



French III/Honors

Office of Bilingual, ESL, & World Languages



World Languages Curriculum Guide: French III Honors

ORANGE TOWNSHIP BOARD OF EDUCATION

Tyrone Tarver

President

Brenda Daughtry

Vice President

Members

Guadalupe Cabido
Cristina Mateo

Sueann Gravesande
Siaka Sherif

Derrick Henry

Shawneque Johnson
Jeffrey Wingfield

SUPERINTENDENT OF SCHOOLS

Gerald Fitzhugh, II, Ed.D.

BUSINESS ADMINISTRATOR/ BOARD SECRETARY

Adekunle O. James

EXECUTIVE DIRECTOR OF HUMAN RESOURCES

Glasshebra Jones-Dismuke

DIRECTORS

Karen Harris, *English Language Arts/Testing*
Shelly Harper, *Special Services*

Tina Powell, Ed.D., *Math/Science*
Terri Russo, D.Litt., *Curriculum & Instruction*

PRINCIPALS

Faith Alcantara, *Heywood Avenue School*
Jason Belton, *Orange High School*
Jacquelyn Blanton, *Orange Early Childhood Center*
Debra Joseph-Charles, Ed.D., *Rosa Parks Community School*
Yancisca Cooke, Ed.D., *Forest Street Community School*
Cayce Cummins, Ed.D., *New Early Childhood Center*
Frank Iannucci, Jr., *Lincoln Avenue School*

Myron Hackett, Ed.D., *Park Avenue School*
Karen Machuca, *Scholars Academy*
Dana Gaines, *Oakwood Avenue Community School*
Denise White, *Central Elementary School*
Erica Stewart, Ed.D., *Twilight Program*
Robert Pettit, *Cleveland Street School (OLV)*
Salvatore Lima, Jr., *STEM Innovation Academy of the Oranges*

Carrie Halstead - *Orange Preparatory Academy*

ASSISTANT PRINCIPALS

Patrick Yearwood, *Lincoln Avenue School*
Anthony Frantantoni, *Orange High School/Athletic Director*
Oliverio Agosto, *Orange Preparatory Academy*
Terence Wesley, *Rosa Parks Community School*
Samantha Sica-Fossella, *Orange Preparatory Academy*
Kavita Cassimiro, *Orange High School*
Isabel Colon, *Lincoln Avenue School*

Nyree Delgado, *Forest Street Community School*
Devonii Reid, Ed.D., *STEM Innovation Academy of the Oranges*
Joshua Chuy, *Rosa Parks Community School*
Gerald J. Murphy, *Heywood Avenue School*
Shadin Belal, Ed.D., *Orange Preparatory Academy*
April Stokes, *Park Avenue School*
Noel Cruz, *Dean of Students, Lincoln Avenue School*

SUPERVISORS

Olga Castellanos, *Mathematics (K-4)*
Tia Burnett, *Testing*
Meng Li Chi Liu, *Mathematics (9-12)*
Donna Sinisgalli, Ed.D., *Visual & Performing Arts*
Linda Epps, *Social Studies 5-12/Technology Coordinators*
Janet McClouden, Ed.D., *Special Services*
Adriana Hernandez, *ELA (K-2) & Media Specialists*
David Aytas, *STEM-Focused Learning (8-12)*

Jahmel Drakeford, *CTE (K-12) & Health & Physical Education (K-7)*
Henie Parillon, *Science (K-12)*
Rosa Lazzizzera, *ELA (3-7) & Media Specialists*
Daniel Ramirez, *Mathematics (5-8)*
Kurt Mathews, *(8-12) ELA & Media Specialists*
Caroline Onyesonwu, *Bilingual/ESL & World Languages*
Frank Tafur, *Guidance*
Amina Mateen, *Special Services*

French II

I. Introduction/Overview/Philosophy

The French II course has been designed to reflect the philosophy and goals found in both the national standards, Standards for Foreign Language Learning in the 21st Century (ACTFL,2012) and the New Jersey Student Learning Standards for World Languages (2020). The main objective of the French program is to enable the student to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. Through an essentially inductive approach, students will gain an understanding of how the language is structured and how they can use this knowledge to express their own needs and talk about the world around them. Grammar and vocabulary are logically sequenced and grouped to make their acquisition as natural as possible. The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented. In order to ensure a high interest level, a wide range of exercises, activities, and resources are used.



