

Instructional Material Program: Reporters Francophones 3

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

PROFICIENCY LEVEL: INTERMEDIATE LOW TO INTERMEDIATE MID

INTERPRETIVE MODE OF COMMUNICATION

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: 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.

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.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	pp. 0-1 (act. 1a), p. 2 (act. 2a, 2b), p. 3 (act. 3a, 3b), p. 4 (act. 4a, 4b), p. 7 (act. 7b, 7c), p. 8 (act. 9), p. 9 (act. 12a, 12b, 12c), p. 11 (act. 14a, 14b, 14c), p. 12 (act. 15a), p. 13 (act. 16a), p. 14 (act. 17a), p. 16 (act. 19a, 19b), p. 17 (act. 21b), p. 23 (act. 2a, 2c), p. 24 (act. 3b, 3c), p. 25 (act. 4a, 4b), p. 43 (act. 5a, 5b), p. 44 (act. 7b), p. 45 (act. 8a, 8b, 8c), p. 61 (act. 1a), p. 65 (act. 2a, 2b, culture), p. 67 (act. 4a, 4b), p. 69 (act. 8a), p. 85 (act. 1c, culture), p. 89 (act. 4c), p. 90 (act. 5), p. 102 (act. 1a, 1b), p. 107 (act. 2a, 2b, culture), p. 108 (act. 3b), p. 111 (act. 7a), p. 112 (act. 9), p. 125 (act. 1a, 1b, culture), 127 (act. 3a, 3b), p. 128 (act. 4a, 4b), p. 137 (act 16), p. 144 (act. 1a, 1b), p. 147 (act. 1a, 1b), p. 149 (act. 2b, culture), p. 151 (act. 5d, 5e), p. 155 (act. 8a, 9a), p. 156 (act. 10), p. 161 (act. 16), p. 169 (act. 1a, 1b, culture), p. 170 (act. 2a, 2b, 2c), p. 171 (act. 3b), p. 172 (act. 4a, 4b), p. 173 (act. 5b, 5c), p. 174 (act. 6), p. 186 (act. 1a), p. 187 (act. 1b), p. 189 (act. 1a), p. 191 (act. 2a, 2b, culture), p. 195 (act. 6a, 5b, 5c), p. 196 (act. 7, 8), p. 207 (act. 1c, culture), p. 208 (act. 2a, 2b), p. 210 (act. 4b), p. 212 (act. 6c), p. 213 (act. 7a, 7b, 8), p. 214 (act. 9), p. 229 (act. 1a), p. 231 (act. 1a) p. 233 (act. 2b, culture), p. 235 (act. 3a, 4a, 4b), p. 236 (act. 5a), p. 237 (act. 5b, 5c, 6), p. 239 (act. 7c), p. 240 (act. 8, 9), pp. 252-253 (act. 1a), p. 253 (act. 1a, 1b, culture), p. 255 (act. 2f), p. 258 (act. 5), p. 271 (act. 1a, 1b, 1c, 1d)

<p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p>	<p>p. 88 (act. 4b), p. 108 (act. 3b), p. 238 (act. 7b), p. 255 (act. 2d)</p>
<p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p>	<p>p. 63 (act. 1a), p. 88 (act. 4a), p. 144 (act. 1a, 1b), p. 237 (act. 6a)</p>
<p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p>	<p>p. 86 (act. 2a), p. 87 (act. 2b, 3a, 3b), p. 130 (act. 7b, 7c), p. 130 (act. 7b), p. 131 (act. 8a), p. 137 (act. 16), p. 151 (act. 5a, 5b, 5c, 5d, 5e)</p>
<p>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p>	<p>p. 12 (act. 15c), p. 16 (act. 20), p. 20 (act. 1a), p. 28 (act. 6, 7), p. 39 (act. 1b), p. 41 (act. 2a), p. 46 (act. 9, 10), p. 57 (act. 3b), p. 61 (act. 1b, 1c), p. 63 (act. 1b), p. 95 (act. 13), p. 102 (act 1b), p. 105 (act. 1a), p. 130 (act. 7b), p. 154 (act. 7b, 7c), p. 173 (act. 5a, 5d), p. 257 (act. 4b), p. 271 (act. 1b, 1c)</p>
<p>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<p>p. 42 (act. 4a, 4b), p. 49 (act. 15), p. 88 (act. 4a), p. 112 (act. 8), p. 144 (act. 1c), p. 177 (act. 11), p. 229 (act. 1b)</p>
<p>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</p>	<p>p. 21 (act. 1a), p. 24 (act. 3a), p. 57 (act. 3a), p. 67 (act. 4b), p. 70 (act. 9b), p. 71 (act. 10a, 10b), p. 72 (act. 11), p. 77 (act. 21), p. 86 (act. 2a), p. 90 (act. 6), p. 109 (act. 4a), p. 127 (act. 2a, 2b), p. 149 (act. 2a), p. 150 (act. 3a), p. 153 (act. 6b), p. 154 (act. 7a), p. 210 (act. 4a), p. 211 (act. 5a, 5b), p. 233 (act. 2a), p. 235 (act. 3b), p. 238 (act. 7a), p. 256 (act. 3a)</p>

