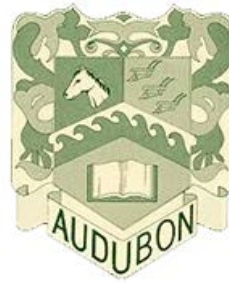


Audubon Public Schools



French IV Curriculum Guide

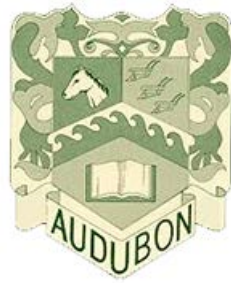
Curriculum Guide

Developed by:

August 19, 2020

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4
Unit 1	Page 6
Unit 2	Page 9
Unit 3	Page 12
Unit 4	Page 16
Appendix A: Previous Curriculum Documents	Page 19



Course Description

French IV 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	
Unit 1 Describing Self and Others	Focus standards (Objectives)	<ul style="list-style-type: none"> ● 7.1.IM.IPRET.1 ● 7.1.IM.IPRET.2 ● 7.1.IM.IPRET.7 	<ul style="list-style-type: none"> ● 7.1.IM.IPERS.1 ● 7.1.IM.IPERS.2 ● 7.1.IM.IPERS.3 ● 7.1.IM.IPERS.5 	<ul style="list-style-type: none"> ● 7.1.IM.PRSNT.1 ● 7.1.IM.PRSNT.2 ● 7.1.IM.PRSNT.3 ● 7.1.IM.PRSNT.4 ● 7.1.IM.PRSNT.5 	
	Ancillary standards (Review)				
Unit 2 Pastime Activities & Food	Focus standards (Objectives)	<ul style="list-style-type: none"> ● 7.1.IH.IPRET.1 ● 7.1.IH.IPRET.2 ● 7.1.IH.IPRET.3 ● 7.1.IH.IPRET.4 ● 7.1.IH.IPRET.7 	<ul style="list-style-type: none"> ● 7.1.IH.IPERS.1 ● 7.1.IH.IPERS.3 ● 7.1.IH.IPERS.4 	<ul style="list-style-type: none"> ● 7.1.IH.PRSNT.2 ● 7.1.IH.PRSNT.3 ● 7.1.IH.PRSNT.4 ● 7.1.IH.PRSNT.5 	
	Ancillary standards (Review)	<ul style="list-style-type: none"> ● 7.1.IM.IPRET.5 ● 7.1.IM.IPRET.6 	<ul style="list-style-type: none"> ● 7.1.IM.IPERS.2 ● 7.1.IM.IPERS.5: 	<ul style="list-style-type: none"> ● 7.1.IM.PRSNT.1 	
Unit 3 Shopping & Celebrations	Focus standards (Objectives)	<ul style="list-style-type: none"> ● 7.1.IH.IPRET.2 ● 7.1.IH.IPRET.3 ● 7.1.IH.IPRET.4 ● 7.1.IH.IPRET.5 ● 7.1.IH.IPRET.6 	<ul style="list-style-type: none"> ● 7.1.IH.IPERS.2 ● 7.1.IH.IPERS.3 ● 7.1.IH.IPERS.4 ● 7.1.IH.IPERS.6 	<ul style="list-style-type: none"> ● 7.1.IH.PRSNT.3 ● 7.1.IH.PRSNT.4 	
	Ancillary standards (Review)	<ul style="list-style-type: none"> ● 7.1.IM.IPRET.1 	<ul style="list-style-type: none"> ● 7.1.IM.IPERS.1 ● 7.1.IM.IPERS.5 	<ul style="list-style-type: none"> ● 7.1.IM.PRSNT.1 ● 7.1.IM.PRSNT.2 ● 7.1.IM.PRSNT.5 	

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

Subject: French IV	Grade: 11-12	Unit 1: Describing Self & Others	8 Weeks: 1st Marking Period
Focus Standards: Interpretive Mode - Performance Expectations		Critical Knowledge and Skills	
<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"> ● 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. • 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. ● 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts 	<ul style="list-style-type: none"> ● Identify and use family relationships to describe people. ● Use appropriate forms of adjectives to describe friends and family. ● Describe age, hair/eye color, origin, likes/dislikes. ● Ask/give information about self and others. ● Describe pastime activities. 	
<p>Focus Standards: Interpersonal Mode 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</p>	<ul style="list-style-type: none"> ● 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. ● 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of 		

<p>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> <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>sentences, and asking follow-up questions.</p> <ul style="list-style-type: none"> ● 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. ● 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. 	
<p><u>Focus Standards: Presentational Mode</u> 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"> ● 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. ● 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. ● 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts 	

	<p>about familiar and some unfamiliar situations.</p> <ul style="list-style-type: none"> ● 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. ● 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 	
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, Utext.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 describe myself and others as well as offer comparisons? ● How will I discuss pastime activities and preferences?

