiomatic expressions
- respect, self-control and full values lead to a fuller life and better world citizenship
- irregular verbs may also have similar verb ending patterns (vouloir, pouvoir, devoir)

### **Procedural Knowledge**

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Students will be able to:

- categorize positive/ negative feelings (good/bad moods)
- use facial cues and sound cues to understand the language
- infer emotional nuances from authentic readings
- determine/ calculate one's "personality traits" from surveys in French, based on choices given from problematic context
- associate situations and body language with feelings/ moods
- discuss one's likes/dislikes and the feelings associated with these
- use commands to console and/or persuade, depending on feelings shown
- advise about a problem where emotion is involved

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Edulastic Assessments

### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

### **Formative Assessments**

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- Tic Tac Toe of emotions
- Articles on teens, dilemmas
- Petites Annonces/ Classified Ads match-ups
- Match and correctly use Avoir expressions, idiomatic expressions in certain situations
- Quizzes of facial expressions, poster of emotions
- Visual with Avoir Expressions, lists and exercises (avoir expressions)
- Horoscope, personality "tests" in French

### **Summative Assessments**

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Tests: matching feelings, facial expressions and described circumstances/ contexts

Quiz work regarding Gender/ Number agreement

Avoir Expressions test and usage

Group work/ presentation: Creation of funny or enticing ad for an invented gadget

Tell another what you are going to do (in the near future)

Create a facial "plate" that matches expression for what is written in short paragraphe (what one wants v. is able, and must do)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- survey " Etes-vous Décontracté(e)?" Are you "Easy-Going?"

- survey " Etes-vous Romantique?" Are you "Romantic?"

- Canadian article on Bullying at School

## **INTERDISCIPLINARY CONNECTIONS**

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**Science & Health** - Social Emotional Learning

**Visual Performing Arts** - Dramatization, Electronic Media

**Math** - Computations

**English/Language Arts** - Speech/ Debate

**Career Readiness** - Employ valid and reliable research strategies, Work productively in teams while using global cultural competence

**Financial Health** - An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Learners	Students with 504s	Students with Disabilities	Students at Risk of School Failure
Differentiated	Language Support:	Extended Time:	Accessible Instructional	Small Group

<p><b>Assignments:</b> Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity.</p>	<p>Provide bilingual dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary.</p>	<p>Allow additional time for assignments, tests, or classwork based on the student's needs.</p>	<p><b>Materials:</b> Provide materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities.</p>	<p><b>Instruction:</b> Provide small group settings for targeted instruction and support in areas where students struggle.</p>
<p><b>Independent Projects:</b> Offer opportunities for independent research projects or self-directed learning related to students' interests or passions.</p>	<p><b>Simplified Language:</b> Use simpler language, avoid idiomatic expressions, and break down complex sentences to aid comprehension.</p>	<p><b>Modified Assignments:</b> Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational content.</p>	<p><b>Extended Time for Assignments/Assessments:</b> Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical limitations.</p>	<p><b>Additional Instructional Time:</b> Offer extended instructional time or after-school tutoring sessions to reinforce concepts and provide extra help.</p>
<p><b>Enrichment Activities:</b> Introduce enrichment activities that extend beyond the standard curriculum, such as workshops, seminars, or competitions in specialized areas of interest.</p>	<p>Provide simplified versions of texts or materials without compromising content depth.</p> <p><b>Visual Aids and Graphics:</b> Incorporate visual aids, images, charts, or diagrams to support understanding of concepts, especially for visual learners.</p>	<p><b>Use of Technology:</b> Permit the use of assistive technology tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing curriculum materials.</p>	<p><b>Assistive Technology:</b> Provide access to assistive technology tools (screen readers, speech-to-text software, communication devices) that support learning and communication.</p>	<p><b>Individualized Learning Plans:</b> Develop individualized plans that address specific academic needs, learning styles, and areas of improvement.</p>
<p><b>Flexible Pacing:</b> Allow students to progress through the curriculum at their own pace, enabling acceleration or access to higher-level materials if needed.</p>	<p><b>Contextualization and Real-Life Examples:</b> Relate lessons to real-life scenarios or the student's cultural experiences to enhance comprehension and engagement.</p>	<p><b>Preferential Seating:</b> Allow the student to sit in a specific location in the classroom that supports their learning needs (e.g., closer to the teacher, away from distractions).</p>	<p><b>Modified Assignments and Assessments:</b> Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities.</p>	<p><b>Modified Assignments and Assessments:</b> Offer modified assignments or assessments to match the student's current level of proficiency while ensuring alignment with curriculum standards.</p>
<p><b>Mentorship and Expert Resources:</b> Provide access to mentors, experts in the field, or external resources</p>	<p><b>Extended Time and Flexible Assignments:</b> Allow extended time for</p>	<p><b>Visual Aids:</b> Provide visual aids</p>	<p><b>Use of Scribes or Readers:</b> Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material.</p>	<p><b>Progress Monitoring and Feedback:</b></p>

