

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World Languages

FRENCH III

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Course Philosophy

Every individual develops intellectually...

Students enrolled in Robbinsville's French courses can expect to be challenged by a curriculum based on the latest and most forward thinking research on the language acquisition process. The goal is simple: to understand and to be understood in the target language. The methodology, on the other hand, is complex, requiring high level critical thinking, analysis, and synthesis. A variety of resources are used to provide authentic, challenging learning experiences. No single source, such as a textbook, drives the curriculum. The curriculum is an exploration of 6 themes: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges, and Personal and Public Identities. This thematic approach provides the opportunity for students to explore language in the context of real life. Students are challenged to engage in the authentic use of language in writing, reading, listening and speaking. There are clearly defined ACTFL proficiency levels for each course and students are consistently asked to determine and reflect on their individual progress in meeting these specific language acquisition goals.

Course Description

The themes addressed in French III are Contemporary Life, Global Challenges and Science and Technology. This process reinforces and builds upon previously acquired skill sets and advances language acquisition in a logical, sequential manner. This approach mirrors our native language acquisition process. Children learn language gradually building upon and perfecting their language as situations and life experience demand. This process allows for a dynamic personal lexicon to develop. The three units outlined in this French III curriculum are developed around essential questions and enduring understandings which address the five Cs of World Language: Communities, Comparisons, Culture, Communication, and Connections.

Communication: The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate and present oral and written information to various audiences for a variety of purposes.

Cultures: Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections: World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons: Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities: Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Textbook● Teacher created worksheets/handouts● Authentic materials including short articles and video clips	<ul style="list-style-type: none">● Kahoot● Quizlet● Youtube videos● Le Monde● Le Figaro● Flipgrid● Loom● NewsinslowFrench

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: By checking for comprehension at the end of each class or each instructional set, I can see what the students know and this also helps them learn how to reflect on what they don't understand.

Example 2: By asking questions to each other about what they do or do not understand and helping each other in times of need before coming to ask me a question.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: When a student gets frustrated with not understanding an activity and controls their emotions and regulating their feelings. They can ask each other or me for help so as not to get angry or give up too easily before putting in a real effort.

Example 2: Allow students to have options when working on their project so that they can have some control in the way that they learn. Letting them develop their learning styles is important for self-motivation. The partner they choose, the type of visual presentation or the order in which it is completed are examples of the ways in which I can offer choices.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Learn about and discuss the various ways in which people apply to jobs and their various tasks in the workforce from all francophone backgrounds to better understand the standards of those cultures and the way that they differ and how they are similar to our culture.

Example 2: Discuss and analyze the various types of educations available to teenagers in France and other francophone countries and the ways that they affect their daily lives.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Teach the students on how to effectively communicate with me as the teacher when conflicts arise. For example, when they have a conflict with classes and extracurricular activities, they need to be proactive and seek me out in order to successfully resolve this conflict.

Example 2: Learning how to work well with various groups of students in the class of various skills sets and social abilities.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Teaching students to not give each other a hard time or make others feel uncomfortable when learning new material.

Example 2: Teaching students that every action, whether intentional or not, has consequences, and that they should all be mindful of what they say and do when interacting with others.

Integration of 21st Century Themes and Skills

Educational Technology

Standards:

- **Technology Communication and Collaboration: 8.1.12.C.1** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Example: Students can create solutions for the problems of the environment in France and other francophone countries and the way endangered species are perceived in the world today by working together in small groups and using the target language. They can create slogans and advertisements to bring attention to the problem and the possible solutions. They can post these advertisements on their social media or around the school. They can also learn about organizations and how to help online.

- **Technology Critical thinking, problem solving, and decision making: 8.1.12.F.1** Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example: Students can research the issue and then create presentations to explain their opinions based on the research to their classmates. They can also discuss with each other pros and cons using basic, previously learned language.

- **Technology Research and Information Fluency: 8.1.12.E.1** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Example: Students can create a statement about the actions that they can take to improve the problems with the environment and also creating a step-by-step plan of future actions by investigating other groups in the class about their research and ideas and creating a complete document as a class.

