

- Vidéo: les goûts musicaux
<https://enseigner.tv5monde.com/fiches-pedagogiques-fl/musique-216>
- Article: le couple parfait
<https://fr.wikihow.com/%C3%AAtre-un-couple-parfait>
- Other audio, video and print resources

Revision

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share</p>	<p style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to.....</i></p> <p>understand, interpret and analyze authentic informational print, video and audio texts to relate information and propose solutions to challenges faced by their community and the globalized world.</p> <p>expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>		
	<p style="text-align: center;"><i>Meaning</i></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="577 673 1249 1461"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>the world faces natural disasters that affect the well-being of individuals, communities, and societies around the world.</p> <ul style="list-style-type: none"> • cultural preferences and geography have an impact on the environment and the economy. • personal choices and actions can have a significant impact in helping others in need in their community and around the world. </td> <td data-bbox="1249 673 1980 1461"> <p>ESSENTIAL QUESTIONS <i>Students will be considering...</i></p> <ul style="list-style-type: none"> • How do natural disasters affect people around the world? • What are some possible solutions to the issues that natural disasters pose? • What impact does the economy/poverty have on the lives of people and on the future of a country? • What responsibilities do individuals and societies have to help and protect the environment and to rebuild afterwards? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>the world faces natural disasters that affect the well-being of individuals, communities, and societies around the world.</p> <ul style="list-style-type: none"> • cultural preferences and geography have an impact on the environment and the economy. • personal choices and actions can have a significant impact in helping others in need in their community and around the world. 	<p>ESSENTIAL QUESTIONS <i>Students will be considering...</i></p> <ul style="list-style-type: none"> • How do natural disasters affect people around the world? • What are some possible solutions to the issues that natural disasters pose? • What impact does the economy/poverty have on the lives of people and on the future of a country? • What responsibilities do individuals and societies have to help and protect the environment and to rebuild afterwards?
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<p>information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • vocabulary related to the environment, natural disasters, and the economy • giving advice • expressions of concern • cause and effect future with “if” clauses • Introduction of subjunctive to give disaster preparation advice and propose possible solutions 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • explaining and giving information about natural disasters and some of their causes in the target language countries and around the world. • giving examples and talking about natural disasters and economic challenges around the world and their impact on people and communities. • recognizing individual efforts and relating information about disaster relief organizations and events in their community. • giving basic disaster preparation and advice.

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3.1 Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.2 Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 School and Global

Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Revision

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p>	<p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Communication Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students describe environmental problems in the target language countries and in their community to inform and offer suggestions on how to prepare and help others.</p> <p>Role: Students</p> <p>Audience: Students from the target countries and other students in their school community.</p> <p>Situation: Students are members of the emergency relief response team at their school educating students about what to do in case of emergencies due to natural disasters.</p> <p>Product or Performance: Students' choice of a PowerPoint/Slide or video educational presentation to inform and describe natural disasters and the effect these can have on communities. Students will include 2-3 examples of ways individuals and organizations have helped others. Then, students will propose fair and reasonable actions young people can take to be prepared and to aid others before, during, or after a natural disaster in their community and/or around the world. Students will address and keep the essential questions as the center of their presentation and will use the information learned from the unit's resources.</p> <p>Standards for Success: ACTFL - Interpretive and Presentational Communication Performance Rubrics (Intermediate Low / Intermediate Mid)</p>

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OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Vocabulary and grammar quizzes.
- Unit Test