to guide and support students in exploring their interests deeply.	completing assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency.	such as charts, graphs, or diagrams to support comprehension of complex concepts.	Preferential Seating and Physical Accommodations:	Implement regular progress monitoring and provide constructive feedback to track improvement and guide learning strategies.
Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions.	Peer Support and Group Work: Encourage collaborative learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and interaction.	Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion.	Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options.  Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly environments.	Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods to engage students through visual, auditory, and kinesthetic learning experiences.
Extension Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing them to delve deeper into specific subjects.	Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and concepts before a lesson to familiarize ELLs with the language they will encounter.	Sensory Accommodations: Implement accommodations for students with sensory needs, such as noise-canceling headphones, a quiet space for breaks, or fidget tools.	Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce learning and aid comprehension for students with learning disabilities or ADHD.	Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring, cooperative learning, or ability-based grouping, to support struggling students.
Cross-Grade Opportunities: Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs.	Language Scaffolding: Provide step-by-step guidance or support through the use of sentence starters, graphic organizers, or structured outlines.	Note-Taking Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information.	Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing.	Positive Reinforcement and Encouragement: Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem.
Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to take on	Clarification and Repetition: Encourage teachers to clarify instructions, repeat	Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks during tests.	Individualized Instructional Strategies: Implement instructional strategies tailored to the student's learning style, strengths, and needs.	Study Skills and
			Behavioral Supports and	

responsibilities and initiatives.	key points, and check for understanding frequently throughout lessons.		Sensory Accommodations:	Organizational Support:
Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles.	Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content.	Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences.	Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders.	Teach study skills, time management, and organizational strategies to help students become more independent learners.
Field Trips and Experiential Learning: Organize field trips or experiential learning opportunities that go beyond the classroom to enrich their learning experiences.	Language Development Activities: Integrate language development activities within the curriculum, such as speaking, listening, reading, and writing in English.	Behavioral Supports: Implement behavior management strategies or supports to address any behavioral challenges that affect learning.	Alternative Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with communication disorders.	Social-Emotional Support: Provide social-emotional learning opportunities and counseling support to address emotional barriers affecting academic performance.
	Assessment Modifications: Offer alternative forms of assessment (oral presentations, projects) to evaluate understanding beyond written exams.	Communication Support: Utilize communication tools or aids for students with speech or language impairments.	Collaboration and Support Services: Foster collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.	Curriculum Modifications: Modify curriculum content or pacing to ensure it meets the students' needs and facilitates understanding.
		Ensure that the accommodations align with the goals outlined in the student's 504 plan.	Ensure that the accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).	Parent and Community Involvement: Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement activities.
				Access to



Resources and Interventions:  
Ensure access to specialized resources, interventions, or intervention specialists to address specific learning challenges.

Alternative Assessments:

Offer alternative forms of assessment that better align with students' strengths and provide a more accurate representation of their knowledge and skills.