II. Objectives

Course Outline:

1. Topics for Communication

- greeting and meeting people
- time and weather
- family & friends; family relationships
- food and restaurants
- money and shopping
- school and education
- daily activities
- getting around the city
- describing oneself
- home and furnishings
- possessions and their descriptions
- sports, fitness, and daily routine
- medical and dental care
- clothing and personal appearance
- leisure activities, music, entertainment
- vacation and travel

- transportation
- jobs and professions

2. Grammar and Structure

- alphabet and silent letters
- verbs in *ER, IR, Re*
- irregular verbs: *avoir, être, faire, aller, vouloir, pouvoir*
- Orthographical changes of verbs
- formation of affirmative, negative, and interrogative
- sentences, yes-no questions, questions with affirmative and negative responses
- the subject and interrogative pronouns
- the use of *tu* and *vous*
- adjectives and the placement of adjectives
- irregular adjectives
- agreement of adjectives
- definite and indefinite articles
- singular and plural nouns and adjectives
- the use of *c'est* and *il, elle est*
- impersonal expressions
- interrogative expressions with *combien* and *comien de*
- interrogative adjective *quel, quels, quelle, quelles*
- possessive adjectives
- *l'article indéfini* with negative expressions
- the possessive with *de*
- expressions with *avoir* and *faire*
- the demonstrative adjective *ce, cet, cette, ces*
- ordinal and cardinal numbers: 1 – 1000
- comparison of adjectives
- the adjectives: *vieux, nouveau, et beau*
- the use of *aller* + infinitive
- *la préposition à; à + l'article défini*
- *le verbe venir*
- *. de; de + l'article défini*
- *la construction: nom+ de+ nom*
- *les adjectifs possessifs, mon, ton, son*
- *les adjectifs possessifs, notre, votre, leur*
- *les nombres ordinaux*
- how to question a statement or show doubt
- *les verbes acheter et préférer*
- *l'adjectif démonstratif ce*
- *l'adjectif interrogatif quell*
- *le verbe mettre*
- *les nombres ordinaux*
- *le verbe penser + de penser + à*
- *les verbes comme acheter et préférer*

- *les verbes réguliers en -i, comme finir*
- *les adjectifs comme vieux, nouveau et vieux*
- *la comparaison avec les adjectifs*
- *les verbes réguliers en -re comme vendre*
- *L'impératif*
- *Le passé composé avec avoir et être*

3. Cultural Objectives:

- students will understand the interaction of language and culture
- students will understand culture through the presentations of films, videos
- students will have an awareness of contemporary French culture with videos, pictures, magazine and newspaper articles
- students will have an insight to French culture with visits from native French speakers
- students will understand the culture of French-speaking countries with visits from native speakers, videos, stories, and poems
- students will understand the cultures of French-speaking countries with maps, Internet activities, and computer games and activities
- Students will understand and relate to culture with the use of real or simulated travel documents, data sheets, train and plane schedules, currency, authentic restaurant and café menus, labels, signs, newspapers, magazines, brochures, videotapes of authentic exchanges between native speakers in their countries, songs, poems, the Internet, guest speakers.
- students are introduced to France with pictures, maps, videos, and computer programs and games
- students are familiar with the geography of France and are able to locate important rivers, mountains, boundaries, and cities
- students are able to locate important locations in France: Nice, Lyon, Paris, Grenoble, Strasbourg, Lille, Bordeaux
- students are introduced to French-speaking countries around the world: *le Maroc, la Tunisie, la Côte d'Ivoire, le Sénégal, Haïti, la Guadeloupe, la Martinique, la Guyane Française, le Tahiti, la Belgique, la Suisse, le Québec, Saint-Pierre-Miquelon*
- students will be aware of location, important historical facts, important travel facts, weather, foods, costumes, government, important historical and literary personalities, poems, stories, and the arts: music and dance
- students know the major monuments and museums of Paris. They are able to commentate a visit to Paris and to be able in the target language to discuss how they could spend a vacation or visit a family in Paris. The students are able “to visit” Paris with websites on the Internet and are able to develop virtual reality trips to the city
- students are able to shop and use the currency
- students can describe leisure and activities of the weekend
- students can discuss sports and activities
- students can talk about the “work place”

