Massachusetts World Languages Curriculum Alignment Guide for Unit Planning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Overview**  ***What is the overall focus and structure of the unit, and what skills will students develop or advance in this unit?*** | | | | | |
| **Unit #/Title** | **Discovering Olympism: Fairplay and the Olympic Values** | **Length of Unit** | **4 weeks** | **Proficiency Level Target(s)** | **Intermediate Mid-Advanced Low** |
| **Theme(s)/ Topic(s)** | Personal and Public Identities   * Olympic Values: Friendship, Respect, Excellence for all. * Beliefs and Values / *Les croyances et les systèmes de valeurs* * Gender and Sexuality / *La sexualité* * Language and Identity / *L’identité linguistique* * Multiculturalism / *Le pluriculturalisme* * Nationalism and Patriotism / *Le nationalisme et le patriotisme* | | | | |
| **Centering Student Diversity** | ***“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.”***  ***(*** [***Olympics: Beyond the Games***](https://olympics.com/ioc/beyond-the-games) ***)***  This class is quite homogeneous. They are perhaps more socioeconomically diverse than racially or ethnically diverse. These students who have only studied French in traditional classrooms. They begin their study of World Language in 8th grade. In French 3, students use the second half of the textbook *Bien Dit 2* by John DeMado, Marie and Robert Ponterio (Holt McDougal.) This unit could be used as a supplement to the Bien Dit 2, Chapitre 8 Unit on Health and Wellness. As the unit progresses, proficiency levels and exercises advance.   * In order to level up, students will supplement this material with the International Olympic Committee’s Publication   + [Enseigner les Valeurs: un manuel d’éducation Olympique](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Olympism-in-Action/Education-Through-Sport/Enseigner-les-valeurs-Un-manuel-d-education-olympique.pdf)     - note: this manual offers, within, activities, both formative and summative in all three modes of communication and in all linguistic, cultural, and life-long learner domaines. * Brief/for inspiration and discussion: **What does it take to be an Olympian? Who’s aloud? #LoveOverBias**   + [Présentation sur la Publicité des Olympiques 2018 "Merci maman - l'amour au delà des préjugés”](https://docs.google.com/presentation/d/1pNi7fF7fNPIVPex5V_R4I1pUrxVWBFFXPwRJyQhry28/edit?usp=sharing) ( actual commercial on slide 9 - link [here](https://youtu.be/_Hr8kTiN3Sc) ) * Olympic values of respect, friendship and excellence coincide with our district values of respect, integrity and excellence for all. | | | | |
| **Essential Question(s)** | * + How are Olympic values ingrained in everyday life? What does it mean to be an Olympian?   + Is it necessary to be an athlete to uphold Olympic values?   + How can the philosophy of Olympism improve the conditions of our society?   + How is access to and experience with sports influenced by gender? | | | | |
| [**Unit Goals/Objectives**](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | * Students can…   + present information on most familiar topics using a series of simple sentences.   + write briefly about most familiar topics and present information using a series of simple sentences.   + understand the main idea of short and simple texts when the topic is familiar.   + understand the main idea in short, simple messages and presentations on familiar topics.   + understand the main idea of simple conversations that they overhear.   + participate in conversations on a number of familiar topics using simple sentences.   + usually handle short social interactions in everyday situations by asking and answering simple questions. | | | | |
