

Mount Laurel Township Schools
World Languages Curriculum
Grade 6 French Novice-Mid/High Proficiency Level

Unit: Understanding our World		
Stage 1: Desired Results		
<p>NJCCCS: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<p>Modes of Communication: Strand A: Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Strand B: Interpersonal Mode: Students engage in direct oral and or/written communication with others. Strand C: Presentational Mode: Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>	
<p>Transfer Goal: I want you to learn about the many different cultures of the target language world so that, in the future, on your own, you will be aware and accepting of the world's cultural differences; and you will be able to communicate to native speakers about their world.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • True communication involves a balance of both verbal and non-verbal cues. • Cultural perspectives are gained by using the language and through experience with its products and practices. • Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. • 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people from different cultures sometimes say, write and do things differently from the way I do them? • Is a wide array of languages in the world a good thing? • Why is it important to communicate in other languages? • How can I communicate effectively in another language? • How are cultural perspectives (attitudes, values, beliefs) reflected in a culture's social practices and products? • How does the content of the world languages classroom help me understand who I am and the world in which I live? 	
Students will know that...	Students will be able to...	
Content Statement	CPI #	Cumulative Progress Indicator (CPI)
<p>LINGUISTIC: Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words</i></p>	<p>7.1.NM.A.1 7.1.NH.A.1</p>	<p>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</p>

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<p><i>and phrases</i> that bring meaning to text.</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. <p>Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Respond to learned questions. • Ask memorized questions. • State needs and preferences. • Describe people, places, and things. <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"> • Ask and answer questions related to everyday life. • Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ 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. 		to targeted themes.
	7.1.NM.A.3 7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
	7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
	7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics
	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.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
	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.NM.B.3 7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
	7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
	7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
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	

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<ul style="list-style-type: none"> ▪ Express an opinion and preference. <p>Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Make lists. • State needs and preferences. • Describe people, places, and things <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"> ▪ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>CULTURAL:</p> <ul style="list-style-type: none"> • Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) • The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) 		<p>audience.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
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- 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.)
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

Stage 2: Assessment Evidence:

Performance Task/Benchmark Assessment:

You will research facts on a chosen cultural aspect of a particular target language country. You will act as a cooperative group member or work individually to accumulate knowledge, verify accuracy and construct a visual, oral and written, multimedia-rich project of your particular country’s cultural nuance(s) to present to the community. You will be conducting yourself as a global ambassador for that particular country at the World Culture Fair. Your success will be measured by your fellow classmates’ enriched understanding of your country’s culture, and, if possible, the target country students’

Other Assessments:

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verification.	
Stage 3: Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Intro Nationality Vocabulary, using maps, globe, & ActivBoard / Discuss importance of Global Communication • Play Google Earth tour of target language countries as students practice answering question based on location. • Students listen to instructions on project given in target language. • Students conduct preliminary research on countries and choose a particular target language country and cultural nuance. • With Webquest, students conduct thorough research on the target language country through access to media center website links. 	<ul style="list-style-type: none"> • With Webquest, students conduct thorough research on the target language country through access to media center website links. • Via webquest and internet research, students will read, research, summarize and write information on cultural differences. • Compose and conduct culture survey questions to utilize via email communication and Skype to target language country • Email and Skype counterpart target language students to compile answers to culture questions for the presentation. • Students present projects to classmates, before the WCF event. • Students compose exit cards and instruct fellow classmates to complete an exit card of questions based on the presentation.
<p>Core and Supplemental Instructional Materials: Scholastic Magazine <i>Allons Y</i></p>	
<p>Unit Strategies/Modifications:</p> <p>Special Education Students: Development of target vocabulary Scaffolding comprehension and content-area reading Decreasing the amount of work presented or required Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers Teaching key aspects of a topic. Eliminating nonessential information Providing study guides</p>	

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Allowing students to correct errors (looking for understanding)
Marking students' correct and acceptable work, not the mistakes
Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
Modifying tests to reflect selected objectives
Using true/false, matching, or fill in the blank tests in lieu of essay tests
Reducing the number of answer choices on a multiple choice test
Allowing the use of note cards or open-book during testing
Utilizing graphic organizers
Providing visuals
Strategic grouping

Gifted Students:

Guided Reading Groups
Literature Circles
Flexible grouping in content areas
Independent projects
Differentiated product assignments
Student Choice
Multiple texts
Multiple intelligence options
Group investigation
Research
Bloom's Taxonomy - Stress higher order thinking skills
Habits of Mind
Webb's Depth of Knowledge - Emphasis on Level 3 and 4

Students at Risk of Failure:

TIME Mentor Program
Classroom Instruction that Works
Creating the Opportunity to Learn
Adjust time for completion of assignments

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Allow frequent breaks
Modify assignments requiring copying in a timed situation
Leave class for assistance
Preferential seating
Reduce/minimize distractions
Emphasize teaching (auditory, visual, auditory, tactile)
Individual/small group instruction
Record lectures for replay
Emphasize critical information/key concepts
Pre-teach vocabulary
Provide visual cues
Modify homework
Use written backup for oral directions
Adjust length of assignment
Break assignments into smaller units
Read directions to student
Maintain assignment notebook/student planner
Positive reinforcement
Frequent checks for understanding
Peer tutoring
Emphasize study/organizations skills
Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/
Development of target vocabulary
Scaffolding comprehension, content-area reading
Decreasing the amount of work presented or required;
Using videos, illustrations, pictures, and drawings to explain or clarify.
Graphic organizers
Teaching key aspects of a topic.
Eliminating nonessential information.

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Allowing students to correct errors (looking for understanding);
Marking students' correct and acceptable work, not the mistakes;
Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
Modifying tests to reflect selected objectives;
Using true/false, matching, or fill in the blank tests in lieu of essay tests;
Reducing the number of answer choices on a multiple choice test;
Allowing the use of note cards or open-book during testing;
Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

Suggested Technology Integration:

Activboard to display maps/ record nationality vocabulary - Promethean ActivStudio - Create pages for vocabulary introduction & maps

Google Earth to conduct tour of target language countries - Google Earth Application - Create tour for students

Webquest to research for information on cultural differences. Via the Hartford Media Center:

<http://destiny.mtlaurelschools.org/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>

Potential other websites to use for this:

<http://www.thinkquest.org/en/>

<http://www.globalschoolnet.org/gsh/pr/>

<http://globalcollaborations.wikispaces.com/>

<http://gloaleducation.ning.com/>

Epals email system to send inquiries about culture. - <http://www.epals.com/>

Skype to conduct conversation on culture of target language to native speaker of that language. -

<http://www.skype.com/intl/en-us/welcomepage>