

BRIDGETON PUBLIC SCHOOLS CURRICULUM

CONTENT AREA: French III

Novice-High

UNIT #: 1

UNIT NAME: All About Me

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJSLS |
|---|--|--------------------------|
| 1 | Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. | 7.1.NH.A.5 |
| 2 | Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). | 7.1.NH.A.2 |
| 3 | Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. | 7.1.NH.B.1 7.1.NH.B.4 |
| 4 | Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities. | 7.1.NH.C.1 |

| Code # | New Jersey Student Learning Standards |
|--------|---|
| | <p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. <p><u>Interpersonal:</u> The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and</p> |

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communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

| | |
|------------|---|
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |

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|---------------------------------|-------------|------------------|--------------------------------|
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| | |
|------------|---|
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. |

| CONCEPTS WHAT DO STUDENTS NEED TO KNOW? | SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO? |
|--|--|
| <ul style="list-style-type: none"> • Places in the community e.g. recreation, social services, entertainment • Community service opportunities • Community activities • The structures necessary to <ul style="list-style-type: none"> ○ Express preferences ○ Put events in sequential order (e.g. first, second, then, next, finally) ○ Inquire and talk about free time in the present time frame • Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) <p>It is understood that students at the NH level will have already mastered the following:</p> <ul style="list-style-type: none"> • Physical Characteristics • Personality qualities • Pastime activities | <ul style="list-style-type: none"> • Identify main idea of an authentic text dealing with events in the community. • Demonstrate comprehension of a series of oral and written directions related to places and events in the community. • Exchange information about the home community and the target culture(s) community using digital tools such as blogs, wikis, or SKYPE. • Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools such as blogs, wikis, or SKYPE. • Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s). |

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UNIT NAME: All About Me

- Expressions of likes and dislikes
- The structures necessary to:
 - Describe physical qualities and personality qualities
 - Express emotions
 - Tell age
 - Express likes and dislikes

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to community/cultural events and community service opportunities

Presentational:

They use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s).

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UNIT #: 1

UNIT NAME: All About Me

| SLO # | CAN-DO STATEMENTS ALIGNED TO THE SLOS |
|--------------|---|
| 1 | <p><u>Interpretive Listening:</u></p> <p>I can listen to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.</p> <p>I can select events appropriate for me and my classmates based on our interests, availability, and purpose by listening to short video or audio clips advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).</p> <p><u>Interpretive Reading:</u></p> <p>I can read an advertisement about a community function (e.g. concert, film festival, art show, auction, parade, community service event) to identify the time, location, and purpose of the event.</p> <p>I can select events appropriate for me and my classmates based on our interests, availability, and purpose by reading a short text advertising a community function (e.g. concert, film festival, art show, auction, parade, community service event).</p> |
| 2 | <p><u>Interpretive Listening:</u></p> <p>I can follow the walking or driving steps needed to get from one place to another based on oral directions connected to an online map.</p> <p>I can match a series of oral directions to the appropriate online maps.</p> <p><u>Interpretive Reading:</u></p> <p>I can follow the walking or driving steps needed to get from one place to another based on written directions connected to an</p> |

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| | |
|----------|---|
| | <p>online map.</p> <p>I can match a series of written directions to the appropriate online maps.</p> |
| 3 | <p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> a. Ask my classmates and members of the target culture simple questions related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event). b. Respond to questions from my classmates and members of the target culture related to time, location and purpose of a community event (e.g. concert, film festival, art show, auction, parade, community service event). <p>I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).</p> <p>I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).</p> |
| 4 | <p><u>Presentational:</u></p> <p>I can use simple sentences to create a multimedia-rich presentation using written and oral text that includes information related to community events and community service opportunities (e.g. time, location, and purpose of the event).</p> |

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CONTENT AREA: FRENCH III

Novice-High

UNIT #: 2

UNIT NAME: School Days

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJSL |
|---|---|--------------------------|
| 1 | Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in electronic information sources and other texts. | 7.1.NH.A.1 7.1.NH.A.6 |
| 2 | Identify academic and social school activities as found in culturally authentic oral and written texts. | 7.1.NH.A.4 |
| 3 | Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language. | 7.1.NH.B.1 7.1.NH.B.4 |
| 4 | Produce written texts and oral presentations to describe the role of school in the home and target culture(s). | 7.1.NH.C.2 7.1.NH.C.3 |
| 5 | Compare and contrast the role of education by exploring school life in the home and target cultures. | 7.1.NH.C.2 7.1.NH.C.5 |

Code #

New Jersey Student Learning Standards

Linguistic Content Statements

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the **word** level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.