<p>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	<p>p. 25 (act. 4c), p. 27 (act. 5a, 5b, 5d, 5e), p. 41 (act. 2d, 2e), p. 42 (act. 4c), p. 43 (act. 5c, 5d), p. 67 (act. 3c), p. 69 (act. 5c), p. 71 (act. 10c), p. 72 (act. 12), p. 89 (act. 4d), p. 109 (act. 4b, 4c), p. 127 (act. 2d), p. 155 (act. 8b), p. 195 (act. 6c), p. 208 (act. 2c), p. 213 (act. 7c), p. 235 (act. 3c), p. 239 (act. 7d), p. 257 (act. 3e)</p>
<p>7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</p>	<p>p. 71 (act. 10a, 10b, culture), p. 72 (act. 12)</p>

INTERPERSONAL MODE OF COMMUNICATION

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

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
<p>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p>p. 0 (act. 1b), p. 2 (act. 2d), p. 3 (act. 3c), p. 4 (act. 4c), p. 5 (act. 5), p. 7 (act. 7c, 8), p. 11 (act. 14e), p. 31 (act. 10, 11), p. 33 (act. 14, 15, 16), p. 43 (act. 6c), p. 49 (act. 13, 14, 15), p. 51 (act. 17, 18, 19, 20), p. 53 (act. 21, 22), p. 68 (act. 5a), p. 75 (act. 14, 15, 16, 17), p. 77 (act. 18, 19, 20), p. 79 (act. 22, 23, 24), p. 93 (act. 7, 8, 9), p. 95 (act. 10, 11, 12, 13), p. 115 (act. 11, 12, 13), p. 118 (act. 16, 17, 18, 19), p. 119 (act. 20, 21, 22), p. 134 (act. 12, 13, 14), p. 136 (act. 15), p. 137 (act. 17, 18, 19), p. 153 (act. 6b, 6c, 6d), p. 159 (act. 13, 14, 15), p. 161 (act. 16, 17, 18, 19), p. 163 (act. 20, 21, 22), p. 177 (act. 9, 10, 11, 12), p. 179 (act. 13, 14, 15), p. 189 (act. 1b), p. 195 (act. 5a), p. 199 (act. 10, 11, 12, 13), p. 201 (act. 14, 15, 16), p. 207 (act. 1a, 1b), p. 209 (act. 2d), p. 212 (act. 6d), p. 213 (act. 8), p. 214 (act. 10), p. 217 (act. 12, 13, 14, 15), p. 218 (act. 16, 17), p. 220 (act. 18, 19, 20), p. 221 (act. 21, 22, 23), p. 231 (act. 1b), p. 235 (act. 3d), p. 241 (act. 10), p. 242 (act. 11), p. 243 (act. 12, 13, 14, 15), p.</p>