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 IV	Grade: 11-12	Unit: 2 Pastime Activities & Food	8 Weeks: 2nd Marking Period
Focus Standards: Interpretive Mode		Critical Knowledge and Skills	

<p>Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.</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"> ● 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. ● 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. ● 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture. ● 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. ● 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). 	<ul style="list-style-type: none"> ● Discuss pastime activities ● Practice phone conversations in the target language ● Extend invitations (accept and decline invitations with excuses) and make plans ● Describe meals and food ● Make polite requests ● Order dinner in a restaurant, ask for and pay the bill
<p>Focus Standards: Interpersonal Mode</p> <p>Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a</p>	<ul style="list-style-type: none"> ● 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. ● 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present 	

<p>variety of questions, often across various time frames.</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>tense and often across time frames.</p> <ul style="list-style-type: none"> ● 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.</p>	<ul style="list-style-type: none"> ● 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. ● 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. ● 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. ● 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. 	

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.		
Ancillary Standards		
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.5 ● 7.1.NH.IPRET.6 		<ul style="list-style-type: none"> ● 7.1.NH.IPERS.2 ● 7.1.NH.IPERS.5 ● 7.1.NH.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 Connmigo Text & 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"> ● Preparing foods and meals - Skills for Living ● English language connections (similarities and differences) 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> ● Mastering questions and answers to simple questions enables me to communicate basic information ● I will explore the foods that are typical in the target cultures 		<ul style="list-style-type: none"> ● What vocabulary is needed to be able to make plans with others? ● How will I be able to order foods and communicate in a restaurant? ● What are the common foods and meals of the target cultures?

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 IV	Grade: 11-12	Unit: 3 Shopping & Celebrations	8 Weeks: 3rd Marking Period
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	

<p>Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.</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"> ● 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. ● 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture. ● 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. ● 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. ● 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). 	<ul style="list-style-type: none"> ● Ask/give directions in a city or town ● Describe clothing (colors, patterns, fabric and materials), making comparisons ● Ask prices and pay for items when shopping ● Discuss currency and current conversion rates ● Identify differences in sizes and units of measure ● Describe pastime activities you are currently engaged in (present progressive tense) ● Describe events in the past (preterite) ● Identify various holidays and celebrations in the target cultures ● Discuss and compare and contrast celebrations in the United States and the target cultures
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<p><u>Focus Standards: Interpersonal Mode</u></p> <p>Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.</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>	<ul style="list-style-type: none"> ● 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. ● 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. ● 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) ● 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. 	
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<p><u>Focus Standards: Presentational Mode</u></p> <p>Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.</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"> ● 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. ● 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. 	
Ancillary Standards		
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1 	<ul style="list-style-type: none"> ● 7.1.NH.IPERS.1 ● 7.1.NH.IPERS.5 	<ul style="list-style-type: none"> ● 7.1.NH.PRSNT.1 ● 7.1.NH.PRSNT.2 ● 7.1.NH.PRSNT.5
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 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"> ● English language connections ● Geographical and historical 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 give directions in a city or town? ● How will I be able to shop in a clothing store? ● 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		
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 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● 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 IV	Grade: 11-12	Unit: 4 Health, Wellness & Travel	8 Weeks: 4th Marking Period (& when appropriate throughout the year)
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	

<p>Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.</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"> ● 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. ● 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. ● 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. ● 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. ● 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 	<ul style="list-style-type: none"> ● Express feeling, moods and physical conditions and bodily injuries ● Discuss health and wellness as they relate to diet and exercise. ● Describe what you did (preterite) to get into good shape ● Discuss what you like to do every day as well as future plans ● Comparing and contrasting the two most commonly used verbs, ser and estar ● Explore French-speaking countries, foods, local celebrations, music and art ● Investigate travel, how to plan travel, as well as preferred places to visit ● Investigate climate and explore biomes that are different from ours ● Explain what you did (preterite) while on vacation
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<p><u>Focus Standards: Interpersonal Mode</u></p> <p>Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.</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>	<ul style="list-style-type: none"> ● 7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. ● 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change. 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use</p>	<ul style="list-style-type: none"> ● 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. ● 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using 	

<p>paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.</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>	<p>connected sentences in paragraph-level narration and description.</p> <ul style="list-style-type: none"> ● 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one’s own culture. 	
Ancillary Standards		
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1 ● 7.1.NH.IPRET.5 ● 7.1.NH.IPRET.6 ● 7.1.NH.IPRET.7 ● 7.1.NH.IPERS.1 ● 7.1.NH.IPERS.2 ● 7.1.NH.PRSNT.1 ● 7.1.NH.PRSNT.5 		
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 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"> ● Connections with historical events in French-speaking countries ● Music, Art, Foods, History 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Learning about holidays, cultural celebrations, art, music and foods helps to develop a deeper appreciation for the French-speaking cultures. ● Health & wellness are an important aspect in all cultures but values and ideals may vary. 	<ul style="list-style-type: none"> ● How will I communicate feelings as they relate to my physical and emotional states? ● How will I describe events that take place in the past, present and future? ● How can I plan my own travel adventure?

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
<p>Career education</p>	
<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: 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>Content Statements</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>NJSLS:</p> <p>7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH-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 perspectives of the 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 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>Unit Enduring Understandings</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>Unit Rationale</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>Unit Overview</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