

Instructional Material Program: Reporters Francophones 4

2020 New Jersey Student Learning Standards - World Languages (NJSL-S-WL)

PROFICIENCY LEVEL: Advanced Low

INTERPRETIVE MODE OF COMMUNICATION

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations	Examples from the program
7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.	p. 1 (act. 1b), p. 3 (act. 2b, 2d, 2f), p. 5 (act. 3b), p. 6 (act. 5b), p. 7 (act. 5c), p. 14 (act. 12a, 12b, 12c), p. 16 (act. 15a, 15b, 15c), p. 17 (act. 15d), p. 18 (act. 17b, 18a), p. 19 (act. 18b, 18c), p. 29 (act. 1a), p. 30 (act. 2c), p. 33 (act. 3a), p. 35 (act. 5b, 5c), p. 36 (act. 6b, 6c), p. 37 (act. 6d, 6e), pp. 38-39 (act. 8a, 8b), p. 40 (act. 10a), p. 41 (act. 11b), p. 57 (act. 1a), p. 63 (act. 5b, 5d), p. 64 (act. 6c), p. 66 (act. 9c), p. 67 (act. 10a), p. 68 (act. 12a, 12c), p. 71 (act. 14b, 14c), p. 73 (act. 15b, 15d), p. 74 (act. 17b, 17c), p. 75 (act. 18b, 18c), p. 85 (act. 1b), p. 87 (act. 2b), p. 91 (act. 5b), p. 93 (act. 7a), p. 95 (act. 9b), p. 96 (act. 10a, 10b), p. 97 (act. 11a, 11b), pp. 98-99 (act. 13a, 13b), p. 103 (act. 16c), p. 113 (act. 1b), p. 115 (act. 2b, 2c, 2d), p. 117 (act. 3f), p. 124 (act. 9a, 9b), p. 125 (act. 10a, 10b), p. 126 (act. 12a), p. 127 (act. 12c), p. 129 (act. 14c, 14d, 14f), p. 141 (act. 1b), p. 143 (act. 2a), p. 145 (act. 3b), p. 147 (act. 5a), p. 150 (act. 9b), p. 151 (act. 10a), p. 152 (act. 12), p. 153 (act. 13a), p. 157 (act. 15b), p. 158 (act. 17b).

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.	p. 9 (act. 7b), p. 43 (act. 13c), p. 44 (act. 14c), p. 47 (act. 15a), p. 59 (act. 2b), pp. 60-61 (act. 3b-3e), p. 89 (act. 3c), p. 92 (act. 6b, 6c), p. 101 (act. 15d), p. 117 (act. 3b, 3c, 3d), p. 119 (act. 5b, 5c, 5e), p. 120 (act. 6c-6d), p. 121 (act. 6e), p. 123 (act. 8b, 8c, 8d), p. 131 (act. 15b, 15c, 15d, 15e), p. 143 (act. 2b), p. 148 (act. 6b, 6c), p. 154 (act. 14b, 14c).
7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	p. 12 (act. 10c), p. 14 (act. 12c), p. 16 (act. 15a, 15c), p. 39 (act. 8c), p. 99 (act. 13c).
7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.	p. 3 (act. 2f), p. 18 (act. 17b, 18a), p. 19 (act. 18b, 18c), p. 31 (act. 2e), p. 33 (act. 3a), p. 40 (act. 10a), p. 47 (act. 15b), p. 57 (act. 1a), p. 65 (act. 8), p. 66 (act. 9c), p. 73 (act. 15b, 15d), p. 74 (act. 17b, 17c), p. 75 (act. 18b, 18c), p. 91 (act. 5b), p. 93 (act. 7a), p. 95 (act. 9b), p. 96 (act. 10a, 10b), p. 103 (act. 16b, 16c), p. 115 (act. 2c, 2d), p. 119 (act. 5b, 5e), p. 123 (act. 8c, 8d), p. 129 (act. 14c, 14d, 14f, 14e), p. 147 (act. 5a), p. 150 (act. 9b), p. 157 (act. 15b), p. 158 (act. 17b).
7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.	p. 14 (act. 12a), p. 43 (act. 13b, 13c), p. 73 (act. 15b), p. 95 (act. 9b), p. 96 (act. 10a, 10b), p. 129 (act. 14c), p. 131 (act. 15b, 15d, 15e).
7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.	p. 18 (act. 17b), p. 19 (act. 18b), p. 36 (act. 6b, 6c), p. 60 (act. 3c), p. 64 (act. 6c), p. 74 (act. 17b, 17c), p. 75 (act. 18b, 18c), pp. 100-101 (act. 15c, 15d), p. 120 (act. 6c, 6d), p. 148 (act. 6b, 6c), p. 154 (act. 14b), p. 158 (act. 17b), p. 159 (act. 18b).
7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	p. 5 (act. 3a, 3c), p. 7 (act. 5d), p. 9 (act. 7d), p. 11 (act. 9c), p. 12 (act. 10d), p. 31 (act. 2d), p. 44 (act. 14a), p. 65 (act. 6f), p. 66 (act. 9b), p. 68 (act. 12b), p. 91 (act. 5c), p. 99 (act. 13c), p. 115 (act. 2e), p. 121 (act. 6f), p. 127 (act. 12b), p. 129 (act. 14b).