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A, M	<p>Students will complete a chart organizer listing any natural disasters they know or have heard about and will organize them in the following categories: “In my community, in the US, in a target language country, in another country around the world.” Then, students will add details about what they know with regard to the effects those disasters had on the communities and the efforts made by individuals and organizations to rebuild afterwards.</p>	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lectures on the topics of the environment and economy/poverty W, O, Eq</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Teacher observation of reading and listening comprehension activities • Teacher observation of the completion of graphic organizers • Monitoring of illustration activity • Observation of information gap activity • Teacher monitoring of activity on giving advice to others • Teacher observation of peer interviews • Formal and informal assessment of letter writing
A	<p>Teacher will prepare notes and mini-lessons on vocabulary and language functions/useful “chunks” related to natural disasters to introduce throughout the unit. Eq</p>	
A	<p>Teacher will prepare notes and mini-lessons on grammar and forms/structures to introduce and review throughout the unit. Eq</p>	
A, M	<p>Teacher will use a variety of pre-reading and listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after reading and listening/viewing for all print text, video, and audio sources throughout the unit. Eq</p>	
A, M	<p>The teacher will post articles, videos and podcasts on Google classroom (as they come up throughout the unit) so students may read, view, and listen multiple times at school or at home. Eq</p>	
A, M	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq</p>	

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A, M	Students take the pre-assessment and have a class discussion about it. Eq	
A, M	Students identify vocabulary associated with the environment, natural disasters, economy/poverty. W, Eq	
M, T	Students will identify the causes and effects of natural disasters around the world, in the target language countries, and in their own community found in various brief articles from a news website for students. W, Eq, Ev	
M, T	Students will engage in close reading analysis through Think-Pair-Share activities and respond to text-dependent questions of the news articles. W, H, Eq	
M, T	Students will interview each other on their personal experiences (or someone they know) on dealing with natural disasters or going through a traumatic event in their community. W, H, Eq	
A, M, T	Students will engage in conversation to compare their experiences and explore what they learned from them. W, H, R, Eq, Ev	<h1>Revision</h1>
A, M, T	In pairs or small groups, students will research other individuals and organizations that make/have made a difference to others or to society during a crisis. W, H, Eq	
A, M, T	Students will present research findings to the class in the form of a gallery wall. W, H, Eq, Ev	
A, M	Teacher will show the documentary video "Poverty, Inc." to introduce and discuss the topic of poverty and economic issues worldwide. W, H, Eq	

<p>A, M, T</p>	<p>Students will engage in listening comprehension activities before, during, and after watching the video. Students watch/listen to authentic videos, first for gist and then fill in a chart with relevant details. Eq, R</p>	
<p>A, M</p>	<p>Students watch/listen to authentic commercials/videos and songs first for gist and then fill in a chart with relevant details about what some artists/famous people do to help or inform others about environmental issues. Eq, Ev</p>	
<p>A, M</p>	<p>Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. Eq,</p>	
<p>A, M</p>	<p>Students will engage in an activity in which they give written advice about preparing for unexpected disasters (e.g., Problem =In our country we experienced floods... Tip = “think/believe we should ... In my opinion we have to ... We could ...)</p>	
<p>A, M</p>	<p>Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. W, R, U</p>	
<p>M, T</p>	<p>Students use this information to discuss with a partner or small groups and compare/contrast problems in their state/city/town and in the target language countries. They will come up with some suggestions on how they can be more responsible and proactive in helping their communities and around the world. H, Eq, Ev</p>	
<p>M, T</p>	<p>With a partner or in small groups, students use the information they’ve collected and exchanged to write a paragraph about environmental issues (natural disasters and poverty). They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a difference in the world. W, Eq, Ev, H</p>	

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<p>M, T</p>	<p>Students engage in conversations to ask for and give advice on how to be proactive and be prepared in case of an emergency (e.g., Student A: What can I do if.../in case of. Student B: You should/could ...). H, R, Ev, T</p>	
<p>A</p>	<p>Teacher reviews the elements of letter writing and shows a model letter to help students understand the concept. W, Eq</p>	
<p>M, T</p>	<p>Students write a short letter to one of the parties involved in the environmental problem, and do one of the following: express sympathy, offer a solution, express opinion, ask questions, offer help. W, H, Eq</p>	
<p>M, T</p>	<p>Students edit each other's letters, using a holistic scoring guide. R, Ev</p>	
<p>M, T</p>	<p>Students complete the performance task. H</p>	
<p>M, T</p>	<p>Students self-assess their performance task using NCSSFL-ACTFL Can-do statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p> <p>Resources:</p> <ul style="list-style-type: none"> ● News articles on global environmental issues and economic topics. ● Videos, interviews, commercials, songs and print texts on the environment (natural disasters) 	<h1 style="text-align: center;">Revision</h1>