Career Ready Practices

Standards:

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will show this through their interactions with other students in student-led activities such as jigsaw readings, debates, Socratic seminars, and small group discussions with their peers. They will act respectfully toward each other and know that what they say to each other can have an impact on group discussions. they will assign roles for group work and set expectations for each other in both small and big group projects.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example: Students will be able to apply the concepts that they learn at the beginning of the year such as vocabulary, sentence structure, pronunciation etc to be more productive students and make connections to the real world. They will be able to discuss the various types of jobs available for people in the francophone world, how to apply and interview for a job, learn about, discuss, and evaluate their actions related to the the problems of the environment, various art units and types of art, and inventions and their effects on daily life. They will be able to understand that they can use this knowledge later on in the real world and their knowledge of a second language can advance their careers in the future.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students will use effective research strategies to find out new information about topics such as problems with the environment, looking/applying for jobs differentiating between various types of art and the effects that technology has on inventions and the effects on daily life.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

French III

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Contemporary Life II	-Globalization and technology have changed the workplace and how we prepare individuals to enter the workplace. -Students will explore cultural perspectives and practices that influence the world of work. -The goal is to explore the global job market and to identify possible international career paths.	Sept-Nov	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Timed chat (45sec- 1 min)	Projects Oral presentations Orals Unit tests Own resume/cover letter Job interview orals IPAs	IPA final exam	Projects oral assessments
Global Challenges II	-Environmental challenges are global in scope and the impact of these challenges differs from country to country. -Students will explore today's most pressing global environmental issues -The goal is for students to identify initiatives that could offer solutions	Dec-Feb	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues	Projects Oral presentations Orals Unit tests IPAs	IPA final exam	Projects oral assessments

	to these global environmental challenges.		Research Assignments Interviews Timed chat (45sec- 1 min)			
Beauty and Aesthetics II	<ul style="list-style-type: none"> - Beauty and creativity define cultures and are a culture's legacy. -Students will explore beauty and creativity and its role and influence in francophone societies. -The goal is for students to reflect upon beauty and creativity's role in society and how they can both challenge and/or reflect a culture's beliefs and values. 	March-Mid April	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Timed chat (45sec- 1 min)	Projects Oral presentations Orals Unit tests Creating own artwork Circle discussion about artworks IPAs	IPA final exam	Projects oral assessments
Science and Technology II	<ul style="list-style-type: none"> - From prehistoric times to today, every era is profoundly influenced by inventions that change society and our daily lives. -Students will identify inventions that have changed our world. -The goal is for students to reflect upon the societal conditions that encourage or discourage invention. 	Mid April-June	Quizzes Homework Written Assignments Mini Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Timed chat (45sec- 1 min)	Projects Oral presentations Orals Unit tests Creating own inventions Invention fair IPAs	IPA final exam	Projects oral assessments

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Unit #: Contemporary Life II

<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Communication: Students discuss, state their opinions and draw conclusions about topics related to the workplace in the US and in francophone countries.● Culture: Cultural values influence preparation for and entry into the workplace● Comparisons: Different cultural perspectives and practices influence the world of work.● Connections: Exploring workplace issues connects students to their studies in business, psychology and science depending on their chosen career path and connects their knowledge base in these disciplines with their study of French in a real-life context.● Community: Parents and community members will be invited to share their international workplace experiences via e-mail or in person. Students will have the opportunity to hear speakers of French on the radio and in the news discuss workplace issues and opportunities.	<p>Essential Questions:</p> <ul style="list-style-type: none">● How do educational systems prepare students for the workplace?● What are some of the challenges individuals face?● How do family, education and cultural values influence career choices?● How do career opportunities differ in the US and in francophone countries?● What do a country's career opportunities tell us about its culture?● How do I apply for a job? How do I write a resume/cover letter? How do I go through an interview?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students use various text resources to understand, discuss, and analyze the various career opportunities in francophone countries and compare them to US traditions. They also interpret these texts to understand how to apply for jobs and go through job interviews.</p> <p>NJSLSA 8.2.2.B.1 Identify how technology impacts or improves life. Students analyze how technology affects the daily life of teenagers in France and francophone countries and how it influences their ability to apply to various jobs and the opportunities that are open to them. They also analyze how technology affects the application to jobs and the various levels of technology needed in certain fields.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: This unit is very connected to careers and the real world because the students learn about various jobs, how to apply to jobs, and how to interview for jobs. They are able to compare and construct the opportunities and situations that they have to the opportunities and situations of French teenagers and college students.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	<p>What jobs have you had? Why did you choose this/these jobs?</p> <p>What jobs are available to you and your friends?</p>	<p>Post your answers to job related questions on our discussion board on google classroom/ class pair discussions</p> <p>Comment on your classmates' responses</p>	<p>Class readings and discussion, close readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1, 7.2	<p>What skills do you need to get a job?</p> <p>Do you need experience to get a job?</p> <p>What are the advantages/disadvantages of certain jobs?</p> <p>What do you do with the money you earn?</p> <p>Are your choices influenced by your education, family or culture?</p>	<p>Referring to the images provided to you about different jobs, in your group, develop 5 questions each about the image.</p> <p>Comparing and contrasting skills needed for an American teenager and a French ttenager. Comparing the various types of jobs and the rules of society regarding American and French jobs</p> <p>Comparing and contrasting how American and french teenagers spend their money</p> <p>Discuss and compare the various opportunities available to students of varying social classes and education status</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

