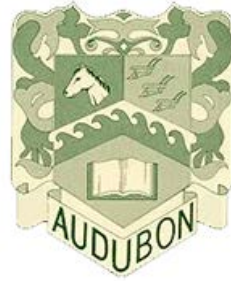


Audubon Public Schools



Grade 8-12 French I Curriculum Guide

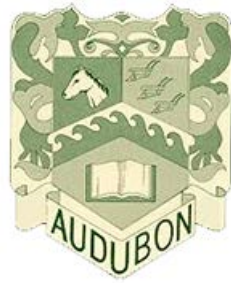
Curriculum Guide

Developed by:

August 19, 2020

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Course Description

Grade 9-12 French I Curriculum Guide

World language education provides learners with the essential language skills and cultural understandings necessary to live and work in a global, culturally diverse world. This course will develop the ability to communicate in the target language through listening, speaking, reading and writing practices. Students will learn to appreciate foreign cultures by developing an understanding of cultural similarities and differences, celebrating holidays, and appreciating art, dance, and music from the target cultures. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom that incorporate technology.

Overview / Progressions

Overview		Interpretive Mode	Interpersonal Mode	Presentational Mode	
Unit 1 Introduction to French Language Basic Conversation	Focus standards (Objectives)	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3	7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5	7.1.NM.PRSNT.1	
	Ancillary standards (Review)				
Unit 2 Basic Conversation - Describing Self and Expressing Preferences	Focus standards (Objectives)	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4	7.1.NM.IPERS.2 7.1.NM.IPERS.3	7.1.NM.PRSNT.2 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	
	Ancillary standards (Review)		7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5	7.1.NM.PRSNT.1	
Unit 3 Pastime Activities	Focus standards (Objectives)	7.1.NM.IPRET.4 7.1.NM.IPRET.5	7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.6	7.1.NM.PRSNT.3 7.1.NM.PRSNT.5	
	Ancillary standards (Review)	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3	7.1.NM.IPERS.2 7.1.NM.IPERS.4	7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4	
Unit 4	Focus standards (Objectives)	7.1.NM.IPRET.3 7.1.NM.IPRET.4	7.1.NM.IPERS.1	7.1.NM.PRSNT.1 7.1.NM.PRSNT.3	

Family and Culture				7.1.NM.PRSNT.5	
	Ancillary standards (Review)	7.1.NM.IPRET.1 7.1.NM.IPRET.2		7.1.NM.IPERS.4	7.1.NM.PRSNT.4

Subject: French I	Grade: 8-12	Unit: 1 Introduction to French Language and Basic Conversation	8 Weeks
Focus Standards: Interpretive Mode - Performance Expectations		Critical Knowledge and Skills	
<p>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. ● 7.1.NM.IPRET.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● 7.1.NM.IPRET.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 	<ul style="list-style-type: none"> ● Identify French-Speaking Countries ● Identify letters of the French Alphabet and the sounds they make. ● Identify differences and similarities between English and French ● Identify appropriate register ● Discuss and brainstorm the benefits of learning a foreign language ● Understand cultural differences as they relate to personal space ● Communicate in the French Classroom by responding to basic classroom commands and memorizing and using basic requests ● Identify numbers up to 100 ● Identify classroom Objects ● Conduct basic conversations that include the following information: greetings, ask/tell names, how you are doing, where you are from, age, likes/dislikes, farewell 	

<p><u>Focus Standards: Interpersonal Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. ● 7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. ● 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 	
Ancillary Standards		
Formative Assessments	Summative Assessments	
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Test ● Midterm ● Projects ● Common Assessment 	
Suggested Primary Resources	Suggested Supplemental Resources	

<ul style="list-style-type: none"> ● Ven Connigo Text and Resources 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Mathematical practices with French numbers ● English language connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Learning another language offers many benefits relating to careers, travel, and enjoyment of learning about other cultures. 	<ul style="list-style-type: none"> ● How will I be able to pronounce French Words ● How is French similar and different from English ● How can learning another language benefit me ● How will I be able to make new friends using the target language

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Subject: French I	Grade: 9-12	Unit: 2 Basic Conversation	8 Weeks
Focus Standards: Interpretive Mode		Critical Knowledge and Skills	
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Culture: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets,</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. ● 7.1.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. ● 7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions. ● 7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally 	<ul style="list-style-type: none"> ● Identify and use appropriate register ● Conduct basic conversations that include the following information: greetings, ask/tell names, how you are doing, where you are from, age, likes/dislikes, discuss preferences, needs and wants, farewell ● Describe class schedules using words to describe sequence ● Ask/tell time (and numbers up to 199) ● Identify subject pronouns and verb conjugations of common verbs to express needs and wants. ● Describe people and places ● Describe likes and dislikes and describe them using the target language 	

<p>physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<p>authentic materials.</p>	<ul style="list-style-type: none"> ● Enjoy music and dance from the target cultures
<p><u>Focus Standards: Interpersonal Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.IPERS.3 Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. 	