| **Culturally Relevant Authentic Resources** | Students will…  - Gain philosophical and historical understanding of the Olympics.  - Develop a basic understanding of how Olympic values shape our society and ourselves.  The majority of information provided in this unit can be found on the following websites: [Paris 2024](https://www.olympic.org/paris-2024): The official site of the Paris Olympics 2024 (centennial of the first modern Olympics)  * [International Olympic Studies Center in Lausanne, Switzerland](https://youtu.be/AqBOv5Zu2kI) * [Olympic Museum](https://www.olympic.org/museum/visit/schools/teaching-resources/lesson-material/finding-out-about-olympism-fair-play-and-the-olympic-values) * [The Olympic World Library](https://library.olympics.com/default.aspx?_lg=en-GB) * [Pass' Sports](https://www.sports.gouv.fr/pratiques-sportives/sports-pour-tous/pass-sport/): the values of ethics and integrity/ The Sports Ministry of the French Government is offering a 50 Euro allocation to all French citizens wishing to participate in sports. | | | | |
| **Additional Notes** | [**Alignment with the United Nations Sustainable Development Goals**](https://www.crowncork.com/sustainability/aligning-un-sdgs#:~:text=In%202015%2C%20the%20United%20Nations,achieve%20the%20goals%20by%202030.&text=Our%20sustainability%20priorities%20are%20aligned,to%20a%20greater%20collective%20impact.)**:**   * SDG 3 Good health and well-being (Target 3.4) * SDG 4 Quality education (Targets 4.4 and 4.5) * SDG 5 Gender equality (Targets 5.1, 5.2 and 5.5) * SDG 8 Decent work and growth (Targets 8.3 and 8.6) * SDG 10 Reduce inequality within and among countries (Target 10.3) * SDG 11 Sustainable cities and communities (Target 11.7) * SDG 12 Sustainable consumption and production patterns (Target 12.5) * SDG 13 Take urgent action to combat climate change (Target 13.2) * SDG 16 Peace, justice and sustainable institutions (Targets 16.2 and 16.7) * SDG 17 Partnerships for the goals (Targets 17.3, 17.14 and 17.16) | | | | |

|  |  |
| --- | --- |
| **Standards Summary (p.1 of 2)**  ***What world language content standards will be focused on or introduced in the unit?*** | |
| [**World Language Content Standards**](https://www.doe.mass.edu/worldlanguages/support/content-standards.pdf)  [**Intermediate Standards**](https://docs.google.com/document/d/1O39sTZ8E43NyFcE6FLH48p7YqFDs3LEA_pDO-_17QxI/edit?usp=sharing) | **Communication Standards**  **1. Interpretive Communication**  **a.** Analyze traits of multiple cultures and communities. (IH.1.a)  **b.** Analyze the main message or story line and some supporting details. (IH.1.b)  **2. Interpersonal Communication**  **b.** Understand, answer, and ask a wide variety of questions across time frames. (IH.2.b)  **e.** Provide descriptions, narrations, and comparisons across time frames. (IH.2.e)  **3. Presentational Communication**  **b.** Apply authentic resources to state and support a viewpoint. (IH.3.c)  **4. Intercultural Communication**  **c.** Communicate in a manner that is clear and inoffensive to the audience/interlocutor. (IH.4.c)  **d.** Demonstrate awareness of cultural diversity and bias. (IH.4.d)  **Linguistic Cultures Standards**  **5. Cultures**  **c.** Analyze and explain manifestations of intercultural harmony and/or conflict over time. (IH.5.c)  **6. Comparisons**  **a.** Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target language cultures studied and their own.  **Lifelong Learning Standards**  **7. Connections**  **a**. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas.  **8. Communities**  **b**. Become lifelong learners by:  2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. |

|  |  |
| --- | --- |
| **Standards Summary (p.2 of 2)**  ***What other standards will be focused on or introduced in the unit?*** | |
