

# Audubon Public Schools



French III Curriculum Guide

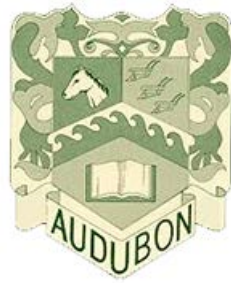
Curriculum Guide

Developed by:

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## **Course Description**

### **French III 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 build upon previous learning to help students to 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	
<b>Unit 1</b> <b>Describing Self and Others</b>	<b>Focus standards (Objectives)</b>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.1</li> <li>● 7.1.NH.IPRET.2</li> <li>● 7.1.NH.IPRET.7</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.1</li> <li>● 7.1.NH.IPERS.2</li> <li>● 7.1.NH.IPERS.3</li> <li>● 7.1.NH.IPERS.5</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.PRSNT.1</li> <li>● 7.1.NH.PRSNT.2</li> <li>● 7.1.NH.PRSNT.3</li> <li>● 7.1.NH.PRSNT.4</li> <li>● 7.1.NH.PRSNT.5</li> </ul>	
	<b>Ancillary standards (Review)</b>				
<b>Unit 2</b> <b>Pastime Activities &amp; Food</b>	<b>Focus standards (Objectives)</b>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.7</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IL.PRSNT.2</li> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> <li>● 7.1.IL.PRSNT.5</li> </ul>	
	<b>Ancillary standards (Review)</b>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.5</li> <li>● 7.1.NH.IPRET.6</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.2</li> <li>● 7.1.NH.IPERS.5:</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.PRSNT.1</li> </ul>	
<b>Unit 3</b> <b>Shopping &amp; Celebrations</b>	<b>Focus standards (Objectives)</b>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.2</li> <li>● 7.1.IL.IPRET.3</li> <li>● 7.1.IL.IPRET.4</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.2</li> <li>● 7.1.IL.IPERS.3</li> <li>● 7.1.IL.IPERS.4</li> <li>● 7.1.IL.IPERS.6</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IL.PRSNT.3</li> <li>● 7.1.IL.PRSNT.4</li> </ul>	
	<b>Ancillary standards (Review)</b>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.1</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.1</li> <li>● 7.1.NH.IPERS.5</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.PRSNT.1</li> <li>● 7.1.NH.PRSNT.2</li> <li>● 7.1.NH.PRSNT.5</li> </ul>	

<b>Unit 4 Health, Wellness &amp; Travel</b>	<b>Focus standards (Objectives)</b>	<ul style="list-style-type: none"> <li>● 7.1.IM.IPRET.2</li> <li>● 7.1.IM.IPRET.3</li> <li>● 7.1.IM.IPRET.4</li> <li>● 7.1.IM.IPRET.8</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IM.IPERS.4</li> <li>● 7.1.IM.IPERS.6</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IM.PRSNT.2</li> <li>● 7.1.IM.PRSNT.4</li> <li>● 7.1.IM.PRSNT.6</li> </ul>	
	<b>Ancillary standards (Review)</b>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1</li> <li>● 7.1.IL.IPRET.5</li> <li>● 7.1.IL.IPRET.6</li> <li>● 7.1.IL.IPRET.7</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.1</li> <li>● 7.1.IL.IPERS.2</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.IL.PRSNT.1</li> <li>● 7.1.IL.PRSNT.5</li> </ul>	

<b>Subject: French III</b>	<b>Grade: 9-12</b>	<b>Unit: 1 Describing Self &amp; Others</b>	<b>8 Weeks: 1<sup>st</sup> Marking Period</b>
<b>Focus Standards: Interpretive Mode - Performance Expectations</b>		<b>Critical Knowledge and Skills</b>	
<p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>● 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>● 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and use family relationships to describe people.</li> <li>● Use appropriate forms of adjectives to describe friends and family.</li> <li>● Describe age, hair/eye color, origin, likes/dislikes.</li> <li>● Ask/give information about self and others.</li> <li>● Describe pastime activities.</li> </ul>	