	245 (act. 16, 17, 18, 19, 20), p. 247 (act. 21, 22, 23), p. 257 (act. 3f), p. 262 (act. 8, 9, 10, 11, 12), p. 263 (act. 13, 14), p. 266 (act. 16)
7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.	p. 8 (act. 11), p. 9 (act. 12d), p. 25 (act. 4e), p. 79 (act. 25), p. 82 (act. 26), p. 128 (act. 4c), p. 170 (act. 2d, 2e)
7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.	p. 10 (act. 13b), p. 11 (act. 14f), p. 12 (act. 15c, 15d), p. 13 (act. 16b), p. 14 (act. 17b, 17c), p. 15 (act. 18b, 18c), p. 16 (act. 19c), p. 17 (act. 17c), p. 21 (act. 1b), p. 23 (act. 2b), p. 25 (act. 4e), p. 31 (act. 12), p. 33 (act. 17), p. 41 (act. 2c, 2f, 3), p. 42 (act. 4b, 4d), p. 43 (act. 5a, 5d, 6a, 6b), p. 44 (act. 7a, 7c), p. 45 (act. 8d), p. 46 (act. 10, 11), p. 61 (act. 3), p. 67 (act. 3a, 3d), p. 69 (act. 8b), p. 71 (act. 10a), p. 73 (act. 13), p. 87 (act. 3c), p. 88 (act. 4a), p. 89 (act. 2e, 2f), p. 90 (act. 6), p. 103 (act. 3), p. 105 (act. 1b), p. 107 (act. 2c), p. 108 (act. 3a, 3d), p. 110 (act. 6a, 6b, 6c, 6e), p. 111 (act. 7b), p. 113 (act. 10), p. 119 (act. 23), p. 122 (act. 24), p. 125 (act. 1c, 1d), p. 127 (act. 2a, 2c, 2e, 3b, 3c), p. 129 (act. 5a, 5b, 6), p. 130 (act. 7a, 7d), p. 133 (act. 11), p. 149 (act. 2a, 2c), p. 150 (act. 3b), p. 151 (act. 5a, 5b, 5c), p. 154 (act. 7a, 7d), p. 155 (act. 9a), p. 156 (act. 11), p. 163 (act. 23), p. 171 (act. 3a, 3c, 3d), p. 172 (act. 4a, 4c, 4d, 4e), p. 174 (act. 7), p. 175 (act. 8), p. 179 (act. 16), p. 187 (act. 2), p. 193 (act. 3a, 3b, 3c, 3d, 3e), p. 195 (act. 6b, 6d), p. 197 (act. 9), p. 210 (act. 4c), p. 212 (act. 6e), p. 215 (act. 11), p. 229 (act. 3), p. 233 (act. 2c), p. 237 (act. 5d, 6a, 6b, 6c), p. 238 (act. 7a), p. 253 (act. 1c), p. 254 (act. 2b, 2c), p. 255 (act. 2g, 2h), p. 256 (act. 3a), p. 258 (act. 6)
7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	p. 69 (act. 6), p. 87 (act. 2d), p. 98 (act. 14), p. 109 (act. 5), p. 131 (act. 8b, 8c), p. 151 (act. 5f), p. 182 (act. 17), p. 193 (act. 4), p. 209 (act. 2e), p. 259 (act. 7)
7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	p. 39 (act. 1a), p. 47 (act. 11), p. 49 (act. 16), p. 82 (act. 26), p. 87 (act. 2c), p. 140 (act. 20), p. 145 (act. 2), p. 150 (act. 4), p. 151 (act. 5f), p. 155 (act. 9), p. 166 (act. 24), p. 193 (act. 4), p. 201 (act. 17), p. 224 (act. 24), p. 239 (act. 7e), p. 250 (act. 24), p. 259 (act. 7), p. 271 (act. 3)

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

p. 25 (act. 4a, 4b), p. 70 (act. 9a, 9b, 9c), p. 71 (act. 10a, 10d), p. 211 (act. 5a, 5b, 5c, 5d)

PRESENTATIONAL MODE OF COMMUNICATION

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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
<p>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p>	<p>p. 8 (act. 10), p. 17 (act. 21c), p. 37 (Mini-projet 1), p. 83 (Mini-projet 1), p. 99 (Mini-projet 2), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 187 (act. 3), p. 263 (act. 15)</p>
<p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p>	<p>p. 5 (act. 6), p. 7 (act. 8), p. 57 (Mini-projet 2), p. 61 (act. 2), p. 115 (act. 15), p. 229 (act. 2), p. 239 (act. 7f)</p>
<p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<p>p. 11 (act. 14d), p. 16. (act. 19c), p. 24 (act. 3d), p. 31 (act. 12), p. 67 (act. 4c), p. 69 (act. 7), p. 103 (act. 2), p. 131 (act. 8b), p. 145 (act. 3), p. 157 (C'est vous les reporters!), p. 167 (Mini-projet 1), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 204 (act. 18), p. 209 (act. 2e, 3b), p. 226 (Projet final), p. 243 (act. 15), p. 255 (act. 2i), p. 263 (act. 15), p. 267 (Mini-projet 2), p. 268 (Projet</p>

	final)
7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	p. 29 (C'est vous les reporters!), p. 47 (C'est vous les reporters!), p. 91 (C'est vous les reporters!), p. 113 (C'est vous les reporters!), p. 133 (C'est vous les reporters!), p. 175 (C'est vous les reporters!), p. 197 (C'est vous les reporters!), p. 215 (C'est vous les reporters!), p. 225 (Mini-projet 2), p. 259 (C'est vous les reporters!) p. 271 (act. 2)
7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.	p. 13 (act. 16c), p. 36 (act. 18), p. 58 (Projet final), p. 61 (act. 2), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 145 (act. 3), p. 187 (act. 3), p. 193 (act. 3f), p. 205 (Mini-projet 1), p. 226 (Projet final), p. 241 (C'est vous les reporters!), p. 251 (Mini-projet 1), p. 271 (act. 2)
7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.	p. 27 (act. 5f), p. 44 (act. 7d), p. 45 (act. 8e), p. 53 (act. 23), p. 56 (act. 24), p. 57 (Mini-projet 2), p. 204 (act. 18) p. 209 (act. 2e), p. 221 (act. 23), p. 229 (act. 2), p. 257 (act. 3f)
7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.	p. 15 (act. 18c), p. 71 (act.10d), p. 73 (C'est vous les reporters!)