| [**Social and Emotional Well-being**](https://casel.org/)  [**CASEL Frameworks**](https://drive.google.com/file/d/1BsZrXSSPBGx6zoCAAFV2Fm7YqJG5y1qr/view?usp=sharing) | **SELF-AWARENESS:**  • Integrating personal and social identities  • Identifying personal, cultural, and linguistic assets  • Demonstrating honesty and integrity  • Having a growth mindset  • Developing interests and a sense of purpose  **SOCIAL AWARENESS:**  • Recognizing strengths in others  • Demonstrating empathy and compassion  • Recognizing situational demands and opportunities  • Understanding the influences of organizations/systems on behavior  **SELF-MANAGEMENT**  • Demonstrating curiosity and open-mindedness  • Identifying solutions for personal and social problems  • Learning to make a reasoned judgment after analyzing information, data, facts.  **RESPONSIBLE DECISION-MAKING**  • Reflecting on one’s role to promote personal, family, and community well-being  • Evaluating personal, interpersonal, community, and institutional impacts  **RELATIONSHIP SKILLS**  •Developing positive relationships  • Demonstrating cultural competency  • Practicing teamwork and collaborative problem-solving  • Resolving conflicts constructively  • Resisting negative social pressure  • Showing leadership in groups  • Seeking or offering support and help when needed  • Standing up for the rights of others |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards)  [**Social Justice Standards**](https://drive.google.com/file/d/1WqFulH9SthREltM3gejC_34b7BosVhyE/view?usp=sharing) | **IDENTITY**   1. Students will develop positive social identities based on their membership in multiple groups in society.   4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.  **DIVERSITY**  6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  9. Students will respond to diversity by building empathy, respect, understanding and connection.  **JUSTICE**  11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.  12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).  **ACTION**  16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.  17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html)  [**Standards Navigator**](https://www.doe.mass.edu/frameworks/search/) | **Comprehensive Health: Physical Health | Physical Activity and Fitness**  *CH.PH.02.26 Personal and Social Competency*  Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity  **Digital Literacy and Computer Science | 9-12: Computing and Society | Interpersonal and Societal Impact**  9-12.CAS.c.8 Analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, political).  **English Language Arts and Literacy | 11-12 Writing | Text Types and Purposes**  W.11-12.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summative Assessment**  ***How will students demonstrate how well they have met unit goals/objectives, and how will I measure and provide feedback?*** | | | | | |
| **Communicative Mode** | **Description of Task(s)** | | **Differentiation for Equity** | | **Embedded Standards** |
| **Interpretive** | Fairplay workbook. The founder of Olympic Modern Games, Pierre de Coubertin  (1863-1937), was convinced: sports can help individuals realize their personal best, but also unite and come together in solidarity, beyond their differences. This is why he promoted humanistic values, which have become staples of the Olympics: respect of one’s adversary, friendship between peoples, without forgetting fair-play, a code of conduct as useful in sports as in life.   * [Fair Play et les Valeurs Olympiques Activity Kit](https://stillmedab.olympic.org/media/Document%20Library/Museum/Visit/TOM-Schools/Teaching-Resources/2019/Fair-play-and-the-Olympic-values/TOM-Fair-play-et-valeurs-olympiques-FR.pdf) * [Paris après les Olympiques- vidéo activity](https://docs.google.com/document/d/1dJy1pm1QIJMIsH4yv_Q_H5ymX6QRvwknbTqglYJepaI/edit?usp=sharing) * [Interpretive Reading: Pierre de Coubertin](https://docs.google.com/document/d/1Vwc0otKoubdZD2gcS4-AVly5S1o1D8CR8fB4wu1w2Rg/edit?usp=sharing) * [Interpretive Reading: Les Symboles Olympiques](https://docs.google.com/document/d/1KhU6xvMIO0I6S-7vjZ_Qe_0rngeIt0FyJzyQJ9q3mAA/edit?usp=sharing) * [Interpretive Reading: Les Jeux Olympiques Modernes](https://docs.google.com/document/d/1aZdVhrhO1amDJvBJzJsmK4c-pjXeaB--FGa0Y0dIH9s/edit?usp=sharing) * [Infographie: Les Symboles et les valeurs Olympiques](https://docs.google.com/document/d/1Nqybupy_fOeGBih5Yw6G1tffZU8iewfUHYUy2o6GWww/edit?usp=sharing)   **Leveled Readers A-Z et les questions de compréhension:**   * [Les Olympiques Hier et Aujourd’hui](https://drive.google.com/file/d/1KQJ7AxE9dwPp8ujF1igTywojUBj0I2Od/view?usp=sharing)   + [Les Olympiques hier et aujourd’hui compréhension](https://drive.google.com/file/d/1C7E5V7sHKLXEH6mXBDwEuk9Fpkl1x2oc/view?usp=sharing) * [Les épreuves aux jeux olympiques d’été](https://drive.google.com/file/d/1REA8W8HIrwCsosYaOzWBSc0lbUiCFLWL/view?usp=sharing)   + [Les épreuves: questions de compréhension](https://drive.google.com/file/d/1UKM1pk9cXAOHUJ7g0emk2lxTDxL8Lgu1/view?usp=sharing) * [Les vedettes féminines du sport](https://drive.google.com/file/d/1dZrXX3yIyaHEGZ5jYo2nAOrhfy8KWQ9P/view?usp=sharing)    + [Les vedettes du sport compréhension](https://drive.google.com/file/d/1u6qgOI5gwhYlbcCMCeNQWCekpy_pUfz2/view?usp=sharing)   **Les Jeux Olympiques et la bande dessinée**   * [**Astérix aux Jeux Olympiques**](https://drive.google.com/file/d/1H43HFQjg2KHbvymYuhS4ho-Pfhe3_MMz/view?usp=sharing) * [**émotion adjectifs Astérix**](https://drive.google.com/file/d/0BzJHNyWoGTmneXdjWXdUcldGS0U/view?usp=sharing&resourcekey=0-HULBQ2yAX7X5B0AS25JaDg)   **Interpretive Listening:**   * [**Les Jeux Olympiques Modernes**](https://docs.google.com/document/d/1QSkWQSnazwgRMvqT4_AL1VhpO7DoLnNFwLzYvYElX5Y/edit?usp=sharing) **- le serment olympique** | | **More about the educational file on fair play**: A fair play athlete is a “handsome player”, he knows how to remain polite and respectful with his rivals. This behavior is not always easy to put into practice. Fortunately, fair play can be learned! This is what this sheet offers, through food for thought, fun activities and role-playing. This file includes:   * Short and dynamic texts intended for pupils. * Turnkey activities for participants * A study sheet of an Olympic heritage object * A QR for access to physical activities related to fair play offered by Mobilesport.ch and Cool & clean * A short bibliography * Corrected exercises. | | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Interpersonal** | * [Role-Play](https://docs.google.com/document/d/1KROHSKL6G4wKF77QP52CLRg1jUjg8ByzFLpB9uDtLKI/edit?usp=sharing) * [Conversation en paires: les jeux olympiques anciennes](https://docs.google.com/document/d/1ik4Y7vdu4SRaAuCr_Xqh2Uhpqzj96iSwdv_XoLs5imo/edit?usp=sharing) * [Lecture à haute voix, analyse et discussion: Jeux Olympiques](https://docs.google.com/document/d/10L91RTUmdxcb4TTMDqUpIHQEFiaow3LILN3y8lwAPEg/edit?usp=sharing) * Connecting Classrooms Virtual Exchange with a School in France to | | [Le Rêve Olympique: Beijing 2022](https://olympique.ca/2021/11/04/emissions-a-regarder-pour-en-savoir-plus-sur-les-athletes-dequipe-canada/)- l’équipe Canada  [Le Relais de la torche à Beijing](https://olympics.com/fr/video/3-fevrier-partie-2-meilleurs-moments-relais-de-la-flamme-de-beijing-2022?uxreference=playlist) - le 3 février, 2022 | | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Presentational** | * [Activités au choix: lecture, compréhension orale et écrite](https://docs.google.com/document/d/15_kz9OpqdcHi-PUB_63evrBlCkJvPXuZMNBWon3LZB4/edit?usp=sharing) * [Choisissez-en 3! Activités écrites et orales](https://docs.google.com/document/d/15_kz9OpqdcHi-PUB_63evrBlCkJvPXuZMNBWon3LZB4/edit?usp=sharing) * [Les Jeux Olympiques antiques](https://docs.google.com/document/d/1YUH4Zy7sfcmsQ-DXVRKAzR5P3gth4Inm_ZWfj1Oj4-Q/edit?usp=sharing) **:**   [activités de lecture d’image-orale-écrite](https://docs.google.com/document/d/1YUH4Zy7sfcmsQ-DXVRKAzR5P3gth4Inm_ZWfj1Oj4-Q/edit?usp=sharing) | | **Activités au choix:**  rechercher sur le site des représentations des timbres olympiques, en choisir un, le décrire et dire pourquoi vous l’avez choisi et préféré.  [A quoi ressemblera la mascotte des JO de Paris 2024?](https://www.sportbuzzbusiness.fr/a-quoi-ressemblera-la-mascotte-des-jeux-olympiques-de-paris-2024-lappel-doffres-est-lance.html)  rechercher sur le site des représentations des différentes mascottes des jeux olympiques. En choisir une, la décrire, expliquer son sens symbolique et dire pourquoi vous l’avez choisie. | | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Intercultural** | [**Richardson Viano le premier athlète haitien aux jeux olympiques d’ hiver 2022**](https://docs.google.com/document/d/1JreWfGImlZPbZT93gjNoD5FhR2cQmorZ5TDkweZI6nE/edit?usp=sharing) ~par Diane Dillard Wilson  [**Olympic Fun Facts from around the world**](https://drive.google.com/file/d/1N5mdXldIWWAYFt5rZElJwj9GfQqaYdjz/view?usp=sharing)**:** small activity at the end: situate all the cities these athletes are from on a world map.  **Bar Graph:**  [**Number of countries participating in the Summer Olympic Games between 1896 à 2021**](https://fr.statista.com/statistiques/582968/jeux-olympiques-ete-nombre-de-pays-participants/). In 2000 athletes from 200 countries participated while 206 participated in 2021.  [**Clément Noel: la médaille d’ or à Beijing**](https://docs.google.com/document/d/1G5Fp2OyXGn-xxIsU-QKIbRc5gyoDL050q6vt39Swhks/edit?usp=sharing) **( TF1 )**  [**Twitter interviews with athletes**](https://www.narcity.com/fr/les-entrevues-en-hologrammes-aux-jo-creent-un-moment-hyper-touchant-pour-charles-hamelin) | | [**Olympic Flame or Dating Ad? Paris 2024 Logo Divides Opinion**](https://docs.google.com/document/d/1MuZ_0AEIEuCpP8rrz0Laumkj0RvXWgT87mj1XTblYqc/edit?usp=sharing) - This google form requests personal opinions; scaffolding will be provided in the presentation to ensure comprehension. | | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| * cultivate awareness of bias * work to increase empathy and empathetic communication * practice mindfulness and kindness * connecting classrooms: develop cross-cultural connections. | | [Proficiency Grading Scale with Proficiency Targets](https://docs.google.com/document/d/1rD-wz9G5fqCc7gLuRq8rw48S6nd3ltNWHwg3QE3G2co/edit?usp=sharing)- Carlos Luis Brown, Wilmington Public Schools  [AP French Language and Culture Scoring Guidelines](https://apcentral.collegeboard.org/pdf/ap21-sg-french-language.pdf) | | [Lisa Sheperd Standards Based Rubrics](https://docs.google.com/document/d/1R_PMAXSwW96mc8NNU0l-B5oDwgp302HTAohsUbngYnY/edit?usp=sharing)  [Interpersonal Feedback Form](https://docs.google.com/document/d/14-hNgALGbAunODg_Gr3MjoqbXQEo9JpToAaUn0lkZzE/edit?usp=sharing)  [Presentational Speaking Feedback Form](https://docs.google.com/document/d/1R9xp0JCv_Zw-AjLTU_vIg3D9lb32gjc-oFrRE-dQMbM/edit?usp=sharing) | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instruction (p.1 of 2)**  ***What learning activities and resources will support students in meeting unit goals/objectives, and how will I check for understanding?*** | | | |
| **Communicative Mode** | **Key Learning Activities and Formative Assessments** | **Culturally Relevant Authentic Resources** | **Embedded Standards** |
| **Interpretive** | * Bien Dit Level 2 textbook : Chapter 8 * 2 presentations downloaded from the “IF Profs” Etats-Unis [website](https://ifprofs.org/us/ressource-pedagogique/bien-dit-2-ch1-9-activites-powerpoints/11772)   + Présentation 1 [Bien Dit 2 Chapitre 8 partie 1](https://docs.google.com/presentation/d/1DM3dbOI8ub8LzPZ5z9PW5PRKEDU3gdEOGIRTQwLfj2E/edit?usp=sharing)   + Présentation 2 [Bien Dit 2 Chapitre 8 partie 2](https://drive.google.com/file/d/1UWqP21jeUrfcXJ-SOhZp9naIM-aM0yhM/view?usp=sharing)   The International Olympic Committee supports various activities in order to develop the link between sport and culture in all its forms, **encourages cultural exchange and promotes the diversity of cultures**. The Olympic Museum is a living testimony of the interaction between these two worlds. Students will watch and view an introductory[Presentation](https://docs.google.com/presentation/d/1RQWkQ_p4Q1fY3mNGSWL_ADMHDOGqkAzEOo5G_3hNCl0/edit?usp=sharing)and the teacher generates discussion questions based on each portion of the presentation that they view/hear.The three Olympic Values: students read and view the following, then answer teacher generated discussion questions.  * + [L'amitié, le respect. et l'excellence](https://hautesaone.comite.usep.org/wp-content/uploads/sites/60/2019/01/valeurs-de-lolympisme.pdf) - authentic text from a [school in France](https://hautesaone.comite.usep.org/)   + [Les JO les plus verts de l’histoire expliqués en une minute](https://youtu.be/8d1446agBxc)  Students then view a presentation on [Valeurs, Francophonie et Olympisme](https://drive.google.com/file/d/1804QVsEgBbkwALUgBN1KksmMxKNhTRKK/view?usp=sharing) by [Eric Monnin](https://docs.google.com/document/d/1XQU6K-E1Z4KONIg7jA2yESC13oxsipSR9qBkruuZ4us/edit?usp=sharing), the Olympic Torch Carrier for France in the summer of 2021. Through their interpretation, students develop questions for Monsieur Monnin.[discussion/ reflection questions](https://docs.google.com/document/d/1t44oWxFW_0Qq0iir30lIlixBI4yucCJDFdfXEo7aKyk/edit?usp=sharing) - student generatedRecommendation: invite Monsieur Monnin either virtually or in person to class ( click on his name above to view profile )[Perrine Laffont et la médaille d’or](https://www.lequipe.fr/explore-profils/03-skieuse-perrine-laffont/?fbclid=IwAR2WzmcQVQT3_cUKSB4DkkBv-5mi3NLdvD5dx1TNdbh7Zgv5uBmY32XK4Z0" \l "/face-a) | [Qui a inventé les jeux olympiques?](https://www.1jour1actu.com/info-animee/qui-a-invente-les-jeux-olympiques) ( 1 jour 1 actu )  [Vidéo](https://youtu.be/QQXwvXJsOMs): C’est quoi l’Olympisme?  ( 1 jour 1 actu )  Paris 2024 vidéo: [La responsabilité de la préservation de l’environnement](https://youtu.be/AU0u8fz1F4Y)  [Rallye sur internet](https://docs.google.com/document/d/1MREz2h8lLGZaKOyXjj8xPWIhao9TZkEOYYz5qS2C29w/edit?usp=sharing) | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Interpersonal** | * [Face à face questions](https://docs.google.com/document/d/1Xf0q7VfjWr8fDSWm_cBwFaOKn2Zpcd0kcuioIzKskGE/edit?usp=sharing) * [Spiraling Proficiency Questions](https://docs.google.com/document/d/1f8s2fngL5D2abJ_8jJ2wDic8N1BvCMR6Z7WFhQbYMVQ/edit?usp=sharing) * [Citius, Altius, Fortius Discussion](https://docs.google.com/document/d/1s5oC6D8ILvqjguL7zHypfOwE8kQd4wnUIrLawdBUdGg/edit?usp=sharing) * [Débat: qu’est-ce qui est le plus important: participer ou gagner?](https://docs.google.com/document/d/1LalvnhGBbSHhgN_FBHmMrAlxP27bZm5BWRH4Qo1rlUk/edit?usp=sharing) | podcast: [Mon entrevue avec Ahmed Douhou, triple olympien, Yogi et accompagnateur de leaders](https://podcasts.apple.com/ca/podcast/mon-entrevue-avec-ahmed-douhou-triple-olympien-yogi/id1527352074?i=1000526324285) | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Presentational** | * [cultural comparison](https://docs.google.com/document/d/1E9_ZI5qF1TXf5aIWyhtxPzrTfphbh-1Mo4CBH6pkCFI/edit?usp=sharing) * [*Le Sport peut tout changer*](https://youtu.be/b7lWy276Kuk)   + [presentational writing](https://docs.google.com/document/d/1uTjPprEgPyKU6ni2-v2aTz5cRMN7VO7xNx9OqiO46ss/edit?usp=sharing)   + [**Women’s World Cup 2019**](https://docs.google.com/presentation/d/1uHSJn3S-Xrf0oWHk9lgxG8mGEqCgg-uneHgsxE4Mgp4/edit?usp=sharing) **presentational speaking and writing** | [Enseigner les Valeurs: un manuel d’éducation Olympique](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Olympism-in-Action/Education-Through-Sport/Enseigner-les-valeurs-Un-manuel-d-education-olympique.pdf) | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Intercultural** | * [En route vers les jeux!](https://www.ifg.gr/fr/news/en-route-vers-2024-celebrons-les-valeurs-de-lolympisme-et-decouvrons-les-jeux-olympiques-de-paris-2024/) Appel aux projets * [7 jours en France](https://youtu.be/onDUC4pNzeQ) Paris-2024 : le rêve olympique de la capitale française * [24 mots pour Paris 2024](https://youtu.be/nOUNky4-Gu8) ( film officiel pour la candidature ) * [Club Paris 2024](https://www.sportbuzzbusiness.fr/comment-paris-2024-souhaite-engager-les-francais-dans-les-jeux-olympiques-avec-le-club-paris-2024-et-ses-dotations-money-cant-buy.html) * [Les Bleus visent trois médailles!](https://www.1jour1actu.com/sport/jo-les-bleus-visent-20-medailles-61916/?fbclid=IwAR1ULfDO9us1uQvKa8h83jXAZUXYbN4t1DwF6AFbkbm7EfFELCZmsSVHW4s) | [Vidéo planification](https://youtu.be/guARDVEy8g0)  [Paris ~ vue de la Tour Eiffel- tilt it and zoom in and out, too ~ be sure to click on the loudspeaker.](http://www.gillesvidal.com/blogpano/paris.htm) [Tour Eiffel : la Dame de Fer se pare d’or](https://www.francetvinfo.fr/france/ile-de-france/tour-eiffel-la-dame-de-fer-se-pare-dor_4283711.html" \l "xtref=http://m.facebook.com) ( comme la médaille d’or Olympique! )[C’est quoi l’histoire de la Tour Eiffel?](https://www.1jour1actu.com/info-animee/cest-quoi-lhistoire-de-la-tour-eiffel) (1jour1act) | ✅Cultures  ✅Comparisons  ✅Connections  ✅Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| * [Les Olympiques vu d’ensemble](https://olympics.com/cio/vue-d-ensemble) * Vocabulary: [Quizlet: Les Jeux Olympiques](https://quizlet.com/268741743/les-jeux-olympiques-flash-cards/) * Rejoinders: Color Print, laminate and cut these [French Rejoinders by Tracy Rucker](https://drive.google.com/file/d/1sPKq4FaNBuGM1Lw_q0f7MnJ1u2cuQMav/view?usp=sharing) * Définition de Olympienne: [la langue française](https://www.lalanguefrancaise.com/dictionnaire/definition/olympienne) * [Winter Olympics Vocabulary Presentation](https://docs.google.com/presentation/d/1FZ0LfW1yMZGi9XytCSP7-k5RAuxQaL9uTmgJGYNaao8/edit?usp=sharing) - translated from a Spanish presentation by Erica Peplinski * Cartes de Vocabulaire: [les Jeux Olympiques d’hiver](https://drive.google.com/file/d/0BzJHNyWoGTmnNXJTRXRfN04tdmc/view?usp=sharing&resourcekey=0-UwcGz5LV2gGLfrRU8fR_5g) * [Découvre les nouveaux sports](https://docs.google.com/presentation/d/1HaQQEsF45u4AHXWXS0iE1D7Qg6EU44GhrfimlgO22mk/edit?usp=sharing) * [Figure Skating Infographic](https://drive.google.com/file/d/0BzJHNyWoGTmncnBxWDBXSjQ4VEk/view?usp=sharing&resourcekey=0-5Hfbby0OMTez0pnOO5Bdvg) * [Coupe du monde féminine 2019](https://docs.google.com/presentation/d/1BTMgcDVZ97r4aiaARXoS9ips-9VhiXGz7hSBBcYdBSo/edit?usp=sharing) * [Beijing media with Éric Monnin](https://docs.google.com/document/d/1H52GZng6bHNsUJlgmXR0xYxc8Nfz-Sh7aE8UWJZ7JuY/edit?usp=sharing) for development of Interpretive Listening and possible debate discussions | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Instruction (p.2 of 2)**  ***What materials, strategies, and supports will I use to ensure equity in the unit, and how will I use the Core Practices?*** | | | | | | |
| **Social and Emotional Well-Being** | * [The Olympic Sermon](https://seinemaritime.comite.usep.org/wp-content/uploads/sites/89/2021/01/serment-olympique.pdf) : Letting ourselves win through the power of sports and fairplay. * Be Present and Observant. In order to figure out what students are struggling with, be present and observant in sports and use fair play in all life situations. * Share Life Experiences with exchange partners in France through virtual and face to face exchanges. * Stimulate Discussion about sports on a regular basis. * Let Olympic values permeate throughout the school. * Give Students the Opportunity to Practice Cooperating and being Team Players: | | | | | |