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- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the **word** level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the **word** level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

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UNIT #: 2

UNIT NAME: School Days

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

| | |
|------------|--|
| 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NH.A.4 | Identify people, places, object, and activities in daily life based on oral or written description. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays or role plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

| CONCEPTS WHAT DO STUDENTS NEED TO KNOW? | SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO? |
|--|---|
| <p>Students will know:</p> <ul style="list-style-type: none"> The knowledge and skills that a 21st century graduate should possess and vocabulary associated with the P21 framework (See the following links: http://www.p21.org/overview http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf http://www.actfl.org/files/21stCenturySkillsMap/p21_worldlanguagesmap.pdf) How school shapes one's future as an individual, worker, productive citizen of the United States and a contributing member of the global society. | <ul style="list-style-type: none"> Recognize previously learned words and phrases and determine the meaning of unknown words in highly contextualized culturally authentic materials related to the role of school. Identify school activities of students in the target culture(s) as found in culturally authentic materials. Identify the key ideas associated with the role of school as found in culturally authentic |

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UNIT #: 2

UNIT NAME: School Days

- The structures necessary to:
 - Talk about the following topics in the present time frame: school, daily activities, and making plans to achieve personal and career goals
 - Give and respond to commands associated with school, daily activities and setting and meeting goals
 - Make comparisons
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

It is understood that students at the NH level will have already mastered the following:

- School subjects
- Classroom objects and furniture
- School supplies
- Activities associated with school
- Ordinal numbers
- Question words
- Numbers for telling time
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Answer simple questions related to school activities in the present time frame
- Some cultural products related to school
- Some cultural practices related to school

material from the target culture.

- Ask questions related to the role of school with classmates and others using digital tools and face-to-face communication.
- Answer questions related to the role of school with classmates and others using digital tools and face-to-face communication.
- Ask questions about preferences and opinions related to the role of school.
- Answer questions about preferences and opinions related to the role of school.
- Describe orally and in writing people and things from the school environment.
- Compare and contrast the role of education in the home and target cultures.

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UNIT #: 2

UNIT NAME: School Days

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore the role of education in the home and target culture(s) by comparing and contrasting education in both cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as school websites, blogs, educational articles, and student commentary that focus on the role of education.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to the role of education.

Presentation:

They use sentence level discourse to compare and contrast the role of education in both cultures while exploring the cultural products and practices associated with education.

| SLO # | Can-Do Statements aligned to the SLOs |
|--------------|---|
| 1 | <p><u>Interpretive Reading:</u></p> <p>I can identify key words and phrases in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.</p> <p>I can determine the main idea in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.</p> <p>I can recognize other key ideas in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.</p> |

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Novice-High

UNIT #: 2

UNIT NAME: School Days

2

Interpretive Listening:

I can listen to students from the target culture describe a typical school day to:

- a. Identify the activities that are mentioned.
- b. Determine which activities we share in common.

Interpretive Reading:

I can interpret a culturally authentic written text (e.g. an article from a culturally authentic children's magazine, a children's book dealing with school, an advertisement for a school) to:

- a. Identify the activities that are mentioned.
- b. Determine which activities we share in common.

3

Interpersonal:

I can do use digital tools and face-to-face communication to:

- a. Ask my classmates and members of the target culture simple questions (yes/no, either or and short response) about how schooling prepares students for their future based on something we have listened to or read.
- b. Answer simple questions about how schooling prepares students for their future by recombining information I have listened to or read.

I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really, that's nice).

I can ask for clarification when I don't understand something.(e.g. please repeat, I don't understand, did you say...?).

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UNIT #: 2

UNIT NAME: School Days

4

Presentational:

I can use simple sentences to describe how schooling in the United States prepares students for their future.

I can use simple sentences to describe how schooling in the target culture prepares students for their future based on texts I have listened to and read and exchanges I have had with my peers in the target culture.

