

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

Unit: Getting to Know Me: What's my role in the 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 ways you can describe yourself & others, so that in the future, on your own, you will communicate with someone in the target language, describing you, your wants and your needs.</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 and</i></p>	<p>7.1.NM.A.3 7.1.NH.A.3</p>	<p>Recognize some common gestures and cultural practices associated with target culture(s).</p>
	<p>7.1.NM.B.1 7.1.NH.B.1</p>	<p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to</p>

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<p><i>phrases</i> that bring meaning to text. 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. ▪ Express an opinion and preference. <p>Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can <i>use</i></p>		self and targeted themes.
	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 audience.
	7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
	7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing
	7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
	7.1.NH.C.3	Describe in writing people and things from the home and school environment.
	7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.	

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<p><i>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">• 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.)• 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.)• Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art and pastimes.)		
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Stage 2: Assessment Evidence:	
<p>Performance Task/Benchmark Assessment:</p> <p>You are a global ambassador for your school. You will compose a song, rap, essay or poem introducing yourself to a counterpart student of the target language. You will imbed this creation into a Wikipage, which will be shared with fellow US and target language classmates. Your introduction should include the following topics: physical description, popular cultural preferences, likes/dislikes, family, pets, and where you live.</p>	<p>Other Assessments:</p>
Stage 3: Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> • Reading student biographies from target language • Reading/ Viewing other student biographies posted on wikipages • Compose a questionnaire via epals for a counterpart student of the target language • Students present a picture that is relevant, describing in the target language the reasons that they have chosen this picture to share. • Via epals, students communicate with target language students, by drafting an interview for the target language student. 	<ul style="list-style-type: none"> • Students write a rough draft of self-introduction • Students peer review self-introductions with target language students via epals email system. • Students use Skype and ActivStudio Record to practice for their Voki embed voices. • Create a wikipage presenting self- introduction information • Create a Voki recording of autobiography information to use in final presentation
<p>Core and Supplemental Instructional Materials: Scholastic Magazine <i>Allons Y</i></p>	
<p>Unit Strategies/Modifications:</p>	
<p>Special Education Students:</p>	

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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
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

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Students at Risk of Failure:

TIME Mentor Program
Classroom Instruction that Works
Creating the Opportunity to Learn

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.
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:

Student created Wikipages: <http://www.wikispaces.com/content/for/teachers>
Student created Voki or Voice Thread embedded in wikipage, recording voice reciting information: <http://www.voki.com/>
Or: <http://ed.voicethread.com/>
Epals communication to ask and answer information with counterpart student :/<http://www.epals.com/>
Skype for practice of oral presentation: <http://www.skype.com/intl/en-us/welcomepage>