

COURSE TITLE

French 2

LENGTH

Full Year

DEPARTMENT

World Language

SCHOOL

Rutherford High School

DATE

Revision Date: 9/10/18

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French 2

I. Introduction/Overview/Philosophy

This course has been designed to reflect the philosophy and goals found in both the national standards, *Standards for Foreign Language Learning in the 21st Century* and the *New Jersey Student Learning Standards for World Languages*. The overall objectives of the French 2 course are to develop, reinforce, and refine proficiency in the three modes of communication. Through an essentially inductive approach, students will gain an understanding of how the language is structured and how they can use this knowledge to express their own needs and talk about the world around them. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the diversity of cultures in the French - speaking world.

This course is designed to meet the needs of students (grades 9-10) who are interested in continuing their study of the French language.

II. Objectives

Course Outline:

1. Topics for Communication

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

2. Grammar and Structure

- articles and contractions: *ce, quel*
- possessive adjectives
- irregular verbs: *avoir, être, faire, aller, vouloir, pouvoir, venir, mettre, permettre, promettre, voir, sortir, partir, dormir, prendre, boire, préférer, acheter, payer, devoir, connaître,*

savoir, écrire, lire, dire, courir, vivre, recevoir, apercevoir, conduire, suivre

- orthographical changes of verbs
- interrogative and negative constructions
- the subject and stress pronouns
- the imperative
- usage of *C'est* and *Il est*
- regular and irregular adjectives
- agreement of adjectives
- inverted questions
- the construction *aller* + infinitive
- the present with *depuis*
- the *passé composé* with *avoir* and *être*
- impersonal expressions: *quelqu'un, quelque chose, personne ne*
- *il y a* + an elapsed time
- partitive articles
- expressions of quantity with *de*
- the adjective *tout*
- the expression *il faut*
- object pronouns *le, la, les*
- object pronouns *me, te, nous, vous, lui, leur*
- object pronouns in *lui, leur*
- double object pronouns
- object pronouns in the *passé composé*
- the expression *faire du*
- the pronouns *y* and *en*
- the expression *avoir mal à*
- definite article with parts of the body
- reflexive verbs: present tense, imperative, infinitive constructions, *passé composé*
- relative pronouns *qui* and *que*
- the imperfect
- contrasting the imperfect and the *passé composé*
- ordinal numbers
- comparisons with adjectives
- superlative constructions
- pronouns *lequel* and *celui*
- adverbs ending in *-ment*
- prepositions with names of countries
- the use of the conditional to make polite requests
- construction: verb + *à* + infinitive, verb + *de* + infinitive
- the future tense
- the future with *si* clauses
- the future with *quand*
- the conditional, conditional with *si* clauses
- adjective + *de* + infinitive
- preposition + infinitive

- present participle constructions
- present subjunctive: regular and irregular forms
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3. Cultural Objectives:

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

television and radio programs, and the Internet

Workplace Readiness

As the students' progress through the course, their communicative competence will increase. They will be able to use French both within and beyond the school setting. They will also be able to use French as an ancillary skill in the workplace.

Career

During the sequence of the French program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

Student Outcomes:

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

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

Students will also develop:

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

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

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

CRP2 Apply appropriate academic and technical skills.

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

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

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

CRP6. Demonstrate creativity and innovation.

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

CRP7. Employ valid and reliable research strategies.

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

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

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

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to

increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

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

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

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

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)

7.1.IL.A.1 Identify the main idea and most supporting details contained in [culturally authentic materials](#) using [electronic information](#) and other sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.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.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

- 7.1.IL.C.1 Use knowledge about cultural [products](#) and cultural [practices](#) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate [culturally authentic materials](#) orally and in writing.
- 7.1.IL.C.5 Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.

III. Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. Novice

The Novice level is characterized by an ability to communicate minimally with learned material.

2. Novice-Low

Oral production consists of isolated words and perhaps a few high- frequency phrases. Essentially no functional communicative ability.

3. Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

4. Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

5. Intermediate

The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

6. Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur.

Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

3. Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low

Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid

Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

IV. Methods of Assessment

Student Assessment

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

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Group assessment
- Peer assessment

- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects
- Portfolio assessment

Curriculum/Teacher Assessment

Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

V. Grouping

The students in this course are heterogeneously grouped according to grade level.

VI. Articulation/Scope & Sequence/Time Frame

This is the second level of French at the high school. It is a full-year course.

VII. Resources

Texts/Supplemental Reading/References

- Discovering French Blanc 2: Nouveau, Valette and Valette. McDougal Littell, Evanston, Illinois. (2004)
- Speakers maybe invited to address the class on cultural topics
- Various text and supplemental reading
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Additional online and web-based resources
- Rutherford High School online data-base and internet resources
- Maps, DVD's, and other authentic resources
- Various magazines and current event focused websites

VIII. Suggested Activities

- modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities

- Reading poems and stories
- Oral presentations
- Research projects
- Write and perform skits
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Trivia games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Watch cultural films
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

IX. Methodologies

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

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.

- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

X. Interdisciplinary Connections

The study of the French language connects with other disciplines in the school curriculum. The study of a language has more meaning and purpose when the language study is related to school life and content areas of other disciplines. The world language instruction can reinforce or enhance the subject matter which is taught in the other curriculums.