INTERCULTURAL STATEMENTS

Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Immigration	p. 207 (act. 1a, 1b, 1c, culture), p. 208 (act. 2a, 2b), p. 209 (act. 2d), p. 210 (act. 4a, 4b, 4c), p. 211 (act. 5a, 5b, 5c, 5d), p. 212 (act. 6a, 6c, 6d, 6e) p. 213 (act. 8), p. 229 (act. 1a, 1b)
Climate change	p. 15 (act. 18a, 18b, 18c), p. 70 (act. 9a, 9b, 9c), p. 71 (act.10a, 10b, 10d)
Population	p. 25 (act. 4a, 4b), p. 37 (Mini-projet 1), p. 70 (act. 9a, 9b), p. 71 (act. 10a, 10b), p. 86 (act. 2a), p. 87 (act 2b, 2c, 2d), p. 98 (act. 14), p. 100 (Projet final), p. 111 (act. 7a, 7b), p. 123 (Mini-projet 1), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 167 (Mini-projet

	1), p. 205 (Mini-projet 1)
Visual and performing arts	p. 44 (act. 7a, 7b), p. 69 (act. 8b), p. 253 (act. 1a, 1b, culture), p. 254 (act. 2a, 2b, 2c), p. 255 (act. 2d, 2f, 2g, 2g, 2i), p. 257 (act. 4a), p. 257 (act. 4a, 4b, Culture), p. 258 (ct. 5, 6), p. 259 (act. 7, C'est vous les reporters!), p. 267 (Mini-projet 2), p. 268 (Projet final)
Literature	p. 44 (act. 7a, 7b), p. 233 (act. 2a, 2b, culture), p. 235 (act. 3a, 3b), p. 236 (act. 5a), p. 237 (act. 5b, 5c, 5d, 6a, 6b, 6c), p. 238 (act. 7a, 7b), p. 239 (act. 7c, 7e), p. 240 (act. 8, 9), p. 241 (act. 10, C'est vous les reporters!), p. 251 (Mini-projet 1), p. 256 (act. 3a), p. 271 (act. 1a, 1b, 1c, 1d)
INTERCULTURAL STATEMENTS	
Learners recognize and identify a few typical practices of the target culture.	
The effects on immigration in the target language regions of the world and in the students' own region of the world	p. 207 (act. 1a, 1b, 1c, culture), p. 211 (act. 5a, 5b, 5c, 5d), p. 213 (act. 8), p. 229 (act. 1a, 1b)
Awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world	p. 15 (act. 18a, 18b, 18c), p. 70 (act. 9a, 9b, 9c), p. 71 (act. 10a, 10b, 10d)
Population trends in the target culture(s) and in the students' own cultures	p. 23 (act. 2a, 2b, 2c, culture), p. 37 (Mini-projet 1), p. 70 (act. 9a, 9b, 9c), p. 71 (act. 10a, 10b), p. 83 (Mini-projet 1), p. 86 (act. 2a), p. 87 (act. 2b, 2c, 2d), p. 89 (act. 2f), p. 98 (act. 14), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 110 (act. 6e), p. 111 (act. 7a, 7b), p. 123 (Mini-projet 1), p. 128 (act. 4a, 4b, 4c), p. 133 (act. 11), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 169 (act. 1a, 1b, culture), p. 187 (act. 1a, 1b), p. 191 (act. 2a, 2b), p. 205 (Mini-projet 1)
Reflection of a society in its fine and practical arts	p. 89 (act. 4c, 4f), p. 103 (act. 3), p. 132 (act. 9, 10), p. 133 (act. 11, C'est vous les reporters!), p. 253 (act. 1a, 1b, culture), p. 255 (act. 2d, 2f, 2g, 2h, 2i), p. 256 (act. 3a), p. 267 (Mini-projet 2), p. 268 (Projet final)
Role of literature in conveying cultural norms and attitudes	p. 44 (act. 7a), p. 233 (act. 2a, 2b, culture), p. 238 (act. 7a, 7b), p. 251 (Mini-projet 1), p. 256 (act. 3a), p. 271 (act. 1a, 1b, 1c, 1d)