

BRIDGETON PUBLIC SCHOOLS CURRICULUM

CONTENT AREA: FRENCH IV	Novice-High	UNIT #: 5	UNIT NAME: Celebrations!
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.	7.1.NH.A.5
2	Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).	7.1.NH.A.6
3	Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.	7.1.NH.B.2
4	Use digital tools to ask and answer questions by recombining memorized words, phrases, and sentences related to milestone events in the target culture(s).	7.1.NH.B.1 7.1.NH.B.4
5	Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.	7.1NH.C.1

Code #	New Jersey Student Learning Standards
	<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u></p> <p>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.

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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):

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.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

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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.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
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?

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- Vocabulary associated with celebrations that mark important milestone events within the target culture(s)
- The structures necessary to:
 - Express comparisons
 - Express superlatives
 - Describe cultural celebrations in the present time frame
- The products and practices that individuals and families in the target culture(s) use when celebrating milestone events
- 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:

- Family members
- Clothing
- Names of authentic holidays
- Seasons
- Structures needed to:
 - Describe typical holidays
 - Describe activities that take place during holiday celebrations

- Demonstrate comprehension of short conversations and brief messages dealing with celebration of milestone events within the target culture(s).
- Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials dealing with celebrations of milestone events within the target culture(s).
- Use digital tools to ask and answer questions related to celebrations that mark important milestone events within the home and target cultures.
- Give and follow a series of directions related to a cultural celebration.
- Ask and respond to questions, make requests, and express preferences related to celebrations of milestone events within the target culture(s)
- Recombine basic information at the word and sentence level to create a multi-media presentation that compares and contrasts celebrations of milestone event(s) in the home and target culture(s).

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore milestone events as celebrated in the target culture and compare and contrast them to similar celebrations in the home culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

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UNIT #: 5

UNIT NAME: Celebrations!

Interpretive:

They interpret authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the celebration of milestone events in the target culture(s).

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 question related to the celebration of milestone events.

Presentational:

They use written and oral sentence discourse to compare and contrast how milestone events are celebrated 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 celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and</p> <ul style="list-style-type: none"> a. Identify key words and phrases. b. Determine how the milestone events are similar to and different from those in my culture. <p><u>Interpretive Reading:</u></p> <p>When reading short texts dealing with celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) I can:</p>

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a. Identify key words and phrases.

b. Determine how the milestone events are similar to and different from those in my culture.

2

Interpretive Listening:

I can listen to a short authentic video clip that contains information about celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) and

a. Identify the main idea.

b. Recognize other key ideas.

Interpretive Reading:

When reading short authentic texts dealing with celebrations of milestone events (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating)

I can:

a. Identify the main idea.

b. Recognize other key ideas.

3

Interpersonal:

I can give directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game) and I can answer questions from my classmates and members of the target culture when they don't understand my directions.

I can follow directions for participating in a cultural activity (e.g. how to perform a dance, how to play a game) and ask for clarification when I do not understand (e.g. please repeat, I don't understand, did you say).

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4

Interpersonal:

I can ask classmates and others simple questions related to a milestone event (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) using digital tools and face-to-face communication.

I can answer simple questions related to a milestone event (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) using digital tools and face-to-face communication.

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).

5

I can create a multi-media presentation in which I recombine words, phrases and sentences to compare and contrast a milestone celebration (e.g. losing a tooth, attending the first day of school, voting, getting a driving license, getting the first job, celebrating special birthdays and anniversaries, getting accepted to college, graduating) in my culture and the target culture.

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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).	7.1.NH.A.1
2	Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals.	7.1.NH.A.2
3	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats.	7.1.NH.A.6
4	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 man and weather impact on animal habitats and migration.	7.1.NH.B.1 7.1.NH.B.4 7.1.NH.B.5
5	Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals' migratory habits.	7.1.NH.C.1

Code #	New Jersey Student Learning Standards
	<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u></p> <p>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 <i>words, lists, and simple sentences</i> independently to:</p>

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UNIT NAME: Migratory Animals

- 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):

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UNIT #: 6

UNIT NAME: Migratory Animals

Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

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.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
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.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.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Environmental conditions that affect where and how animals live • Types of pollution found in the water, air, and land • Man’s role through action and/or lack of action in harming the environment (clear cutting, garbage dumping, and poaching). • Names of geographical features (land and water) • Ways that animals move (animal locomotion) 	<ul style="list-style-type: none"> • Demonstrate comprehension of oral and written texts related to environmental conditions and animal migration paths. • Identify a wide range of efforts to address environmental issues by visiting a target-language web site or reading a brochure about the efforts of a global organization such as the UNEP (United Nations Environmental Program). • Identify main idea of an authentic text dealing with the effects

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- The structures necessary to:
 - Advocate for change
 - Persuade others to make change
 - Give reasons
- 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 migratory animals
- Physical characteristics of migratory animals
- Basic survival needs of migratory animals
- Names of habitats of migratory animals
- Geographical locations where migratory animals may be found
- Weather patterns
- Compass points (to follow migration of animals)
- The structures necessary to:
 - Describe animals (e.g. verbs such as to be and to have)
 - Express needs
 - Show possession
 - Describe weather
- Memorized and frequently practiced questions associated with characteristics of animals, migratory patterns, and basic survival needs of animals

of environment on migration patterns of animals in the community.

- Follow oral directions to trace the path of some migratory animals.
- Locate geographical features, relative size of land masses and water bodies, weather patterns, and sea currents using target language digital tools to complete a graphic organizer.
- Exchange information about man's actions and environmental conditions and their impact on animals using digital tools.
- Provide information about an endangered migratory animal using digital tools to raise awareness about the global cooperation needed to solve this problem.