<p><b>Focus Standards: Interpersonal Mode</b></p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li>● 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>● 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>● 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> </ul>	
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<p><b><u>Focus Standards: Presentational Mode</u></b>  Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> <li>● 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li>● 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li>● 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li>● 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>● 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> </ul>	
<b>Ancillary Standards</b>		
<b>Formative Assessments</b>	<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Warm Up Activities</li> <li>● Written and Oral Practice and Participation</li> </ul>	<ul style="list-style-type: none"> <li>● Test</li> <li>● Midterm</li> </ul>	



	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Common Assessment</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>• Ven Connigo Text and Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>• Mathematical practices with French numbers</li> <li>• English language connections</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Learning another language offers many benefits relating to careers, travel, and enjoyment of learning about other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• How will I be able to describe myself and others as well as offer comparisons?</li> <li>• How will I discuss pastime activities and preferences?</li> </ul>

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

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

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

<b>Subject: French III</b>	<b>Grade: 9-12</b>	<b>Unit: 2 Pastime Activities &amp; Food</b>	<b>8 Weeks: 2<sup>nd</sup> Marking Period</b>
<b>Focus Standards: Interpretive Mode</b>		<b>Critical Knowledge and Skills</b>	
<p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally</p>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</li> <li>● 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>● 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</li> <li>● 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss pastime activities</li> <li>● Practice phone conversations in the target language</li> <li>● Extend invitations (accept and decline invitations with excuses) and make plans</li> <li>● Describe meals and food</li> <li>● Make polite requests</li> <li>● Order dinner in a restaurant, ask for and pay the bill</li> </ul>	

<p>authentic materials in the target language.</p>	<p>contexts.</p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.</li> </ul>	
<p><b><u>Focus Standards: Interpersonal Mode</u></b></p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally</p>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>● 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</li> <li>● 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</li> </ul>	

<p>relevant and familiar topics, such as family, home, school, and friends.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>		
<p><b><u>Focus Standards: Presentational Mode</u></b></p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and</p>	<ul style="list-style-type: none"> <li>● 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>● 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>● 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> <li>● 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.</li> </ul>	

competence as they progress along the proficiency continuum.			
<b>Ancillary Standards</b>			
<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.5</li> <li>● 7.1.NH.IPRET.6</li> </ul>		<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.2</li> <li>● 7.1.NH.IPERS.5</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.PRSNT.1</li> </ul>
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Warm Up Activities</li> <li>● Written and Oral Practice and Participation</li> </ul>		<ul style="list-style-type: none"> <li>● Test</li> <li>● Midterm</li> <li>● Projects</li> <li>● Common Assessment</li> </ul>	
<b>Suggested Primary Resources</b>		<b>Suggested Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>● Ven Connigo Text &amp; Resources</li> </ul>		<ul style="list-style-type: none"> <li>● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources</li> </ul>	
<b>Cross-Curricular Connections</b>			
<ul style="list-style-type: none"> <li>● Preparing foods and meals - Skills for Living</li> <li>● English language connections (similarities and differences)</li> </ul>			
<b>Enduring Understanding</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Mastering questions and answers to simple questions enables me to communicate basic information</li> <li>● I will explore the foods that are typical in the target cultures</li> </ul>		<ul style="list-style-type: none"> <li>● What vocabulary is needed to be able to make plans with others?</li> <li>● How will I be able to order foods and communicate in a restaurant?</li> <li>● What are the common foods and meals of the target cultures?</li> </ul>	

## Differentiation & Real World Connections

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
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<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	
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<ul style="list-style-type: none"> <li>● Weekly Discussions: The value of mastering multiple languages in the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Discussions: People who benefit from knowing multiple languages.</li> </ul>	

<b>Subject: French III</b>	<b>Grade: 9-12</b>	<b>Unit: 3 Shopping &amp; Celebrations</b>	<b>8 Weeks: 3<sup>rd</sup> Marking Period</b>
<b>Focus Standards: Interpersonal Mode</b>		<b>Critical Knowledge and Skills</b>	