- students are able to discuss some information about the history of francophone countries
- students will be aware of the concept of style and the way that young French people earn and spend money
- students will study the different areas of the French-speaking world and focus on the culture of those areas
- students will be able to read and understand poetry and short selections from francophone literature
- students have knowledge of the holidays in French- speaking countries and the traditions, poems, and stories associated with the holidays
- students will be aware of current news from the French- speaking countries with newspapers, television and radio programs, and the Internet

Student Outcomes:

This course will address the three modes of communication: Interpretive, interpersonal and presentational. Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also develop:

- Knowledge of vocabulary
- Sociolinguistic knowledge
- Understanding of cultural appropriateness
- Grasp communication strategies
- Develop a cultural awareness

New Jersey Student Learning Standards

Career Readiness, Life Literacies, and Key Skills Practices

CRLKSP 1 Act as a responsible and contributing community members and employee.

Students 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.

CRLKSP 2 Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRLKSP 3 Consider the environmental, social and economic impacts of decisions.

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRLKSP 4 Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRLKSP 6 Model integrity, ethical leadership and effective management.

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRLKSP 7 Plan education and career paths aligned to personal goals.

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of

entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRLKSP 9 Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

9.1 Personal Financial Literacy

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

New Jersey Student Learning Standards for World Languages (2020)

Interpretive Mode of Communication

Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

Students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication

Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

III. Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

IV. Methods of Assessment

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Performance Assessment- is defined as how well a learner uses language acquired in a classroom setting
- Proficiency Assessment- is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

- One-on-one assessment
- Group assessment
- Portfolio assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

Our language program encourages summative assessment that measures what students can do with the language. To this end, the department encourages the use of integrated performance assessments. The integrated performance assessment (IPA) is a cluster assessment featuring three modes of communication: interpretive, interpersonal, and presentational. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic o Reflect tasks that individuals do in the world outside of the classroom
- Performance-based o Reflect how students USE the language and cultural knowledge in communicative tasks o Requires critical thinking skills: ▪ e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication o Interpretive, Interpersonal, Presentational
- Integrated o Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience

V. Articulation/Scope & Sequence/Time Frame

This is a full-year course designed to fulfil the high school graduation requirements for World Languages.

VI. Resources

Texts/Supplemental Reading/References

- Mango! <https://mangolanguages.com/homeschool/>
- Newsela
- IXL
- Various text and supplemental reading
- Web-based review programs and games such as Kahoot, Quizlet, Google Voice, the studystack.com
- New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.
- Union Middle School Library resources
- Maps, DVD's, and other authentic resources
- Various magazines and current event focused websites

VII. Suggested Activities/Supplemental Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- Asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- Web-based activities
- Reading poems and stories
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

VIII. Methodologies

The following practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities.

- **Communicate-** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- **Cultures-** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- **Connections-** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- **Comparisons-** Develop insight into the nature of language and culture in order to interact with cultural competence.
- **Communities-** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- **Inductive Approach-** A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- **Natural Approach-** A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- **Password/Language Ladders-** A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- **Gouin Series-** A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- **Dialogue Journals-** A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- **Total Physical Response (TPR)-** A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response to physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.

- TPR Story-Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

IX. Interdisciplinary Connections

As French becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of French offers much to their overall education.

Content-Based Topics

- Art
 - Draw with various media
 - Observe art work
- Language Arts
 - Follow a one-step oral direction
 - Compare and contrast language
 - Recall presented materials
 - Listen for a variety of purposes
 - Activate prior knowledge
 - Listen to various forms of music
 - Describe objects/pictures
 - Communicate in complete sentences
 - Obtain information by asking questions
 - Participate in various forms of oral communication
 - Interact verbally in informal situations
 - Make introductions
 - Read and respond to different types of literature
 - State purpose for listening to a story
 - Expand vocabulary
 - Recall sequence of events
 - Identify/restate details
- Mathematics
 - Reason, connect mathematical understandings
 - Observe/compare by measurable attributes
 - Count objects
 - Represent quantities
 - Model number composition
- Reading
 - Identify the main character (s)

- Describe the main character (s)
- Identify the plot
- Identify the outcome of the story