<p><u>Focus Standards: Presentational Mode</u> The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. ● 7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics. ● 7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 	
Ancillary Standards		
	7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5	7.1.NM.PRSNT.1
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 		<ul style="list-style-type: none"> ● Test ● Midterm ● Projects ● Common Assessment
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Ven Connigo Text & Resources 		<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> ● Mathematical practices with French numbers ● English language connections (similarities and differences) ● Music & Dance from French-speaking countries 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> ● Mastering questions and answers to simple questions enables me to communicate basic information 		<ul style="list-style-type: none"> ● What vocabulary is needed to be able to exchange basic information to be able to meet new friends

<ul style="list-style-type: none"> ● Identifying how to use conjugated forms of the verbs will allow me to expand my range of communication 	<ul style="list-style-type: none"> ● Why is using appropriate register important ● How does verb conjugation work ● How will I use conjugated forms of common verbs to express needs and wants
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Subject: French I	Grade: 9-12	Unit: 3 Pastime Activities	8 Weeks
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. ● 7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. 	<ul style="list-style-type: none"> ● Describe likes and dislikes as they relate to pastime activities ● Discuss what you do in your free time (conjugation of verbs, words of sequence) ● Ask/tell the date, seasons, and weather conditions 	
<p>Focus Standards: Interpersonal Mode</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. ● 7.1.NM.IPERS.3 Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. ● 7.1.NM.IPERS.6 Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized 		

		and practiced words, phrases, and simple, formulaic sentences.		
<u>Focus Standards: Presentational Mode</u>				
The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.		<ul style="list-style-type: none"> 7.1.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits 7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 		
Ancillary Standards				
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3		7.1.NM.IPERS.2 7.1.NM.IPERS.4		7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.4
Formative Assessments			Summative Assessments	
<ul style="list-style-type: none"> Warm Up Activities Written and Oral Practice and Participation 			<ul style="list-style-type: none"> Assessments Projects Common Assessment 	
Suggested Primary Resources			Suggested Supplemental Resources	
<ul style="list-style-type: none"> Ven Connmigo Text and Resources 			<ul style="list-style-type: none"> Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources 	
Cross-Curricular Connections				
<ul style="list-style-type: none"> English language connections Geographical connections 				
Enduring Understanding			Essential Questions	
<ul style="list-style-type: none"> Being able to utilize more complex grammatical structures to describe pastime activities. 			<ul style="list-style-type: none"> How will I be able to use conjugated forms of verbs to expand my range of communication 	

- How will I be able to describe the date, seasons and weather conditions

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Subject: French I	Grade: 9-12	Unit: 4 Family & Cultural Connections	8 weeks (& when appropriate throughout the year)
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions. ● 7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 	<ul style="list-style-type: none"> ● Describe relationships between family members ● Compare cultural aspects of family life in the target cultures vs. the United States ● Identify and explore the holidays and cultural celebrations in the French-speaking countries ● Explore the cuisine of the French-speaking countries ● View works of art and be able to identify different artistic styles of the artists of French-speaking countries ● Practice dance and learn other traditions ● Explore popular and traditional music 	
<p>Focus Standards: Interpersonal Mode</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 		

<p><u>Focus Standards: Presentational Mode</u> The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● 7.1.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. ● 7.1.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ● 7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 	
Ancillary Standards		
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.4 7.1.NM.PRSNT.4		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment 	
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Ven Connmigo Text and Resources 		<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> ● Connections with historical events in French-speaking countries ● Music, Art, Foods 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> ● Describing family and friends ● Learning about holidays, cultural celebrations, art, music and foods helps to develop a deeper appreciation for the French-speaking cultures. 	<ul style="list-style-type: none"> ● How will I describe family and friends ● How do holidays and celebrations vary in the French-speaking countries ● What foods are typical in these countries ● What music, art and dance do I appreciate 	

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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Ashley Maguire Revised by: Julia Pounds
Approved: June, 2017

Course Title: Novice Mid French/ French I

Unit Name: Novice Mid French/French I

Grade Level: Grades 7-12

<p>Content Statements</p> <p>In this unit students will be introduced to a world language and world cultures.</p>	<p>NJSLS:</p> <p>7.1. NM.A. 1-5 7.1. NM.B.1-5 7.1. NM.C. 1-5</p> <p>Companion Standards</p> <p>RST6-8.5-9 WHST 6-8 All</p>
<p>Overarching Essential Questions</p> <p>How will I advance in communicating in French or French in the areas of reading, writing, speaking, and listening?</p> <p>How will I better understand the perspective of Hispanic or Francophone cultures?</p>	<p>Overarching Enduring Understandings</p> <p>I have an appreciation for the French or French language and culture.</p>