<p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>● 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</li> <li>● 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>● 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> <li>● 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask/give directions in a city or town</li> <li>● Describe clothing (colors, patterns, fabric and materials), making comparisons</li> <li>● Ask prices and pay for items when shopping</li> <li>● Discuss currency and current conversion rates</li> <li>● Identify differences in sizes and units of measure</li> <li>● Describe pastime activities you are currently engaged in (present progressive tense)</li> <li>● Describe events in the past (preterite)</li> <li>● Identify various holidays and celebrations in the target cultures</li> <li>● Discuss and compare and contrast celebrations in the United States and the target cultures</li> </ul>
<p><b>Focus Standards: Interpersonal Mode</b></p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated</p>	<ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>● 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and</li> </ul>	

<p>communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<p>requests for participating in classroom, cultural, and pastime activities.</p> <ul style="list-style-type: none"> <li>● 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</li> <li>● 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li> </ul>	
<p><b><u>Focus Standards: Presentational Mode</u></b></p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p>	<ul style="list-style-type: none"> <li>● 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>● 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> </ul>	

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.			
<b>Ancillary Standards</b>			
<ul style="list-style-type: none"> <li>7.1.NH.IPRET.1</li> </ul>		<ul style="list-style-type: none"> <li>7.1.NH.IPERS.1</li> <li>7.1.NH.IPERS.5</li> </ul>	<ul style="list-style-type: none"> <li>7.1.NH.PRSNT.1</li> <li>7.1.NH.PRSNT.2</li> <li>7.1.NH.PRSNT.5</li> </ul>
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>Warm Up Activities</li> <li>Written and Oral Practice and Participation</li> </ul>		<ul style="list-style-type: none"> <li>Assessments</li> <li>Projects</li> <li>Common Assessment</li> </ul>	
<b>Suggested Primary Resources</b>		<b>Suggested Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>Ven Connigo Text and Resources</li> </ul>		<ul style="list-style-type: none"> <li>Online Resources: Quizlet, Kahoot, Utext.com, Ven Connigo online resources</li> </ul>	
<b>Cross-Curricular Connections</b>			
<ul style="list-style-type: none"> <li>English language connections</li> <li>Geographical and historical connections</li> </ul>			
<b>Enduring Understanding</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>Being able to utilize more complex grammatical structures to describe pastime activities.</li> </ul>		<ul style="list-style-type: none"> <li>How will I be able to use conjugated forms of verbs to expand my range of communication?</li> <li>How will I be able to give directions in a city or town?</li> <li>How will I be able to shop in a clothing store?</li> </ul>	

- What are some of the most important cultural celebrations in the target cultures and how do they compare to celebrations in the united states?

### Differentiation & Real World Connections

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

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

<b>Subject: French III</b>	<b>Grade: 9-12</b>	<b>Unit: 4 Health, Wellness &amp; Travel</b>	<b>8 Weeks: 4<sup>th</sup> Marking Period (&amp; when appropriate throughout the year)</b>
<b>Focus Standards: Interpersonal Mode</b>		<b>Critical Knowledge and Skills</b>	
<p>Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> <li>● 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</li> <li>● 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</li> <li>● 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</li> <li>● 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural</li> </ul>	<ul style="list-style-type: none"> <li>● Express feeling, moods and physical conditions and bodily injuries</li> <li>● Discuss health and wellness as they relate to diet and exercise.</li> <li>● Describe what you did (preterite) to get into good shape</li> <li>● Discuss what you like to do every day as well as future plans</li> <li>● Comparing and contrasting the two most commonly used verbs, ser and estar</li> <li>● Explore French-speaking countries, foods, local celebrations, music and art</li> <li>● Investigate travel, how to plan travel, as well as preferred places to visit</li> <li>● Investigate climate and explore biomes that are different from ours</li> <li>● Explain what you did (preterite) while on vacation</li> </ul>	

	<p>practices) in the target culture(s) to determine the meaning of a message.</p> <ul style="list-style-type: none"> <li>● 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</li> </ul>	
<p><b><u>Focus Standards: Interpersonal Mode</u></b></p> <p>Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p>	<ul style="list-style-type: none"> <li>● 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</li> <li>● 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> </ul>	