- Science
 - Observe weather conditions
 - Explore the effects of weather

- Social Studies
 - Recognize similarities between self and others
 - Describe personal feelings
 - Demonstrate the relationship of feelings to actions
 - Demonstrate an understanding of the concept of rule
 - Demonstrate courteous behavior when interacting
 - Apply appropriate personal decision-making skills
 - Recognize the importance of each individual to the group
 - Evaluate the consequences of decisions
 - Define the Earth as being made up of land and water
 - Be introduced to other people and places
 - Recognize human needs
 - Define family in various ways
 - State how people are more alike than different

X. Technology Integration

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

XI: 21st Century Integration & Learning Connections

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

XII. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk, Students with 504s)
Scaffolding

- Repetition for vocabulary
- Re-teach and review
- Pair-Share
- TPRS
- Multiple intelligence learning
- Notebook checks
- Internet games
- Written responses
- Interactive activities
- Small group instruction
- Modified assessments
- Group/partner activities

Differentiation for Enrichment

- Dialogues
- Elevated vocabulary
- Elevated prompts
- Sentence completion
- Grammar through context
- Skits
- Student choice

- Student driven projects
- Internet research
- TPRS
- Supplemental assignments
- Multiple levels of questions
- Multiple intelligence learning

Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions • Ample use of visuals • Use of manipulatives • Strategic/flexible grouping and pairing • Clear visual, verbal and demonstrative modeling • Kinesthetic activities • Use of graphic organizers • Ample wait time • Frequent repetition • Student setting of personal growth goals • Breaking down assignments • Learning centers 	<ul style="list-style-type: none"> • Sentence starters • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Require lists instead of sentences • Provide graphic organizers • Provide choices • Provide visuals 	<ul style="list-style-type: none"> • Use compacting • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Use tiered assignments that are more complex or abstract • Allow time with like-intellectual peers • Use open-ended questioning strategies

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Review Unit Vocabulary Topics: <ul style="list-style-type: none"> Greetings and Introductions Leisure Time Activities Meal Time Vocabulary The weekend and its' activities Vacation vocabulary Story telling 	4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> Pairing of students for group work Graphic organizers Allow for errors Teacher modelling <i>For Enhancement:</i> <ul style="list-style-type: none"> Interest Based Content Student Driven Projects- Google Slides Presentation on France 	<u>NJSLS</u> 7.1.IL.IPRET. 1-6 7.1.IL.IPERS. 1-6 7.1.IL.PRSNT .1-5 CRLKSP 1,4,5,8,9 9.2.12.CAP.2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC.7 9.4.12.TL.3 9.4.12.TL.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> Comprehension and past tense activities in workbook Listening/Audio Activities Vocabulary quiz Grammar quizzes on past tense Writing Assignment on summer vacation <i>Summative Assessment</i> <ul style="list-style-type: none"> Review Unit Test

<p>vocabulary</p> <ul style="list-style-type: none"> • Friendship Vocabulary <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Adjectives • Verb Expressions • Regular and Irregular tense verbs • Articles and Prepositional Phrases • The Passé Composé. • The imperfect • Object Pronouns • Negative Expressions 		<ul style="list-style-type: none"> • Real world problems with current events 		<ul style="list-style-type: none"> • Summer Vacation Poster • Class Essay • Dialogue Presentation s: My Childhood • Quiz on story “Les Trois Bagues”- Comprehension Questions
---	--	--	--	---

Unit 1- Daily Life Vocabulary Topics: <ul style="list-style-type: none"> Physical Descriptions Personal Care and Bathroom Needs Daily routine Physical Conditions and Feelings Describing People Grammar Topics: <ul style="list-style-type: none"> Article Usage Reflexive Verbs Idiomatic Verbs Reciprocal Verbs Cultural Topics- Art <ul style="list-style-type: none"> Impressionism 	6 weeks	For Support: <ul style="list-style-type: none"> Guided notes Relay Race and Quizlet Games Small group instruction-discussion of reading selections Interactive Activities-language lab audio and listening For Enhancement: <ul style="list-style-type: none"> Independent Study Higher-order thinking skills Real world problems with current events Extension Activities-Interview Native Speaker about Daily Activities 	<u>NJSLS</u> 7.1.IM.IPRET .1-9 7.1.IM.IPERS .1-6 7.1.IM.PRSN T.1-7 CRLKSP 1,4,5,8,9 9.2.12.CAP.2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC.7 9.4.12.TL.3 9.4.12.TL.4	Formative Assessment: <ul style="list-style-type: none"> Unit 1 Comprehension and Reflexive Verb tense activities Unit 1 Listening/Audio Activities Vocabulary quiz Grammar quiz on reflexive verbs Writing Assignment-My Daily Routine Small group discussions on describing one another Summative Assessment <ul style="list-style-type: none"> Unit 1 Test-reading, writing, listening Impressionism Test-Picture
---	---------	---	--	---