I can use simple sentences to create a multimedia rich presentation that contains both written and oral text to describe schooling in both cultures.

5

Presentational:

I can use simple sentences by recombining information I learned from readings and short video clips to compare and contrast schooling in the United States and the target culture.

I can use simple sentences to talk about and write about the skills needed to be successful in the 21st century and how those skills are similar or different in both cultures.

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CONTENT AREA: FRENCH III

Novice-High

UNIT #: 3

UNIT NAME: Home, Sweet Home

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJSLS |
|----------|--|--|
| 1 | Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age- and level- appropriate culturally authentic texts. | 7.1.NH.A.1 |
| 2 | Identify characteristics of the home and target culture communities as found in culturally authentic materials. | 7.1.NH.A.4 |
| 3 | Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level- appropriate culturally authentic material from the target culture. | 7.1.NH.A.6 |
| 4 | Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize. | 7.1.NH.B.1 7.1.NH.B.4 |
| 5 | Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization. | 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5 |

Code #

New Jersey Student Learning Standards

Linguistic Content Statements

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

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CONTENT AREA: FRENCH III

Novice-High

UNIT #: 3

UNIT NAME: Home, Sweet Home

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- a. Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

Many products and practices related to community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

7.1.NH.A.1

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized,

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CONTENT AREA: FRENCH III

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UNIT #: 3

UNIT NAME: Home, Sweet Home

| | unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
|--|---|
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |
| CONCEPTS WHAT DO STUDENTS NEED TO KNOW? | SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO? |
| <ul style="list-style-type: none"> • Adjectives to describe different types of communities e.g. neighborhood, city, town, urban, suburban, rural • Places in the community e.g. bank, library, supermarket, etc. • Activities that occur in various places of the community • Structures necessary: <ul style="list-style-type: none"> ○ to tell where places in the community are located ○ to describe how people live, work, and socialize in the community • Communication strategies (asking for clarification, using circumlocution, expressing lack of understanding) <p>The Following items have already been assessed in previous units and</p> | <ul style="list-style-type: none"> • Recognize previously learned words and phrases related to places in the community as found in highly contextualized culturally authentic materials. • Determine the meaning of unknown words related to places in the community as found in highly contextualized culturally authentic materials. • Identify characteristics of communities as found in age- and level-appropriate culturally authentic materials. • Identify the main idea and other significant ideas associated with communities as found in culturally authentic materials. • Ask and answer questions related to how people from linguistically and culturally diverse communities live, work, and socialize using digital tools and face-to-face communication. |

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UNIT #: 3

UNIT NAME: Home, Sweet Home

are being recycled in this unit:

- Comparative expressions
- Expressions of likes and dislikes
- Pastime activities
- Weather
- Family members

- Compare and contrast how people from linguistically and culturally diverse communities live, work, and socialize.
- Recombine previously learned material orally and in writing to compare how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

UNIT DESCRIPTION

Students explore how people live, work, and socialize in a community is influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They compare and contrast their community with communities from the target culture(s).

Interpretive:

They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on the home and target culture communities.

Interpersonal:

They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistically and culturally diversity within the home and target culture communities.

Presentational:

They use sentence level discourse to compare and contrast how people from linguistically and culturally diverse communities in the home and target culture communities live, work, and socialize.

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UNIT #: 3

UNIT NAME: Home, Sweet Home

| SLO # | Can Do Statements aligned to the SLOs |
|--------------------------------|---|
| <p align="center">1</p> | <p><u>Interpretive Listening:</u></p> <p>I can listen to a video clip that contains information about communities (e.g. places in the community, types of residences, and activities that take place there) and:</p> <ul style="list-style-type: none"> a. Identify words and phrases that I've learned. b. Determine the meaning of unknown words when the text also contains an explanation or definition of the unfamiliar words. <p><u>Interpretive Reading:</u></p> <p>When reading short texts dealing with information about communities (e.g. places in the community, types of residences, and activities that take place there) I can:</p> <ul style="list-style-type: none"> a. Identify words and phrases that I've learned. b. Determine the meaning of unknown words when the text also contains an explanation or definition of the unfamiliar word. |
| <p align="center">2</p> | <p><u>Interpretive Listening:</u></p> <p>I can listen to a short authentic video clip that contains information about communities (e.g. places in the community, types of residences, and activities that take place there) and recognize characteristics associated with my community and the community where the language I am learning is spoken.</p> <p><u>Interpretive Reading:</u></p> |