- Les désastres naturels dans le monde en 2021
<https://www.youtube.com/watch?v=ifOnmfHpMr0>

http://www.lefigaro.fr/assets/infographie/print/1fixe/201346_pays_seismes.png

- Comment se préparer au désastre:
<https://practicalbusinessskills.org/assets/images/non-card-fr/disaster-preparedness-info.jpg>

- infographie: les causes des désastres naturels
<https://www.spiritualresearchfoundation.org/fr/wp-content/uploads/sites/3/2017/12/french-natural-disasters.png>

- Audio: la prévention des désastres. Ex: Haiti (Haiti) (Haiti)
<https://www.youtube.com/watch?v=7UrK5CoD8mE>

- Article about impact of disasters on the economy
<https://www.youtube.com/watch?v=7UrK5CoD8mE>
<https://www.mediaterre.org/actu,20181026074301,1.html>

- Other authentic audio, video and print materials

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Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<i>Transfer</i>	
<p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> appropriate use of conventions (register, slang, honorifics, colloquialisms) help exchange information related to travel customs and practices are reflective of the perspectives and values of a given culture. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How does travel change my life? How do I interact appropriately in situations encountered in travel? How do I get around in the target culture? How do I tell stories about the past?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> vocabulary related to travel, tourism and activities expressions related to travel 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> describing places and people in the target language countries expressing opinions of preference

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appropriate to purpose, audience, and a range of formal and informal tasks.

1.1 Interpersonal

Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive

Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational

Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

2.1 Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

- passé composé & imparfait and the difference between them

- asking and answering questions
- storytelling

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2.2 Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.1 Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.1 Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through

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comparisons of the cultures studied and their own.

5.2 Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p>	<p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Complete an IPA(Integrated Performance Assessment) about a trip taken to a Caribbean island</p> <p>Role: French-speaking traveler to “les Antilles”</p> <p>Audience: People interested in possibly traveling to “les Antilles” as well or who enjoy reading about travel.</p> <p>Situation: Travel advice for travel in target language country</p> <p>Product: Reading/Speaking/Research/Listening/Writing</p> <p>Standards for Success: ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>

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OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Vocabulary and grammar quizzes
- Unit test

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	<p>Students interview each other about their previous travel experience/last summer and share their partner’s answers with the class.</p> <p>Sample questions: “Where have you visited?”, “Who did you go with?”, “How did you travel?”, “What was the experience like?”, “How was that experience like from your day to day life?”, “Would you like to go back and why?” “Did you go to the beach?” “Did you build a sand castle?”</p>	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher will give some or all of the tasks throughout the unit based on students’ needs. W, Eq, Ev, R, T, O</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Monitoring of student note taking and responses • Teacher observation of listening comprehension activities based on video • Monitoring participation in class discussions. • Assess interpretive, interpersonal and presentational written and spoken communication • Teacher observation of the completion of graphic organizers (compare/contrast) • Observation of small group discussions and partner interviews • Formal and informal assessments of students’ interpretative communication skills.
A	<p>Teacher will prepare notes and lectures on the topics related to travel, activities and tourism. W, C, Eq</p>	
A	<p>Teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to overcoming unexpected challenges, asking for help, expressing disbelief and discontent as well as elation and excitement. Eq</p>	
A, M	<p>Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq</p>	
A, M	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq</p>	
A, M	<p>Students take the pre-assessment. Eq</p>	
A, M	<p>Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as</p>	