<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>		
<p><b><u>Focus Standards: Presentational Mode</u></b></p> <p>Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> <li>● 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</li> <li>● 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</li> <li>● 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</li> </ul>	
<b>Ancillary Standards</b>		
<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.1</li> <li>● 7.1.NH.IPRET.5</li> <li>● 7.1.NH.IPRET.6</li> </ul>		



<ul style="list-style-type: none"> <li>● 7.1.NH.IPRET.7</li> <li>● 7.1.NH.IPERS.1</li> <li>● 7.1.NH.IPERS.2</li> <li>● 7.1.NH.PRSNT.1</li> <li>● 7.1.NH.PRSNT.5</li> </ul>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Warm Up Activities</li> <li>● Written and Oral Practice and Participation</li> </ul>	<ul style="list-style-type: none"> <li>● Assessments</li> <li>● Projects</li> <li>● Common Assessment</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Ven Connigo Text and Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Connections with historical events in French-speaking countries</li> <li>● Music, Art, Foods, History</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Learning about holidays, cultural celebrations, art, music and foods helps to develop a deeper appreciation for the French-speaking cultures.</li> <li>● Health &amp; wellness are an important aspect in all cultures but values and ideals may vary.</li> </ul>	<ul style="list-style-type: none"> <li>● How will I communicate feelings as they relate to my physical and emotional states?</li> <li>● How will I describe events that take place in the past, present and future?</li> <li>● How can I plan my own travel adventure?</li> </ul>

<b>Differentiation &amp; Real World Connections</b>
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504	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Opportunities for self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
IEP	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
ELLs	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>

<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>
<b>Career education</b>	
<ul style="list-style-type: none"> <li>● Weekly Discussions: The value of mastering multiple languages in the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Discussions: People who benefit from knowing multiple languages.</li> </ul>



## Appendix A

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Laurie Terzano Revised by: Teresa D'Aprile**  
**Approved: June, 2017**

**Course Title: Novice-High French 2/ French 2 Unit Name: Novice-High French 2 /French 2**  
**Grade Level: 8 - 12**

<p><b>Content Statements</b></p> <p>In this unit students will be prepared to study a world language by being curious about its culture and will draw upon what was learned in Level 1.</p>	<p><b>NJSLS:</b></p> <p>7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH-C.1-5</p> <p><b>Companion Standards:</b></p> <p>RST6-8.5-9 WHST 6-8 All</p>
<p><b>Overarching Essential Questions</b></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 perspectives of the Hispanic or Francophone cultures?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>I have an appreciation for the French or French language and culture.</p>

<p><b>Unit Essential Questions</b></p> <p>What will I need to know to shop for clothes and groceries?</p> <p>How will I compare products and interact with personnel in making purchases?</p> <p>How will I make decisions to purchase, prepare and present food?</p> <p>How will I make and answer a phone call?</p> <p>How will I confidently express and discuss my feelings?</p> <p>How will I knowledgeably discuss events that have occurred, are occurring and will occur?</p>	<p><b>Unit Enduring Understandings</b></p> <p>I can shop with confidence in a Hispanic or Francophone country.</p> <p>I can choose a product and communicate with personnel.</p> <p>I appreciate the importance of food in French and French countries.</p> <p>I can make or answer a basic phone call in a Hispanic or Francophone country.</p> <p>I am able to communicate how I am feeling in French or French.</p> <p>I can talk about a past, present or future event in French or French.</p>
<p><b>Unit Rationale</b></p> <p>The students must understand the vocabulary and grammar they have learned and have the cultural knowledge to communicate about the essential questions on a basic level.</p>	<p><b>Unit Overview</b></p> <p>Students will increase their ability to communicate in the target language by listening, speaking, reading and writing in the target language. They will increase their knowledge of vocabulary and grammatical structures. Cultural differences will be explored and appreciated by experiencing authentic food, music, art and celebrating holidays from the target cultures.</p>

### **Authentic Learning Experiences**

Communication with native speakers  
Writing to penpals in other countries  
Podcasts  
Watching French and French films/movie clips/videoclips/news clips  
Listening to French/ French songs  
Reading authentic beginner French and French magazines/novels/comics  
Discussing current events  
Reading short stories and novels  
Writing and acting out skits in the target language  
Following recipes in the target language

### **21st Century Skills and Themes**

Global: communicating with and understanding people in different countries, understanding cultural differences and local customs.