<p>Unit Essential Questions</p> <p>What vocabulary will I need to know in order to make new friends?</p> <p>How will I communicate needs and wants?</p> <p>What will I need to know to be able to discuss recreational activities in the target language?</p> <p>How will I be able to describe others?</p> <p>What will I need to know in order to order food in a restaurant?</p> <p>How will I develop an understanding of cultural differences?</p>	<p>Unit Enduring Understandings</p> <p>I am able to communicate in French or French at a basic level.</p> <p>I appreciate cultural differences.</p>
<p>Unit Rationale</p> <p>Students must understand how to communicate at the basic level in the target language. Students must understand and develop an appreciation for the target cultures.</p>	<p>Unit Overview</p> <p>Students will develop the ability to communicate in the target language by listening, speaking, reading and writing in the target language. Students will learn to appreciate foreign cultures by developing an understanding of cultural differences, celebrating holidays and appreciating art and music from the target cultures.</p>
<p>Authentic Learning Experiences</p> <p>Listening to authentic speakers via internet or guest speaker.</p> <p>Singing songs in French or French.</p> <p>Writing to pen pals in other countries.</p> <p>Learning traditional dances practiced in French Speaking countries.</p> <p>Acting out stories narrated in the target language.</p>	

21st Century Skills and Themes

Global: communicating with and understanding people in foreign countries. Understanding cultural differences and customs.

Technology: using online resources and listening to authentic speakers.

Collaboration: communicating with others in the classroom in the target language. Cross-curricular projects that investigate art, music and history as they relate to the Hispanic and Francophone cultures.

Creativity: creating stories, using circumlocution to communicate effectively.

Critical Thinking: translation, applying grammar rules, peer editing

Unit Learning Targets/Scaffolding to CPIs

Students entering this class may have had prior experience in learning a foreign language. Most students may know the alphabet, numbers, colors, weather expressions and greetings. Upon completion of this unit students will continue to build vocabulary and utilize more complex grammatical structures. They will also continue to learn more about the target cultures and their daily lives.

Key Terms

Cognate: words that have common etymological origins. (<http://en.wikipedia.org/wiki/Cognate>)

Subject/Verb Agreement: the subject and verb agree in person and number.

Adjective/Noun Agreement: the adjective agrees or matches the noun it describes in gender and number.

Verb Tense: describes the time period in which an action occurs.

Conjugation: changing the form of verb to match the subject.

Infinitive: base or un-conjugated form of the verb

Instructional Strategies

Lecture

Modeling

Cooperative Learning

Total Physical Response Activities

Storytelling

Dictations

Guided Writing Practice

QAR

Paired Practice

Role Play

Group Discussion

Customizing Learning/ Differentiation

Special Needs

Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.

ELL

Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.

Gifted Learners

Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.

Mainstream Learners

Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.

Formative Assessments

Research reports

Guided TPRS

Participation in TPR

Dialogues

Journal writing

Story writing

Interdisciplinary Connections

History- history of countries where French and French are spoken
Art- culture, history
Fine/Performing Arts- culture, music
English- grammar

Resources

Text- Holt Rinehart Winston, D 'Accord I by Vista
Workbook- HRW (Grammar, Writing Activities)
<http://go.hrw.com/gopages/wl.html>
<http://www.colby.edu/~bknelson/SLC/index.php>
<http://www.quia.com/>

Suggested Activities for Inclusion in Lesson Planning

Copy and define vocabulary as vocabulary is introduced (LA.9-10.RST.9-10.2)
Complete writing and grammar practices as new grammar rules are introduced (LA.9-10.RST.9-10.3) (LA.9-10.WHST. 9-10.5)
Celebrate cultural events and holidays (LA.9-10.RST. 9-10.2)
View travel videos on countries where the target language is spoken
Listen to music that utilizes vocabulary in the target language
Total Physical Response Activities- students will respond to common classroom commands (LA.9-10.RST.9-10.2)

Write a letter to a pen pal (LA.9-10.WHST.9-10.2.d)
Create dialogues/ Practice Conversations using target vocabulary and grammar (LA.9-10.WHST.9-10.2.d)
Create interviews/ Practice interviewing classmates to discover their likes and dislikes (LA.9-10.WHST.9-10.2.d)
Create poster focused on describing yourself, showing your likes and dislikes (LA.9-10.RST.9-10.4)
Act out a shopping trip to Staples: Identifying classroom objects (LA.9-10.RST.9-10.2)

Draw/diagram and label the bedroom of their dreams and describe it in writing (LA.9-10.WHST.9-10.2.a)
Outline class schedules and discuss what materials are needed for each class and at what time classes begin and

End (LA.9-10.WHST.9-10.2.d)

Journal Writing Activities/ describing yourself & pastime activities (LA.9-10.WHST.9-10.2.d) (LA.9-10.WHST.9-10.10)

Draw/ diagram a city plan: describe location of places on the map (LA.9-10.RST.9-10.4)

Create a dialogue of a telephone conversation between two friends describing where they are going this weekend and what they plan to do (LA.9-10.WHST.9-10.2.d)

Practice communicating what is going on using the present tense conjugation of verbs (LA.9-10.RST.9-10.3)

Create family scrapbook describing family members (appearance, description of personality, description of what they like to do in their free time) (LA.9-10.WHST.9-10.2.d)

Unit Timeline

Ongoing