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UNIT #: 6

UNIT NAME: Migratory Animals

- Reasons animal migrate

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how human behavior world-wide impacts the animal population. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with the efforts of a global organization to raise awareness about endangered migratory animals.

Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about the plight of endangered migratory animals and steps that they, as students, might take.

Presentational:

They use sentence-level discourse to provide information on endangered migratory animal to raise awareness about the global cooperation needed to solve this problem.

SLO #	Can-Do Statements aligned to the SLOs
1	<p><u>Interpretive Listening:</u></p> <p>When listening to a video clip that contains information about with environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems) I can:</p> <ol style="list-style-type: none"> a. Identify key words and phrases. b. Understand the main idea.

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- c. Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given.
- d. Determine which environmental factors are similar and different in the United States and the countries where the language I am studying is spoken.

Interpretive Reading:

When reading short texts dealing with environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems) I can:

- a. Identify key words and phrases.
- b. Understand the main idea.
- c. Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given.
- d. Determine which environmental factors are similar and different in the United States and the countries where the language I am studying is spoken.

2

Interpretive Listening:

I can indicate on a map the migratory path that some animals take based on a short oral text.

Interpretive Reading:

I can indicate on a map the migratory path that some animals take based on a short written text.

3

Interpretive Listening:

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I can identify the main idea in short video clips dealing with environmental causes of animal migration.

I can identify significant ideas in short video clips dealing with environmental causes of animal migration.

Interpretive Reading:

I can identify the main idea in short articles dealing with environmental causes of animal migration.

I can identify significant ideas in short articles dealing with environmental causes of animal migration.

4

Interpersonal:

I can use digital tools and face-to-face communication to ask questions about:

- a. weather and climate change
- b. types of pollution
- c. man's role in harming the environment
- d. things that can be done to counteract the actions of man and nature

I can use digital tools and face-to-face communication to answer questions about:

- a. weather and climate change
- b. types of pollution
- c. man's role in harming the environment
- d. things that can be done to counteract the actions of man and nature

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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...?).

5

I can create a multi-media presentation in which I recombine words, phrases, and sentences to tell what I have learned about man's and nature's impact on migration.

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UNIT #:7

UNIT NAME: Going Green!

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).	7.1.NH.A.1
2	Exchange information gathered about creative environmental products and practices using digital tools.	7.1.NH.B.1
3	Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.	7.1.NH.C.1 7.1.NH.C.4
4	Describe in writing creative environmental products and practices from the home and target cultures.	7.1.NH.C.5

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></p>

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UNIT NAME: Going Green!

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):

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but

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are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

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.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.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.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials 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"> ● The names of commonly recycled electronic items (e.g. CD, computer, computer monitor, MP3 players, printer, printer cartridges, speakers, and video games) ● The names of commonly recycled automobile parts (e.g. batteries, tires, and spark plugs) ● The names of fabrics (e.g. corduroy, cotton, denim, flannel, silk, and wool) ● The names of paper products (e.g. cardboard, cards, newspaper, and wrapping paper) ● The structures necessary to: <ul style="list-style-type: none"> ○ Describe and ask and answer questions related to recycling practices (e.g. clean up, conserve, preserve, recycle, reintroduce, and reprocess) in the present 	<ul style="list-style-type: none"> ● Identify creative environmental practices and products of the target culture and identify the main idea in authentic articles from electronic information sources and other sources. ● Exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative environmental products and practices. ● Create a multimedia presentation showcasing creative recycling products and practices from the target culture using digital tools such as wikis and blogs. ● Describe creative recycling products and practices used in the target cultures.

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time frame

- Describe and ask and answer questions related to art activities associated with recycling (e.g. attach, color, cut, measure, glue, and paint)
- Describe recycling art (e.g. biodegradable, clean, eco-friendly, ecological, environmentally-friendly, and environmental)
- Indicate the location of specific items in relationship to the speaker and listener
- 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:

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated with number, color, location and type of recyclable items
- Vocabulary of renewable resources, such as water, electricity, and paper
- The structures necessary to:
 - Give and respond to memorized commands associated with reduce, reuse, and recycle
 - Indicate frequency

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore how members of the target culture communities use

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UNIT NAME: Going Green!

recycled products in a creative manner. (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, government sites, public service announcements, and short video clips that focus on creative practices and products in the target culture(s).

Interpersonal:

They exchange information with classmates, the teacher, and other target-language speakers in the community, regarding creative products and practices.

Presentational:

They describe creative environmental products and practices from the target culture(s).

SLO #	Can-Do Statements aligned to the SLOs
1	<p><u>Interpretive Listening:</u></p> <p>When listening to a video clip that contains information about the creative use of environmental products (e.g. art, clothing, paper products) I can:</p> <ul style="list-style-type: none"> a. Identify key words and phrases. b. Determine how the products are similar and different in the United States and the countries where the language I am studying is spoken. <p><u>Interpretive Reading:</u></p> <p>When reading short texts dealing with creative use of environmental products (e.g. art, clothing, paper products) I can:</p>

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- a. Identify key words and phrases.
- b. Determine how the products are similar and different in the United States and the countries where the language I am studying is spoken.

2

Interpersonal:

I can use digital tools and face-to-face communication to ask questions about creative use of environmental products (e.g. art, clothing, paper products) as they relate to art and other areas.

I can use digital tools and face-to-face communication to answer questions about creative use of environmental products (e.g. art, clothing, paper products) as they relate to art and other uses.

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...?).

3

I can create a multi-media presentation in which I recombine words, phrases, and sentences to tell how someone from the target culture makes creative use of environmental products (e.g. art, clothing, paper products).

4

I can create a written piece for a real audience in which I recombine words, phrases and sentences to tell what I have learned about the use of creative environmental products (e.g. art, clothing, paper products) in the home and target cultures.