Technology: using online resources and listening to native speakers.

Collaboration: communicating with other students in the classroom in the target language. Cross-curricular activities relating to art/music/history as they relate to the Hispanic and Francophone countries.

Critical Thinking: Translation, applying grammatical structures, peer editing

Creativity: Circumlocution. Creating stories, skits and videos. Writing songs.

### **Unit Learning Targets/Scaffolding to CPIs**

Students entering this class will be prepared to continue the study of a world language with a broader perspective. Previously acquired knowledge from Level 1 will be necessary.

**Key Terms**

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

Gender/Number agreement: gender: feminine/plural    number: singular/plural

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

Adjective agreement : changing the adjective form to agree with the noun that is being described

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

Infinitive: verb in its original form before conjugating

Conjugation: changing the form of the verb in order to agree with the subject

**Instructional Strategies**

Modeling

TPRS (Teaching Proficiency through Reading and Storytelling)

QAR

Paired Practice

Cooperative Learning

Role Playing

TPR (Total Physical Response)

Group Discussions

Dictations

Guided Writing Practices

Brainstorming

Lecture



### **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**

Oral skits

Writing samples

Journals

Participation in TPR

Presentations

Translations

Research reports

Guided TPRS

Question/Answer

Observation

IRF (Initiate Respond Feedback)

### **Interdisciplinary Connections**

Social Studies - study of different cultures, comparisons/influences on other cultures

Language Arts - cognates, grammar

History- history of French and French speaking countries, comparisons/influences on US and other countries

Fine/Performing Arts - culture, music dance, French and French art/artists

Health/Physical Education- discussing staying in shape and living a healthy lifestyle

### **Resources**

**Ven Connigo 1! Holt Rinehart Winston/French**

**D 'accord I /French**

**Accompanying workbooks**

<http://go.com/gopages/wl.html>

<http://www.quia.com/>

<http://www.bonjourdefrance.com/index/indexpedago.htm>

<http://www.20q.net/>

<http://quizlet.com/>

<http://ngfl.northumberland.gov.uk/languages/Little%20Red/index.htm>

<http://www.visuallinklanguages.com/learn-french/>

<http://www.commeaucinema.com/>

<http://www.tv5.org/>

<http://www.uni.edu/becker/french31.html>

<http://edu.glogster.com/>

### **Suggested Activities for Inclusion in Lesson Planning**

LA.9-10.RST.9-10.4 Copy and define vocabulary as vocabulary is introduced

LA.9-10.RST.9-10.3 Complete writing and grammar practices as new grammar rules are introduced

LA.9-10.RST.9-10.9 Celebrate cultural events and holidays-compare/contrast with those in US.

LA.9-10.RST.9-10.9 View informational/documentary style videos on Hispanic and Francophone countries

LA.9-10.RST.9-10.4 Using music as a tool for learning vocabulary and grammar

LA.9-10.RST.9-10.4 Total Physical Response and Teaching Proficiency through Reading and Storytelling

LA.9-10.WHST.9-10.2.a Viewing recipes in the target language, following the recipe and making an authentic French or French food. Compare/contrast to determine best recipe.

LA.9-10.WHST.9-10.2.a Creating a food shopping list for a French and Canadian/French and Mexican meal-compare prices between them and decide which is the better deal

LA.9-10.WHST.9-10.2.a Create restaurant skit, complete with props and mock food and present to class

LA.9-10.WHST.9-10.2.a Creating a phone conversation and acting it out with a classmate

LA.9-10.WHST.9-10.5 Describing how you are feeling given a certain situation

LA.9-10.WHST.9-10.4 Talking about events that are going to happen and have happened

LA.9-10.WHST.9-10.4 Writing a letter to a pen pal

### **Unit Timeline**

Ongoing