<ul style="list-style-type: none"> • Surrealism • Fauvism 				Prompt writing assessment <ul style="list-style-type: none"> • Quiz on story “La Couverture” Comprehension Questions
Unit 2- Let’s be helpful! Vocabulary Topics: <ul style="list-style-type: none"> • Household Chores • How to Ask for help • How to accept and refuse invitations • Showing Thanks and Gratitude Grammar Topics: <ul style="list-style-type: none"> • Formation of the 	6 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Use of prompts • Use of visuals & maps • Rephrase questions • Oral comprehension activities • Teacher modelling <i>For Enhancement:</i> <ul style="list-style-type: none"> • Additional suggested reading • Elevated prompts and activities • Real world problems 	<u>NJSLS</u> 7.1.IM.IPRET.1-9 7.1.IM.IPERS.1-6 7.1.IM.PRSNT.1-7 CRLLKSP 1,4,5,8,9 9.2.12.CAP.2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC.7 9.4.12.TL.3 9.4.12.TL.4	Formative Assessment: <ul style="list-style-type: none"> • Unit 2 comprehension and practice activities in text and workbook • Do Now activities on Google Classroom. • Conversations on household chores on Audacity • Subjunctive tense quiz • Unit 2 Listening and audio activities. • Discussion of Current

subjunctive tense: regular and irregular forms <ul style="list-style-type: none"> Expressing personal obligations Uses of impersonal expressions with the subjunctive tense. 		with current events		Events on homelessness in Burkina Faso. <i>Summative Assessment:</i> <ul style="list-style-type: none"> Chapter 2 Test Dear Abby Classroom Advice Activity-giving advice
Unit 3- Long Live Nature! Vocabulary Topics: <ul style="list-style-type: none"> Vacation vocab and its problems How to Describe an event. Story Telling. Weather Descriptions. 	6 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> Pairing of students for group work Guided notes Listening activities Modified Assessments Use of assisted technology <i>For Enhancement:</i> <ul style="list-style-type: none"> Elevated vocabulary 	<u>NJSLS</u> 7.1.IM.IPRET .1-9 7.1.IM.IPERS .1-6 7.1.IM.PRSN T.1-7 CRLKSP 1,4,5,8,9 9.2.12.CAP.2 9.4.12.CI.1 9.4.12.CI.3	<i>Formative Assessments:</i> <ul style="list-style-type: none"> Vocabulary Quiz on Google forms Classwork/Ticket Out-descriptions Around the room dialogues Fill in the next line of the story activity

Grammar Topics: <ul style="list-style-type: none"> • The passé composé • The imperfect • The imperfect and passé compose usages together • Event Description in the past tense • The Literary Past 		<ul style="list-style-type: none"> • Curriculum compacting • Adjust the pace of lessons 	9.4.12.DC.7 9.4.12.TL.3 9.4.12.TL.4	Summative Assessments: <ul style="list-style-type: none"> • Children's Storybook Project • Benchmark Assessment-cumulative test assessing listening, reading, writing skills • Quiz- Different between past and imperfect tenses.
Unit 4- Aspects of Daily Life Vocabulary Topics: <ul style="list-style-type: none"> • Shopping Vocabulary • Post Office Vocabulary • The Stationary Store Vocab 	6 Weeks	For Support: <ul style="list-style-type: none"> • TPRS • Relay Race and Quizlet review games • Small group instruction • Multimedia approach to accommodate various learning styles 	<u>NJSLS</u> 7.1.IM.IPRET .1-9 7.1.IM.IPERS .1-6 7.1.IM.PRSN T.1-7 CRLLKSP 1,4,5,8,9 9.2.12.CAP.2 9.4.12.CI.1	For formative assessment: <ul style="list-style-type: none"> • Unit 4 vocabulary quizzes • Unit 4 Listening Activities • Conversations on past wishes and desires • Poster Activity and oral