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| | |
|-----------------|--|
| | <p>When reading short authentic texts dealing with information about communities (e.g. places in the community, types of residences, and activities that take place there) I can recognize characteristics associated with my community and the community where the language I am learning is spoken.</p> |
| <p>3</p> | <p><u>Interpretive Listening:</u></p> <p>I can listen to a short authentic video clip that contains information about communities (e.g. places in the community, types of residences, and activities that take place there) and:</p> <ul style="list-style-type: none"> a. Identify the main idea. b. Recognize other important ideas. <p><u>Interpretive Reading:</u></p> <p>When reading short authentic texts dealing with information about communities (e.g. places in the community, types of residences, and activities that take place there) I can:</p> <ul style="list-style-type: none"> a. Identify the main idea. b. Recognize other important ideas. |
| <p>4</p> | <p><u>Interpersonal:</u></p> <p>I can ask classmates and others simple questions related to communities (e.g. places in the community, types of residences, and activities that take place there) using digital tools and face-to-face communication.</p> <p>I can answer simple questions related to communities (e.g. places in the community, types of residences, and activities that take place there) using digital tools and face-to-face communication</p> <p>I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not</p> |

BRIDGETON PUBLIC SCHOOLS CURRICULUM

CONTENT AREA: FRENCH III

Novice-High

UNIT #: 3

UNIT NAME: Home, Sweet Home

me, that's interesting, really?, that's nice).

I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say).

5

I can create a multi-media presentation in which I recombine words, phrases and sentences to:

- a. Compare and contrast how people live, work, and socialize in my community and the community where the language I am studying is spoken.
- b. Show how the community is a reflection of the cultures of the people living there (e.g. what they do, things they own, how their homes are built).

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Novice-High

UNIT #: 4

UNIT NAME: Food, Glorious Food

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJSL |
|---|---|--|
| 1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information sources. | 7.1.NH.A.1 |
| 2 | Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials related to restaurant offerings. | 7.1.NH.A.1 |
| 3 | Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture. | 7.1.NH.A.4 7.1.NH.A.5 |
| 4 | Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices. | 7.1.NH.A.3 7.1.NH.B.3 |
| 5 | Ask and answer questions related to personal choices in food selections. | 7.1.NH.B.4 |
| 6 | Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication. | 7.1.NH.B.1 7.1.NH.B.5 |
| 7 | Recombine previously studied material to create a multimedia-rich presentation showing how food choices are influenced by culture, geography and media in the home and target cultures. | 7.1.NH.C.1 7.1.NH.C.3 7.1.NH.C.5 |
| 8 | Describe in writing cultural products or practices associated with a balanced diet. | 7.1.NH.C.3 |

| Code # | New Jersey Student Learning Standards |
|--------|---|
| | <p><u>Linguistic Content Statements</u></p> <p>Interpretive: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and</p> |

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communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and *can use words, lists, and simple sentences* independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the **sentence** level and can *use words, lists, and simple sentences* independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should

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include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

| | |
|------------|--|
| 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral and written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| 7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. |
| 7.1.NH.C3 | Describe in writing people and things from home and school environment. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

| CONCEPTS WHAT DO STUDENTS NEED TO KNOW? | SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO? |
|--|--|
| <ul style="list-style-type: none"> • Selected vocabulary related to food and its origin (e.g. processed, natural, artificial ingredients, sweeteners, preservatives, fillers, farm, orchard, garden, greenhouse, unrefined, minerals, antioxidants, and fiber) • Selected vocabulary related to food preparation (e.g. baking, | <ul style="list-style-type: none"> • Identify foods that are prevalent in the home and target cultures as found in culturally authentic materials from electronic information sources and other sources. • Recognize gestures associated with ordering food and food quantities. |

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broiling, frying, microwaving, roasting, and smoking)

- Selected vocabulary related to a balanced diet
- The structures necessary to discuss the purchasing, growing, eating, and ordering of food in the present time frame
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

