



# West Windsor-Plainsboro Regional School District French 1

## Unit 1: Getting to Know My School and Others

**Content Area: World Language**

**Course & Grade Level: French 1, 9-12**

### Summary and Rationale

As a high school student, I need to get to know my school and be able to communicate with others in order to be successful.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### Standard: Standards for Interpretive Mode of Communication

**Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1:	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2:	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.3:	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4:	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5:	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6:	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7:	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

#### Standard: Standards for Interpersonal Mode of Communication

**Novice High learners** understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2:	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3:	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6:	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<b>Standard: Standards for Presentational Mode of Communication</b>	
<b>Novice High learners</b> present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.PRSNT.1:	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2:	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3:	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4:	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5:	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6:	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In order to be successful in school they need to become familiar with their school.</li> </ul>	

<ul style="list-style-type: none"> <li>● Being successful in school requires being able to communicate with others.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● How do my friends, surroundings, and academic choices define me?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Basic greetings and introductions (name, age, birthday, nationality).</li> <li>● Informal classroom commands and phrases.</li> <li>● Numbers.</li> <li>● Vocabulary related to: school subjects and supplies, calendar, weather, seasons, time, nationalities.</li> <li>● Regular and irregular verbs (être, avoir, faire).</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use the present tense to describe themselves and others</li> <li>● Make descriptions and comparisons</li> <li>● Describe good and bad habits</li> <li>● Express opinions and preferences</li> <li>● Express feelings</li> <li>● Engage in conversations to get to know someone</li> <li>● Decipher meaning of authentic realia (movies, clips, articles)</li> </ul>
<b>Evidence of Learning</b>
<b>Assessment</b>
<p>Common Assessment 1.1</p> <p>Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress</p>
<b>Resources</b>
<p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li>● Film: L'Argent de Poche</li> <li>● Song: Laissez-les Kouma - Laissez-les parler</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● Voyage en France</li> <li>● Technology (internet resources, CD Roms, Videos, audio CDs, etc.)</li> <li>● Vidéo: Un jour une question</li> <li>● Authentic realia (Astrapi, Okapi...)</li> <li>● New Jersey Student Learning Standards – World Languages</li> </ul>

## Unit 2: Things I Like To Do

**Content Area: World Language**

**Course & Grade Level: French 1, 9-12**

### Summary and Rationale

I am a unique individual with many interests. The activities I am involved in reflect my individuality.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### Standard: Standards for Interpretive Mode of Communication

**Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1:	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2:	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.3:	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4:	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5:	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6:	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7:	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

#### Standard: Standards for Interpersonal Mode of Communication

**Novice High learners** understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2:	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3:	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6:	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<b>Standard: Standards for Presentational Mode of Communication</b>	
<b>Novice High learners</b> present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.PRSNT.1:	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2:	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3:	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4:	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5:	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6:	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Crafts and Culture</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	

**Unit Enduring Understandings**

- Adolescents are involved in various activities with respect to their personal interests, such as music, sports, food, hobbies, etc.
- One can engage in different activities in various places.

**Unit Essential Questions**

- Do the activities that I participate in accurately reflect who I am?
- How do my interests make me unique/different from other teens? How do they make me similar?

**Objectives****Students will know:**

- Vocabulary related to: hobbies, sports, leisure activities, foods, drink, places
- How to use present tense regular –er verbs
- How to use present tense aimer, préférer, détester
- How to use present tense aller, venir, faire
- Contractions with DE and A
- Prepositions such as: près de, loin de, à gauche de, à droite de, derrière, devant
- Definite & indefinite articles
- Interrogative words and expressions
- Expressions of frequency

**Students will be able to:**

- Acquire information by asking questions
- Use the present tense to describe themselves and others
- Make descriptions and comparisons
- Express opinions and preferences
- Express feelings
- Engage in conversations related to the theme
- Decipher meaning of authentic realia (movies, clips, articles)

**Evidence of Learning****Assessment**

## Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress

**Resources****Core Text:**

- Film: Le Jouet

**Suggested Resources:**

- Technology (internet resources, Videos, audio CDs, etc.)
- Vidéo: Un jour une question
- Authentic realia
- New Jersey Student Learning Standards – World Languages

**Unit 3: My Home and My Family**

<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: French 1, 9-12</b>	
<b>Summary and Rationale</b>	
Family is an important aspect of my life. The relationships that I have with my family members help to shape who I am.	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
<b>Standard: Standards for Interpretive Mode of Communication</b>	
<p><b>Novice High learners</b> sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.IPRET.1:	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2:	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.3:	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4:	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5:	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6:	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7:	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<b>Standard: Standards for Interpersonal Mode of Communication</b>	
<p><b>Novice High learners</b> understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2:	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3:	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6:	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.