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	well as strategies for during and after listening/viewing video/audio sources. Eq	
M, T	Students watch a promotional video for a region or country and complete a cloze activity and answer comprehension questions. H,	
M, T	In pairs, students will share their findings, preferences and impressions of the video. (likes, dislikes) H, Eq	
A	Teacher will introduce lessons on prepositions of place and time. Eq	
T, A, M	Students view infographics of Martinique and Guadeloupe in the target language, and quiz their partners about the two islands. Eq, T	
A	Teacher will review and introduce elements of persuasive writing and speaking. W, Eq	
M, A	Students read/watch several travel and count down news segments by a blogger/famous traveler/reporter related to the target language country. Students compare bloggers' experiences and problems travelers may encounter and recommendations. H	
A, M	Students create news segments about something that happened in the Caribbean. E, W	
A, M	Students survey peers using a teacher provided questionnaire about personal travel preferences and present their results to the class. Eq, E, T	

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M, T	Students complete a Venn diagram comparing and contrasting travel in a target language country to travel in your own community W, T	
M, T	Students draw a scene from a historical event in Martinique and then speak about the drawing to highlight the difference between passé composé and imparfait and/or watch a short film about a family in Guadeloupe H, Eq, W	
M, T	Students write a paragraph to answer the question: “What are the advantages and disadvantages of travel to the Caribbean?” W, T	
M, T	Students complete the performance task(IPA). H	
M, T	<p>Students self-assess their performance task using ■ NCSSFL-ACTFL Can-do statements to evaluate their growth and set new goals for themselves. W, R, W, T</p> <p style="text-align: center;">Revision</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Textbook reading about volcano eruption in Martinique ● Vidéo touristique (Haïti) https://www.youtube.com/watch?v=Vm8du_0JtKg ● Vlog (Martinique) (divers) 	

- Infographie (Guadeloupe/Martinique)
<https://infographicnow.com/travel/travel-infographic-martinique-et-guadeloupe-infographie/>
- Song (Sur mon île en Martinique)
https://www.youtube.com/watch?v=dBLQ_hm5Y9Y
- Short film (Guadeloupe)
<https://www.youtube.com/watch?v=XNbLtPCzUzI>
- Article - Quelle île choisir dans les Caraïbes?
<https://www.guide-evasion.fr/ou-et-quand-partir/quelle-destination-choisir/10-destinations-phares-dans-les-caraibes/>
- Other authentic audio, video and print materials

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Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>CCSS.ELA-CCRA.R.4 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.</p> <p>CCSS.ELA-CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Present information, concepts, and ideas to inform, explain and persuade on the theme of science and technology using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Build, reinforce, and expand their knowledge of science, engineering and history while using the language to develop critical thinking and to solve problems creatively</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Scientific and technological developments in everyday life can be seen everywhere.</p> <ul style="list-style-type: none"> The factors that have driven development and innovation in science and technology are varied. 	<p>ESSENTIAL QUESTIONS <i>Students will be considering...</i></p> <ul style="list-style-type: none"> How do scientific and technological developments impact our lives? What factors have driven development and innovation in science and technology?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Significant inventions and innovations from target cultures 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Researching scientific and technological inventions 	

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of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

ELA: SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

1.1 Interpersonal

Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive

Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational

Communication:

- Vocabulary related to technical terms, inventions, professions and science
- Asking Questions
- Problem Solving
- Giving Dates
- If Clauses to Describe Cause and Effect
- Review of all Commands

- Identifying and describe scientific discoveries and inventions of the target cultures
- Understanding the significance of these innovations in our lives and the lives of others
- Discussing the value of inventions and innovations from the target culture
- Creating an invention that improves contemporary life

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Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

2.1 Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.1 Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse

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perspectives that are available through the language and its cultures.