7.1, 7.2	<p>How do cultural values influence the workplace?</p> <p>Are career opportunities linked to societal/cultural values and perspectives?</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p>Developing questions/answers about the program presented in our reading.</p> <p>What does this program tell us about this francophone country?</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1, 7.2	<p>What skills are needed to succeed in a global market?</p> <p>For which French company might you be interested in working?</p> <p>What skill set is required to succeed at this company?</p> <p>How do I create a French resume/cover letter?</p> <p>What goes into preparing and going through an interview for a job?</p>	<p>Develop a list of French companies in your field of interest.</p> <p>Present your company of choice to the class in accordance with the rubric.</p> <p>Develop a CV/ cover letter</p> <p>Prepare and do a mock job interview</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

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Unit #2 : Global Challenges II

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Communication: It is important to discuss and reflect on environmental concerns and challenges both locally and globally • Culture: Cultural values and societal conditions impact a country's response to environmental challenges. • Comparisons: Environmental issues and initiatives differ from country to country and community to community. • Connections: The study of the environment draws on students' knowledge of science and world affairs and connects these subjects with their study of French in a real-life context. • Community: Parents and community members involved in environmental initiatives will be invited to discuss key issues with our class either by e-mail or in person. Students will have the opportunity to hear speakers of French on the radio and in the news discuss environmental issues and initiatives.. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are environmental issues? • Does your community have environmental issues? What are some environmental challenges in francophone countries? • Can you identify initiatives that could offer solutions to these local/global environmental challenges?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>NJSLS HPE 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. Students analyze their own identity and role in their family and community and how it is similar/different to others.</p> <p>NJSLS Technology 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. Individually or with partners research solutions to problems in the environment and to create solutions.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: This Global Challenges unit has great connections to the real world because the students think about, discuss, and analyze real world problems that are affecting the environment in the present day. They also brainstorm possible solutions and actions they can take in the present and the future to help the environment.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1	<p>Can you identify environmental challenges faced by the Robbinsville community and/or NJ ?</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p>Discuss environmental challenges of which you are aware in the Robbinsville community and/or NJ.</p> <p>Comment</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1, 7.2	<p>What are some environmental challenges faced by francophone countries?</p> <p>What are the initiatives introduced to address these challenges?</p> <p>Are these challenges similar to ones faced by your community?</p>	<p>What are the environmental issues represented in the images presented to you?</p> <p>Discuss, analyze and summarize the environmental challenges faced by francophone countries.</p> <p>Referencing the reading, develop vocabulary inquiry, evidence based summary sentences and evidence based questions</p> <p>Compare the issues faced by francophone countries with issues in the US.</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1 7.2	<p>What environmental challenge needs to be addressed most urgently?</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives</p>	<p>Compare the issues faced by francophone countries with issues in the US.</p> <p>Select an environmental challenge that interests you and research an organization tasked with addressing this issue.</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework</p>

	<p>associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	<p>Present the environmental issue and discuss/ analyze with the rest of the class the similarities/differences between the various problems</p> <p>Write a persuasive essay supporting your choice of this issue and why it is the most urgent.</p>	<p>presentations, turn and talk discussions</p>	<p>Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>In class assignments and presentations</p>
7.1	<p>How could you get involved to address this challenge?</p> <p>What are possible solutions?</p> <p>What are your future actions?</p>	<p>Create advertisement with your chosen problem and possible solutions</p> <p>Do a room tour with all the advertisement- compare/analyze the effectiveness of each one</p> <p>Construct an email to your organization expressing your interest in getting involved.</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

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Unit #3: Beauty and Aesthetics II

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: It is important to be able to discuss the beauty and creativity of your own culture and other cultures to fully engage in cultural understanding. ● Culture: Beauty and creativity allow for cultural understanding at many levels. ● Comparisons: Beauty and creativity play different roles in a country's cultural development. ● Connections: Exploring beauty and creativity connects students' studies in language arts and the visual arts to their study of French in a real-life context. ● Community: Beauty and creativity do not know boundaries and spread across nations enriching lives and creating a unique sense of community. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the definition of Beauty? ● Who defines what is beautiful? ● How have standards of beauty changed over the centuries and decades? ● How are standards of beauty different between various societies and cultures?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>NJSLS VPA 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. Students examine what creativity and beauty look like in the arts and how this may be different from what they know of the arts in the US.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students will analyze the various types of masterpieces in french cultures through text and will be able to analyze the importance of various works through these texts.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: The real world connection with this unit comes in because the students can analyze works of art and create their own definitions of beauty and what it means to be beautiful to them not just in art but also in themselves and in others. They can also learn to analyze artworks so when they visit museums, they can see the various beauty in different types of art.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1, 7.2	<p>What is beauty? How do Americans define beauty? How do the French define beauty?</p> <p>Who defines beauty?</p> <p>How have standards of beauty changed over time?</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p>class discussions about these questions</p> <p>Venn diagrams comparing French and American standards of beauty</p> <p>Videos discussing and analyzing the change of standards of beauty over time</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1	<p>What artwork appeals to me the most?</p> <p>What are various art movements in French and francophone history?</p> <p>What styles define each type of art movement?</p> <p>How did style evolve over the time periods?</p> <p>Synthesize information related to the cultural</p>	<p>class debate about the appeal of art</p> <p>research, and present art movements with a partner or a group of 3</p> <p>comparing contrasting various artworks from different time periods and styles</p> <p>In-depth analysis of impressionism: articles, video clips, class discussions</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