| **https://www.ilo.org/global/about-the-ilo/multimedia/video/institutional-videos/WCMS\_735546/lang--fr/index.htmSocial Justice** | * Reflect on Our Own Beliefs.   + [What are the paralympic games?](https://seinemaritime.comite.usep.org/wp-content/uploads/sites/89/2021/01/serment-olympique.pdf)   + “ Faster, Higher, Stronger, Together” [COVID Forces Change in Olympics Motto](https://seinemaritime.comite.usep.org/wp-content/uploads/sites/89/2021/01/serment-olympique.pdf), which now reads     - “ Citius, Altius, Fortius, Communis “ Tokyo Olympic Tweet:     - **“** [**We move forward when we move together**](https://www.lequipe.fr/Tous-sports/Actualites/-plus-vite-plus-haut-plus-fort-ensemble-la-nouvelle-devise-du-cio-avant-les-jo-de-tokyo/1271597) **“** * Reduce Race and Gender Barriers to Learning:   + **#MeToo in China:**  [**TV5Monde Women in Sports Dossier**](https://information.tv5monde.com/terriennes/hub/sport-au-feminin)   + **Gender and Access to Sports:** [**Women’s World Cup 2019**](https://docs.google.com/presentation/d/1uHSJn3S-Xrf0oWHk9lgxG8mGEqCgg-uneHgsxE4Mgp4/edit?usp=sharing) **(presentation)** * Establish an Inclusive Environment Early. …   + [C’est quoi les jeux paralympiques?](https://seinemaritime.comite.usep.org/wp-content/uploads/sites/89/2021/01/serment-olympique.pdf) * Accommodate Learning Styles and Disabilities:   + [Présentation sur la Publicité des Olympiques 2018 "Merci maman - l'amour au delà des préjugés”](https://docs.google.com/presentation/d/1pNi7fF7fNPIVPex5V_R4I1pUrxVWBFFXPwRJyQhry28/edit?usp=sharing) ( actual commercial on slide 9 - link [here](https://youtu.be/_Hr8kTiN3Sc) ) **# LOVEOVERBIAS**      - **(** [**Procter & Gamble Launches New Thought-Provoking Olympic Games Film: “Love Over Bias”**](https://news.pg.com/news-releases/news-details/2017/Procter--Gamble-Launches-New-Thought-Provoking-Olympic-Games-Film-Love-Over-Bias/default.aspx) **)**     - [**Charte Sociale Paris 2024 Film**](https://www.ilo.org/global/about-the-ilo/multimedia/video/institutional-videos/WCMS_735546/lang--fr/index.htm) * Be Aware of Religious Holidays.   [The Olympic Games and Social Responsibility](https://123dok.net/article/les-jeux-olympiques-et-la-responsabilit%C3%A9-sociale.lzg6kw6q) | | | | | |
| **Differentiation for Equity** | * use “equity sticks” to mix up grouping * track participation data * think pair-share * [use protocols](https://www.schoolreforminitiative.org/protocols/) * view culture as a resource * make it safe to fail | | | | | |
| **Technology** | * all students have school issued chromebooks with access to audio and recording capabilities. * most materials will be posted on google classroom * world language social networks facebook, twitter and instagram will post bios on athletes, olympic values and motto throughout the unit. * late busses and wifi hotspots are available throughout the district * all classrooms in the building have desktops, speakers and LCD projectors * Google classroom is used for assignments. | | | | | |
| [**Core Practices**](https://www.actfl.org/sites/default/files/resources/Core%20practices.pdf) | Target Language Comprehensibility  ✅ | Authentic Resources  ✅ | Oral Interpersonal Tasks  ✅ | Backward Design  ✅ | Teach Grammar in Context  ✅ | Provide Oral  Feedback  ✅ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reflection and Analysis**  ***Which students connected to the unit, which unit activities were most effective, and how aligned were different components of the unit?*** | | | | |
| **Centering Student Diversity** |  | | | |
| **Strengths** |  | | | |
| **Areas for Improvement** |  | | | |
| **Unit Component** | **Alignment Notes** | **Aligned?** | | |
| **Fully** | **Partial** | **Not** |
| **Summative Assessment** |  | **☐** | **☐** | **☐** |
| **Key Learning Activities and Formative Assessments** |  | **☐** | **☐** | **☐** |
| **Next Steps** |  | | | |

This unit plan was developed by Regina Symonds, Triton Regional School District High School World Languages Program Coordinator, and [Eric Monnin](https://docs.google.com/document/d/1XQU6K-E1Z4KONIg7jA2yESC13oxsipSR9qBkruuZ4us/edit?usp=sharing), who generously shared his expertise and the following presentation [Valeurs, Francophonie et Olympisme](https://drive.google.com/file/d/1804QVsEgBbkwALUgBN1KksmMxKNhTRKK/view?usp=sharing) for the Massachusetts Department of Elementary and Secondary Education.