4.1 Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p>	<p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Communication Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students present a new invention to a board of potential investors</p> <p>Role: Inventors and investors</p> <p>Audience: Potential investors in their invention</p> <p>Situation: Technology-Inventions Show (e.g. CES in Las Vegas). Students imagine presenting one of their original ideas to potential investors. They will describe what it does, what problems it will solve, and why people will want to buy it.</p> <p>Product or Performance: Students will make a slideshow or build a model to present a new invention for either the home, the workplace, school or medicine. Student inventors have to persuade the investors to invest a lot of money into their project by highlighting its uses and its positive effect on society.</p> <p>Standards for Success: ACTFL - Interpretive and Presentational Communication Performance Rubrics (Intermediate Low / Intermediate Mid)</p>

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OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Unit test
- Vocabulary and grammar quizzes

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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A, M, T	With a partner, students make a mind map of vocabulary related to technology in the house, at work and school, in medicine and in everyday life.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher will give some or all of the tasks throughout the unit based on students' needs. W, Eq, Ev, R, T, O</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Teacher monitor of note taking • Teacher observation of close reading • Monitoring the completion of graphic organizer • Teacher observation of participation in class discussions • Teacher observation of role-playing an interview • Monitor paragraph writing • Formal and informal assessment of email writing
A	Teacher will prepare notes and lectures on the topics of the technological innovation and inventions W, O, Eq	
A	Teacher will prepare notes and mini-lessons on vocabulary and language functions/ useful chunks' relate to technology and science to introduce throughout the unit. Eq	
A	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq	
A	Teacher will use a variety of pre-reading and listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after reading and listening/viewing for all print text, video, and audio sources throughout the unit. Eq	
A, M	The teacher will post articles, videos and podcasts on Google classroom (as they come up throughout the unit) so students may read, view, and listen multiple times at school or at home. Eq	

Revision

A, M	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq	
A	Students take the pre-assessment and have a class discussion about it. Eq	
A	Students identify vocabulary associated with scientific advances and technology. W, Eq	
A, M	Students will read an article on inventions from French-speaking countries and fill out a graphic organizer, categorising the inventions by where they are used. Eq, T	
M	Students will close read and discuss an article about female inventors and their role in scientific and technological advances. H, R	
M, T	Students will participate in a gallery walk of inventions that were not successful and identify their possible uses. H	
M, T	Students will participate in a class discussion on why the inventions were not successful. Eq, R	
M, T	With a partner, students will choose one of the inventions and research the motivation of the inventor. W,	
M, T	In a small group students will then come up with three things in their lives that annoy or frustrate them and then come up with a crazy way to improve that. W, H, Eq,	
A	Teacher will review the components of writing an email. W, Eq	
M, T	Students will write an email to a famous target language inventor from history in which they persuade him/her that life now is better or worse because of technological innovations and scientific ideas. Eq, R	

Revision

M, T	Students will peer review each other's emails. Ev	
A	Teacher will review and introduce elements of persuasive writing and speaking. W, Eq	
A, M	Students view a video to learn about an innovative, living inventor from the target culture whose product is being tested and reviewed by New Milford High School. H, Eq	
M, T	Students will role play an interview with the inventor, for this conversation, students will create questions from both the company's/inventor's perspective and the students' opinion as consumers of the products. H, Eq, R, T	
M, T	The student "inventor" will tell about his/her product and will ask the students questions and seek new ideas for improvement. H, Eq, R, T	
M, T	Students will compare the new product with the products they have used before. Students will state their opinions supported with examples, will offer some options, and state their ideas/suggestions for the future. H, Eq, R, T	
M	Students will watch videos of people in TL countries saying what invention of the past 100 years was the most important. H, Eq, R	
M, T	Students will write a paragraph in which they give their opinion as to why an invention or technological innovation is the most important invention of the last century. Eq	
M, T	Students will peer review each other's writings. Ev	
M, T	Students complete the performance task. H	

Revision

M, T

Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. **W, R, Ev, T**

Resources:

- Les inventions de 2021:
Listening comprehension: youtube video with Quebec accent.
<https://www.youtube.com/watch?v=5UxJVgtBDz8>