	<p>products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>			<p>practice worksheets: fill-in, crosswords,, scrambled words,</p>	
7.1	<p>How do I recreate an artwork?</p> <p>How do I present my artwork and have a debate about it?</p>	<p>recreations of chosen artwork</p> <p>one-page written detailed description and analysis of chosen artwork</p> <p>whole class debate about artworks and their strengths and weaknesses</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, 'Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>

Robbinsville Public Schools

Unit #4: Science and Technology II

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communication: It is important to discuss and reflect on how invention, throughout history, has changed our lives for better or for worse. ● Culture: Cultural values and societal conditions encourage or discourage invention. ● Comparisons: Human ingenuity is a global phenomenon with different countries taking the lead at different times for different reasons. ● Connections: The study of the invention draws on students' knowledge of science and history and connects these subjects with their study of French in a real-life context. ● Community: Parents and community members who are willing to discuss their views on invention or are inventors themselves will be invited to engage with our class either by email or in person. Students will have the opportunity to hear speakers of French on the radio and in the news discuss and comment on invention, particularly technology, and its cultural/societal impact. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is invention important? ● What defines an invention? ● Who are famous French and Francophone inventors? ● Throughout history, what inventions have had the most significant impact? ● Who invents and why? ● Can you create an invention and judge in an invention fair other inventions?
<p>Interdisciplinary Connections</p> <p>NJSLA Technology 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. Students will evaluate the impact technology has on the inventions in their life.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Students will be able to read texts about inventions and the sciences in France and francophone countries and evaluate the validity of texts about specific inventions to that pertain to their lives today</p>	
<p>Career/Real World Connections</p> <p>Example: Students can relate this unit to real life because they use multitudes of inventions every day and can create new inventions to help with everyday problems.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1, 7.2	<p>What inventions have impacted you personally?</p> <p>Have you ever had an idea for an invention?</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<p>Discuss your opinions to these questions and brainstorm with your groups</p> <p>Respond to each others' claims and ideas</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1 , 7.2	<p>What are some inventions in the field of science that have had a global impact?</p> <p>Why do people invent?</p> <p>Recognize common gestures and cultural practices associated with target culture(s).</p>	<p>Referring to the images of inventions provided to you, in your group, develop 5 questions each about the image.</p> <p>Referencing the reading, develop vocabulary inquiry, evidence based summary sentences and evidence based questions.</p> <p>Identify a problem in your life right now. What could be invented to solve this problem?</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations</p>
7.1, 7.2	<p>What are French inventions that influence your life?</p> <p>What are some influential francophone inventors?</p>	<p>Research a Francophone inventor and their inventions</p> <p>Create a presentation and present to the class</p> <p>Have a class discussion regarding these inventions, compare/ contrast the inventions</p>	<p>Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle</p>	<p>Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir</p>	<p>Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to</p>

	<p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	Write a journal entry as the most memorable day in the life of your chosen inventor	talk, Jigsaw readings, gallery walk presentations, turn and talk discussions	Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,	discussion questions Daily Homework In class assignments and presentations
7.1, 7.2	<p>How do I create my own invention?</p> <p>How do I present my own invention at an invention fair?</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	<p>Create own invention with a group: prototype, visual presentation, video advertisement</p> <p>Invention fair</p> <p>Essay about inventions</p>	Class readings and discussion, clos readings, Student RAFT presentations, Timed chat (20 seconds), Interviews Dialogues, Graphic organizers to compare and contrast, Letter writing T/P/S discussion and presentation, Circle talk, Jigsaw readings, gallery walk presentations, turn and talk discussions	Verb sheets: present and past tense -er, -ir, -re verbs Adjectives and adjective agreement Grammar Resources: Irregular verbs: etre aller, avoir Regular verb conjugations -er, -ir, re Tenses: present and past tense Current Text: Images Internet Magazines Newspapers Mini recordings practice worksheets: fill-in, crosswords,, scrambled words,	Written and verbal quizzes Worksheets Project rubric assessments Class participation Responses to discussion questions Daily Homework In class assignments and presentations

General Differentiated Instruction Strategies

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| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
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Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>