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.	p. 3 (act. 2c), p. 12 (act. 10d), p. 31 (act. 2d).
7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.	p. 3 (act. 2d, 2e, 2f), p. 5 (act. 3b, 3d, 3e), p. 11 (act. 9d), p. 63 (act. 5c, 5d), p. 92 (act. 6c), p. 95 (act. 9b), p. 99 (act. 13b), p. 101 (act. 15d).
7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.	p. 3 (act. 2d), p. 59 (act. 2b), p. 71 (act. 14b, 14c), p. 73 (act. 15b, 15d), p. 115 (act. 2c, 2d).

INTERPERSONAL MODE OF COMMUNICATION

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. **Advance Low learners** can talk about present, past, and future events with increasing accuracy and fluency.

CORE IDEA: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.	p. 1 (act. 1a), p. 3 (act. 2a, 2c), p. 6 (act. 5a), p. 9 (act. 7c, 8), p. 11 (act. 9a, 9e), p. 12 (act. 10a, 10b, 10c), p. 18 (act. 17a, 18a), p. 29 (act. 1b), p. 30 (act. 2a, 2b), p. 33 (act. 3b), p. 35 (act. 5a), p. 37 (act. 6f), p. 43 (act. 13a, 13e), p. 57 (act. 1b), p. 59 (act. 2a, 2c, 2e), p. 60 (act. 3a), p. 61 (act. 3g), p. 63 (act. 5a, 5c, 5e), p. 64 (act. 6a, 6d), p. 66 (act. 9a), p. 67 (act. 10b), p. 69 (act. 12d, 12e), p. 71 (act. 14c), p. 73 (act. 15a, 15c), p. 75 (act. 18a), p. 85 (act. 1a), p. 87 (act. 2a, 2d), p. 88 (act. 3b), p. 91 (act. 5f), p. 92 (act. 6a), p. 95 (act. 9c), p. 100 (act. 15b), p. 103 (act. 16a), p. 113 (act. 1a), p. 115 (act. 2f), p. 117 (act. 3a, 3d), p. 119 (act. 5d), p. 120 (act. 6a, 6b), p. 123 (act. 8a), p. 141 (act. 1a), p. 143 (act. 2d), p. 145 (act. 3c), p. 147 (act. 5b, 5c), p. 151 (act. 10b, 11), p. 154 (act. 14a), p. 155 (act. 14d), p. 157 (act. 15a), p. 158 (act. 17a, 17c, 18).

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.	p. 13 (act. 10i), p. 41 (act. 11c, 12), p. 43 (act. 13g), p. 45 (act. 14f), p. 69 (act. 13).
7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.	p. 3 (act. 2e), p. 5 (act. 3f), p. 7 (act. 5f), p. 9 (act. 7a), p. 11 (act. 9b), p. 13 (act. 10g, 10h), p. 17 (act. 15e), p. 33 (act. 3c), p. 35 (act. 5d), p. 39 (act. 8d), p. 40 (act. 10b), p. 41 (act. 11a), p. 43 (act. 13d), p. 44 (act. 14b), p. 59 (act. 2d), p. 61 (act. 3f), p. 64 (act. 6b), p. 67 (act. 9d), p. 71 (act. 14a), p. 87 (act. 2e), p. 88 (act. 3a), p. 89 (act. 3e), p. 91 (act. 5a, 5d, 5e), p. 93 (act. 7b, 8), p. 95 (act. 9a), p. 96 (act. 10c), p. 101 (act. 15e), p. 103 (act. 16a, 16e), p. 115 (act. 2a), p. 117 (act. 3e, 3g), p. 119 (act. 5a, 5f), p. 121 (act. 6g), p. 123 (act. 9c), p. 125 (act. 10c), p. 129 (act. 14a, 14g), p. 131 (act. 15a), p. 143 (act. 2c), p. 145 (act. 3a), p. 148 (act. 6a, 6d), p. 149 (act. 7), p. 150 (act. 9a), p. 155 (act. 14e, 14f).
7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.	p. 7 (act. 6), p. 11 (act. 9f), p. 35 (act. 5e), p. 36 (act. 6a), p. 71 (act. 14d), p. 73 (act. 15e), p. 100 (act. 15a), p. 103 (act. 16d).
7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	p. 15 (act. 14), p. 41 (act. 12), p. 67 (act. 11), p. 74 (act. 17a), p. 87 (act. 2e), p. 88 (act. 3b), p. 89 (act. 3d), p. 91 (act. 5g), p. 92 (act. 6d), p. 97 (act. 12), p. 125 (act. 11), p. 151 (act. 11).
7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.	p. 121 (act. 7), p. 143 (act. 2c, 2d), p. 155 (act. 14f).