Reading comprehension:
<https://hubinstitute.com/2021/CES/Transformation/Tendances-Innovation-DigitalHealth-Sustainable-DigitalBusiness>
<https://peoplenews.com/10-inventions-francaises-qui-ont-revolutionne-le-monde/>
- Biographie de Jules Verne.
<https://www.youtube.com/watch?v=L7pVdxjw>
- infographie: les inventions françaises
https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.ie%2Fpin%2F560487116129628794%2F&psig=AOvVaw3hLs1cVH7corS-Wkc8qC-0&ust=1638207663250000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNja16Tnu_QCFQAAAAAdAAAAABAY
- Infographie: les français et leur budget pour la technologie:
<https://www.alliancy.fr/infographie-francais-budget-nouvelles-technologiessbud>
- L'evolution de la technologie:
<https://fr.statista.com/infographie/20470/previsions-crois>

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[sance-mondiale-pour-secteurs-technologiques-prometteurs-de-la-decennie/](#)

- La technologie: les choix moraux: Cloner, Les OGMs.
<https://www.youtube.com/watch?v=1ivC6OvRocU>
https://www.youtube.com/watch?v=mx9dLbjSc_I

Revision

Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>initiate and sustain meaningful spoken and written communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways</p> <p>present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.</p>
<p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p style="text-align: center;"><i>Meaning</i></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="577 682 1249 1469"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>target language migrants have compelling reasons to immigrate</p> <ul style="list-style-type: none"> • cultures and groups of people are not intrinsically superior or inferior to one another • experiences, values and beliefs shape our unique cultural identity • language and culture play a role in the development of personal identity • different countries have different attitudes and policies towards immigration </div> <div data-bbox="1249 682 1984 1469"> <p>ESSENTIAL QUESTIONS <i>Students will be considering...</i></p> <ul style="list-style-type: none"> • Why is it important to value others' cultural experiences, beliefs and contributions to our communities and world societies? • How are people in my community or region different/similar from people in other communities or regions in your country? • How do life circumstances affect one's identity? </div> </div>

Revision

Acquisition		
<p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers..</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • vocabulary related to personal descriptions, relationships, major life events, traditions, pastimes, values and education. • review of all the tenses • preterite and imperfect tenses • interrogative expressions 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • engaging in conversations related to life experiences and personal identity. • describing places and people and experiences in target language countries. • identifying and describing historical and key life events of target language immigrants in Canada. • comparing their own life experiences to the experiences of others. • describing contributions that target language immigrants have made to Canada. • analyzing and describing biographical information about significant figures from the target culture.

Revision

through comparisons of the language studied and their own.

4.2 Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Revision

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will use the target language to interview a member of the community/student playing the role of a famous Canadian who immigrated there.</p> <p>Role: Interviewer / Presenter</p> <p>Audience: Teacher / Peers</p> <p>Situation: Working with a partner, students will use the target language to generate questions and interview a member of the community to gain insights into their values, family, education, relationships, employment, beliefs, pastimes, experiences, aspirations and contributions to the community. Then students will compare the interviewees' identity to their own identity and present their findings, understanding or connections, etc. to the class.</p> <p>Product or Performance: The recorded interview using student-generated questions, slideshow presentation with presentational speaking</p> <p>Standards for Success: ACTFL Interpersonal and Presentational Rubrics (Intermediate Low / Intermediate Mid)</p>

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OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Quizzes
- Unit Test

Revision

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A, M	Students will work in small groups to brainstorm knowledge of the history and presence of target language immigrants in their community.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher will give some or all of the tasks throughout the unit based on students' needs. W, Eq, Ev, R, T, O</p>	<p>Progress Monitoring Teacher assessment of one-to-one discussions</p> <ul style="list-style-type: none"> ● Teacher monitor peer to peer discussions ● Teacher observation of class discussions ● Monitoring participation in small group discussions ● Teacher observation of the completion of graphic organizers ● Teacher monitor the creation of interview questions ● Teacher monitor note-taking and completion of activities related to essential resource videos and readings.
A	Teacher will prepare notes and lectures on the topics of immigration and the history of target language immigrants. W, O, Eq	
A	Teacher will use a variety of pre-reading and listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for writing and after reading and listening/viewing for all print text, video, and audio sources throughout the unit. Eq	
A, M	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq	
A, M	The teacher will post articles, videos and podcasts on Google classroom (as they come up throughout the unit) so students may read, view, and listen multiple times at school or at home. Eq	
A, M	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq	