<ul style="list-style-type: none"> • Hair Salon Vocab • Personal Service Vocab <p>Grammar Topics:</p> <ul style="list-style-type: none"> • The pronoun y • The pronoun en • Expressions of indefinite quantities • Object Pronoun Replacements • Order of Pronouns • Faire and an infinitive 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Student choice • Varied work option • Multiple level of questions • Real work scenarios and problems-current events 	<p>9.4.12.CI.3</p> <p>9.4.12.DC.7</p> <p>9.4.12.TL.3</p> <p>9.4.12.TL.4</p>	<p>presentation on French Singer of Choice</p> <ul style="list-style-type: none"> • Current Event discussion-Different Artists and TV Shows. <p>For Summative Assessment:</p> <ul style="list-style-type: none"> • Unit 4 Test • “Le mystérieux Homme en Bleu”- comprehension questions and rewrite the ending to the story
<p>Unit 5- Have a Good Trip!</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> • Trips • Passport Control 	6 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Use of prompts • Use of visuals & maps • Rephrase questions 	<p><u>NJSLS</u></p> <p>7.1.IM.IPRET .1-9</p> <p>7.1.IM.IPERS .1-6</p> <p>7.1.IM.PRSN T.1-7</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Video Questions with “Vincent” • Research and create a

<ul style="list-style-type: none"> • Customs Vocabulary • Travel Agency Vocabulary • Airport and Train Station Vocabulary <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Negative Expressions • Expression ne...que. • The future tense. • Si clauses with the future tense. • Quand clauses with the future tense. • The conditional tense. 		<ul style="list-style-type: none"> • Authentic assessments • Guided practice • Jeopardy review game <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Extension activities- Artistic Poster on Francophone country of choice • Alternate reading and response options • Student Driven Projects 	<p>CRLKSP 1,4,5,8,9</p> <p>9.2.12.CAP.2</p> <p>9.4.12.CI.1</p> <p>9.4.12.CI.3</p> <p>9.4.12.DC.7</p> <p>9.4.12.TL.3</p> <p>9.4.12.TL.4</p>	<p>travel brochure for a vacation to Haiti</p> <ul style="list-style-type: none"> • Small group discussion on Current Events in the Francophone World • Writing Prompt- Do ghosts actually exist? <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Google Sites Project- My Future Self & Google Forms Quiz • Vocabulary Quiz on travel vocab • Quiz on story "Un étrange aventure" • Unit 5 Test
--	--	---	--	---

Unit 6- At the Hotel Vocabulary Topics: <ul style="list-style-type: none"> • Lodging Options • Hotel Check-in Vocabulary • Hotel Services and How to Ask for Help. Grammar Topics: <ul style="list-style-type: none"> • The comparative • The superlative • The interrogative pronoun lequel. • The demonstrative pronoun celui. 	6 Weeks	For Support: <ul style="list-style-type: none"> • Multiple levels of questions • Allotted time for activities and responses • Guided questions and discussions • Modified Assessments • Bingo review games For Enhancement: <ul style="list-style-type: none"> • Critical/Analytical thinking tasks • Elevated discussions of textual connections • Independent research 	<u>NJSLS</u> 7.1.IM.IPRET .1-9 7.1.IM.IPERS .1-6 7.1.IM.PRSN T.1-7 CRLKSP 1,4,5,8,9 9.2.12.CAP.2 9.4.12.CI.1 9.4.12.CI.3 9.4.12.DC.7 9.4.12.TL.3 9.4.12.TL.4	Formative Assessments: <ul style="list-style-type: none"> • Story “En Voyage” comprehension activities • Unit 6 Vocabulary listening and workbook activities • Song on Future Tense • Research and discuss current events on Mali Summative Assessments: <ul style="list-style-type: none"> • Benchmark Assessment-cumulative test assessing reading, writing and listening • Test on story- en Voyage • Writing Prompt- True Love
--	---------	---	--	--

- The possessive pronoun le mien.