It is understood that students at the NH level will have already mastered the following:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American

- Identify some cultural practices associated with food (e.g. what food is considered healthy in the target culture(s)).
- Identify the main idea and key ideas associated with food products, origins, and where to purchase them as found in culturally authentic materials from electronic information sources and other resources.
- Identify the main idea and key ideas associated with balanced diet and food choices as found in culturally authentic materials from electronic information sources and other resources.
- Infer the meaning of highly contextualized unfamiliar spoken or written words associated with food as found in culturally authentic materials from electronic information sources and other resources.
- Demonstrate comprehension of a series of oral and written directions as conveyed in advertisements for the sale, preparation, and serving of foods.
- Exchange information about family and personal food choices in the home and the target culture(s) using digital tools such as blogs, wikis, or SKYPE as well as face-to-face communication by recombining previously memorized words, phrases, and sentences.
- Exchange information about opinions and biases as expressed in advertisements for food and restaurants in the home and target culture(s) with classmates and individuals from the target culture using digital tools such as blogs, wikis, or SKYPE and face-to-face communication.
- Ask question related to nutritional value of food choices and a balanced diet.
- Answer question related to nutritional value of food choices and a balanced diet.
- Create a multimedia-rich presentation showing how food

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equivalent

choices are influenced by culture, geography, and media in the home and target cultures.

- Recombine previously memorized words, phrases and sentences to express preferences related to food choices.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above.

Presentational:

Students create graphs and charts to convey information about the sources of food, its nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe how they and others select and prepare food, which food options are available to them, and why and what nutritional impact their selections have on overall health. They compare and contrast practices related to food selection and preparation in the home and target cultures.

| SLO # | Can-Do Statements aligned to the SLOs |
|-------|---|
| 1 | <p><u>Interpretive Listening:</u></p> <p>I can listen to a video clip that contains information about where food comes from and food choices and</p> <p>a. Identify key words and phrases.</p> |

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- b. Determine the main idea.
- c. Recognize other key ideas.
- d. Determine how where one lives influences one's food choice.

Interpretive Reading:

When reading short texts (e.g. a blog, recipe, survey, on-line menu) dealing with where food comes from and food choice I can:

- a. Identify key words and phrases.
- b. Determine the main idea.
- c. Recognize other key ideas.
- d. Determine how where one lives influences one's food choice.

2

Interpretive Listening:

I can listen to a video clip that deals with where food comes from and food choices and infer the meaning of a few unfamiliar words when the audio text contains an explanation or definition of the unfamiliar word.

Interpretive Reading:

I can infer the meaning of a few unfamiliar words related to food when the text also contains an explanation or definition of the unfamiliar word.

3

Interpretive Listening:

I can listen to a short conversation about healthy eating between two native speakers and determine what they consider to be a healthy meal.

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| | |
|----------|--|
| | I can listen to a short conversation about healthy eating between two native speakers and determine how their practices are similar to mine and how they are different from mine. |
| 4 | <p><u>Interpretive & Interpersonal:</u></p> <p>I can recognize some gestures and idiomatic expressions used when speaking about food (e.g. quantity, expressions of hunger and thirst).</p> <p>I can imitate some gestures and use some basic idiomatic expressions associated with ordering and buying food.</p> |
| 5 | <p><u>Interpersonal:</u></p> <p>I can ask my classmates or members of the target culture about their food preferences.</p> <p>I can answer basic questions about my food preferences when questioned by my classmates or members of the target culture.</p> <p>I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).</p> <p>I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).</p> |
| 6 | <p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to ask my classmates and members of the target culture about their normal eating habits (e.g. when they eat, what they eat, with whom they eat, where they eat).</p> <p>I can ask for clarification when I don't understand something (e.g. please repeat, I don't understand, did you say...?).</p> <p>I can use appropriate reaction words when my classmates and members of the target culture answer a question (e.g. me too, not me, that's interesting, really?, that's nice).</p> |
| 7 | <p><u>Presentational:</u></p> <p>I can use short sentences and digital tools to create a presentation that shows how food choices are influenced by culture,</p> |

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geography, and media in my culture and the target culture.

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Presentational:

I can write several sentences in which I name and describe cultural products and practices associated with a balanced diet in my culture and in the target culture.