Revision

A	Students take the pre-assessment and have a class discussion about it. H, Eq	
A, M	Teacher will prepare notes and mini-lessons on vocabulary and language functions/useful “chunks” related to identity to introduce throughout the unit. Eq	
A, M	Individually, students will read and animate immigration stories of individuals from the target culture in Canada. W, Eq, T	
A, M	Students identify vocabulary associated with identity and ethnicity. W, Eq	
A, M	Students watch and react to audio/visual/written resources to learn about the experiences of a variety of different people. W, Eq, T	
A, M	Students listen to audio/video clips of native speakers describing their experiences, culture and background in the target language and complete a graphic organizer. W, Eq,	
M	Students conduct think-pair-share activities with different types of readings/videos/audio clips related to influential target language figures. Eq, T, R	
A, M	Students will compare their own experiences to those of the audio/video clips. W, T, Eq	
A	Teacher will prepare a mini lesson on the conventions of conversation. O, Eq	
M, T	Students conduct interviews of individuals' families immigration experience. Eq, R	
M, T	Students generate a list of appropriate questions to be used for interviewing each other to learn about each others'	

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	personalities, cultural backgrounds and family history with teacher guidance. W, O, Eq, T	
M, T	Students interview each other about their personalities, cultural backgrounds and family history using the questions. W, H, Eq, T	
M, T	Students check in/monitor understanding by their partners during student interviews and conversations by paraphrasing what the partner has said. R, Ev	
A	The teacher will review elements of letter/email writing. Eq	
M, T	Students write an email to a newly arrived teenage immigrant to Canada giving them advice on how to deal with the weather and culture. T,	
M, T	Students peer-edit each other's emails. R, Ev	
A	In preparation for the performance task, the teacher models organization and planning strategies to conduct an interview including the generation of appropriate and meaningful questions to gather adequate biographical information. W, Eq, R	
M, T	Students generate possible interview questions, peer-edit, evaluate and give feedback to each other. Eq, R, Ev, T	
M, T	Students complete the interview component of the performance task. H, T	
T	Considering the essential questions, students reflect on the life experiences of the people they interviewed and consider how those experiences have shaped their identity. W, Ev	

Revision

M, T

Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. **W, R, Ev, T**

Resources:

- Graphic Novel: Salima d'Alep à Joliette
<https://bdsdi.aqoci.qc.ca/>
- Web Series about a Moroccan family that immigrated to Canada:
<https://www.youtube.com/watch?v=HwSn1jXWdac>
- Web Series featuring different immigrants in Canada:
download episodes
- Film: Comme une odeur de menthe
https://www.onf.ca/film/comme_une_odeur_de_menthe/
- Vidéo: Pourquoi le Canada?
<https://www.youtube.com/watch?v=raNVc2Wsytk>
- Article: Pourquoi Immigrer au Canada
- Vidéo:
<https://www.youtube.com/watch?v=SjKp106W7nl>
- Article:
<https://www.lefigaro.fr/international/2014/09/17/01003-20140917ARTFIG00147-les-refugies-climatiques-trois-fois-plus-nombreux-que-les-refugies-de-querre.php>

Revision

- Variety of songs that deal with the subject of immigration
https://docs.google.com/document/d/19tsKNfTFRDO3hwt5r14mYHJIHAj_VaQ9vQtotFEDff0/edit
- Other authentic resources for print, audio, video

Revision

Revision