PRESENTATIONAL MODE OF COMMUNICATION

Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

CORE IDEA: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.	p. 65 (act. 6e), p. 75 (act. 19), p. 82 (act. Projet final), p. 101 (act. 15f), p. 110 (act. Projet final), p. 121 (act. 7), p. 138 (act. Projet final), p. 145 (act. 4), p. 147 (act. 5d), p. 149 (act. 8), p. 166 (act. Projet final).
7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.	p. 31 (act. 2f), p. 54 (act. Projet final), p. 82 (Projet final).
7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.	p. 7 (act. 5e), p. 13 (act. 11), p. 15 (act. 13), p. 19 (act. 19), p. 26 (act. Projet final), p. 33 (act. 4), p. 47 (act. 16), p. 54 (act. Projet final), p. 61 (act. 4), p. 71 (act. 14e), p. 73 (act. 16), p. 89 (act. 4), p. 117 (act. 4), p. 131 (act. 16), p. 157 (act. 16), p. 159 (act. 19).
7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.	p. 5 (act. 4), p. 9 (act. 7e), p. 17 (act. 16), p. 37 (act. 7), p. 39 (act. 9), p. 45 (act. 14e), p. 54 (Projet final), p. 63 (act. 5f), p. 65 (act. 7), p. 74 (act. 17d), p. 82 (Projet final), p. 95 (act. 9d), p. 99 (act. 14), p. 103 (act. 17), p. 110 (Projet final), p. 123 (act. 8e), p. 125 (act. 10d), p. 127 (act. 13), p. 138 (Projet final), p. 153 (act. 13b), p. 166 (Projet final).

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	p. 3 (act. 2g), p. 31 (act. 2f).
7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.	p. 65 (act. 7), p. 82 (Projet final), p. 157 (act. 16).
INTERCULTURAL STATEMENTS	
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Current events	p. 71 (act. 14b, 14c), p. 63 (act. 5a), p. 75 (act. 19), p. 88 (Comparaison culturelle)
Contemporary and emerging global issues	p. 3 (act. 2g), p. 5 (act. 4), p. 71 (act. 14b, 14c, 14e), p. 73 (act. 16).
Population	pp. 58-59 (act. 2a, 2b, 2d), p. 115 (act. 2c, 2d), p. 117 (act. 3b, 3c, 3d, 3e, f, 3g, 4), p. 143 (act. 2b, 2d).
Migration	pp. 44-45 (act. 14b, 14c, 14d, 14e, 14f), p. 115 (act. 2c, 2d), p. 117 (act. 3b, 3c, 3d, 3e, f, 3g, 4),
Environment	pp. 58-59 (act. 2a, 2b, 2d, 2e), pp. 60-61 (act. 3c, 3d, 3g, 4), p. 64 (act. 6d), p. 65 (act. 6e), p. 166 (Projet final).
Discrimination	p. 3 (act. 2g), p. 73 (act. 15b, 15d), p. 143 (act. 2c).
Resources	pp. 58-59 (act. 2a, 2b, 2e), p. 60 (act. 3c), p. 61 (act. 4), p. 148 (act. 6b, 6c, 6d), p. 149 (act. 7, 8), p. 166 (Projet final).

INTERCULTURAL STATEMENTS	
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	
Impact of current events and global issues on the target culture societies and on the students' own society	p. 3 (act. 2g), p. 11 (act. 9f), p. 63 (act. 5a, 5f), p. 71 (act. 14e), p. 75 (act. 18c, 19).
Effects of population growth and migration across the globe	p. 115 (act. 2c, 2d), p. 117 (act. 3b, 3c, 3d, 3e, f, 3g, 4), p. 143 (act. 2b, 2c, 2d).
Environmental degradation and protections in the target culture and in students' own culture	p. 59 (act. 2b), p. 61 (act. 3d, 3f, 3g, 4), p. 166 (Projet final).
Examination and comparisons of discrimination and other conflicts that affect the world	p. 3 (act. 2g), p. 75 (act. 19), p. 143 (act. 2c, 2d).
The allocation of scarce resources and the impact on the target culture(s) and students' own culture	p. 59 (act. 2b, 2e), p. 61 (act. 4), p. 166 (Projet final).