**Standard: Standards for Presentational Mode of Communication**

**Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.PRSNT.1:	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2:	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3:	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4:	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5:	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6:	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

**Standard: Crafts and Culture**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

**Standard: Global and Cultural Awareness**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

**New Jersey Student Learning Standards for Computer Science and Design Thinking**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

**Interdisciplinary Standards (Social Studies)**

**Standard: History, Culture and Perspectives: Understanding Perspectives**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.HistoryCA.1 4.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.1 4.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

**Instructional Focus**

**Unit Enduring Understandings**

- Family relationships contribute to students' personal development.
- Family members have differences and similarities in appearances and personality.
- A teen's bedroom reflects his/her/their diverse interests.

**Unit Essential Questions**

- What is my family like?
- What is my home like?
- How does what I display in my bedroom (objects/decorations) indicate my preferences/personality?
- How are families and residences similar around the world? How are they different?

**Objectives****Students will know:**

- Vocabulary related to family, rooms in the house and basic furniture, descriptions (physical appearance and personality), colors.
- Possessive adjectives.
- Verbs in the present tense.
- Expressions of frequency.
- Prepositions to describe locations.

**Students will be able to:**

- Acquire information by asking questions
- Use the present tense to describe themselves and others
- Make descriptions and comparisons
- Express opinions and preferences
- Express feelings
- Engage in conversations related to families and homes
- Decipher meaning of authentic realia (movies, clips, articles)

**Evidence****Assessment**

## Common Assessment 1.1

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress

**Resources****Core Text:**

- Film: La Gloire de mon père
- Film: Un air de famille

**Suggested Resources:**

- Technology (internet resources, Videos, audio CDs, etc.)
- Vidéo: Un jour une question
- Authentic realia
- New Jersey Student Learning Standards – World Languages

## Unit 4: My Style and Personality

**Content Area: World Language**

**Course & Grade Level: French 1, 9-12**

### Summary and Rationale

As a teenager, friends and wardrobe are important parts of my daily life and reflect who I am.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

**Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1:	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2:	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.3:	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4:	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5:	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6:	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7:	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

#### **Standard: Standards for Interpersonal Mode of Communication**

**Novice High learners** understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2:	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3:	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6:	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<b>Standard: Standards for Presentational Mode of Communication</b>	
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.NH.PRSNT.1:	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2:	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3:	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4:	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5:	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6:	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Crafts and Culture</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>Standard: Global and Cultural Awareness</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.HistoryCA.1 4.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.1 4.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	

<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● Friends have similarities and differences in appearance and personality.</li> <li>● Our choice of clothing, accessories, and possessions reflects our personality and personal situations.</li> <li>● Friendship is a universal experience, though norms of friendship can vary across cultures</li> <li>● Clothing and style can transcend culture but can also teach us about specific communities</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● How do my clothes and possessions reflect my personality/personal situation?</li> <li>● How are my friends, family members similar to/ different from me?</li> <li>● How is friendship defined across the globe?</li> <li>● How do clothes reflect a culture?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Adjective agreement and placement.</li> <li>● Vocabulary: clothing, personality traits, physical characteristics, colors, body parts.</li> <li>● Vocabulary related to friends, family members</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Acquire information by asking questions</li> <li>● Use the present tense to describe themselves and others</li> <li>● Make descriptions and comparisons</li> <li>● Express opinions and preferences</li> <li>● Express feelings</li> <li>● Engage in conversations about friendships and clothing</li> <li>● Decipher meaning of authentic realia (movies, clips, articles)</li> </ul>
<b>Evidence</b>
<b>Assessment</b>
<p>Common Assessment 1.1</p> <p>Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress</p>
<b>Resources</b>
<p><b>Core Text:</b></p> <ul style="list-style-type: none"> <li>● Film: La Guerre des Boutons</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>● Technology (internet resources, Videos, audio CDs, etc.)</li> <li>● Vidéo: Un jour une question</li> <li>● Authentic realia</li> <li>● New Jersey Student Learning Standards – World Languages</li> </ul>