- Art
 - study the lives and work of French artists: Monet and Degas
 - complete projects related to world history, science and art curriculums
 - visits to museums and guest artists
- Language Arts
 - Follow a one-step oral direction
 - Compare and contrast language
 - Recall presented materials
 - Listen for a variety of purposes
 - Activate prior knowledge
 - Listen to various forms of music
 - Describe objects/pictures
 - Communicate in complete sentences
 - Obtain information by asking questions
 - Participate in various forms of oral communication
 - Interact verbally in informal situations
 - Make introductions
 - Read and respond to different types of literature
 - State purpose for listening to a story
 - Expand vocabulary
 - Recall sequence of events

- Identify/restate details
- Mathematics
 - Reason, connect mathematical understandings
 - Observe/compare by measurable attributes
 - Count objects
 - Represent quantities
 - Model number composition
- Music
 - integrate songs and music and dance from French-speaking countries and areas
 - perform with school groups in a repertoire of songs
 - study the lives of French musicians such as Bizet, Debussy, Saint Saens
- Reading
 - Identify the main character (s)
 - Describe the main character (s)
 - Identify the plot
 - Identify the outcome of the story
- Science
 - Observe weather conditions
 - Explore the effects of weather
- Social Studies
 - Recognize similarities between self and others
 - Describe personal feelings
 - Demonstrate the relationship of feelings to actions
 - Demonstrate an understanding of the concept of rule
 - Demonstrate courteous behavior when interacting
 - Apply appropriate personal decision-making skills
 - Recognize the importance of each individual to the group
 - Evaluate the consequences of decisions
 - Recognize human needs
 - Define family in various ways
 - State how people are more alike than different
 - evaluate the exchange of ideas between cultures
 - identify features which make a culture unique
 - recognize the different kinds of people in the United States
 - understand the historical relationship between French-speaking countries and the United States

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

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Allotted time for activities and responses
- Allow for mistakes
- Dictations
- Drawing definitions
- Exemplars of varying levels
- Guided notetaking
- Guided practice
- Internet Games – Quizlet, Jeopardy, etc.
- Listening comprehension activities
- Modified Assessments
- Modified class activities (oral and written)
- Notebook check on textbook activities
- Present ideas in a variety of ways to ensure critical thinking
- Quizlet practice and review
- Re-teaching and review
- Repetition
- Sentence completion/fill in the blanks/matching
- Small group instruction
- Small Step Questioning
- Teacher modelling
- Visual learning activities
- Written responses

Differentiation for Enrichment

- Student-driven projects
- Internet research activities
- Sentence creation activities
- Student created dialogues
- Elevated writing prompts
- Elevated vocabulary
- Inquiry-based instruction
- Extension activities
- Multiple levels of questions
- Internet research activities
- Additional suggested reading
- Varied work option
- Internet research
- Independent study
- Student choice
- Higher-order thinking skills

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Review Unit</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> • Numbers, Date, Time and Weather • Daily Life Activities • Sporting Activities <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Verbs er, ir, re conjugations • Forms of quel, question words, and ce • Commands 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Sentence completion/fill in the blanks/matching • Drawing definitions • Notebook check on textbook activities • Allow for mistakes <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Student-driven projects- plan your dream vacation • Internet research activities • Sentence creation using present tense 	7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Homework • Skits focusing on restaurant activities • Vocabulary Quiz • Grammar Quiz • Oral Presentation- role play • Listening Comprehension Activities <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Project-Portrait of me • Review Chapter Test • Writing Assessment- My summer
<p>Unit 1- Who am I?</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> • Identity • Family and Friends • Professions • Introductions • Telephone Etiquette • Expressions with être, avoir, faire and venir 	7 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> • Internet Games – Quizlet, Jeopardy • Guided practice • Small group instruction • Modified Assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Student created dialogues • Elevated vocabulary 	7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.3 9.2.12.C.5 8.1.12.B.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Homework • Open ended writing prompts from student soap opera • Vocabulary & Grammar Quizzes • Oral Presentation on unit topics • Listening Comprehension Activities • Name Anogram- create an anagram

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Personality • Adjectives <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Form and positions of regular and irregular adjectives. • C'est/Il est. • Expressions with verbs aller, faire, être, and venir. • Question formation with inversion. • The present tense with depuis. 		<ul style="list-style-type: none"> • Extension activities-create an alternate ending or change characters in story 	8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	using the unit adjectives <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Murder Mystery Game • Unit Test- assessing reading, writing and listening skills
<p>Unit 2- Finally the Weekend!</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> • Weekend Activities. • Parisian Vocabulary. • Countryside Vocabulary. • Time Expressions. • Motion Verbs. <p>Grammar Topics:</p> <ul style="list-style-type: none"> • The passé compose with avoir. • The negative The passé compose. • Questions with the The passé compose. • The verb voir. • Irregular past participles. 	7 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Written responses • Re-teaching and review the irregularities of <i>voir</i>. • Allotted time for activities and responses • Modified assessments • Teacher modelling <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Skits displaying use of vocabulary • Internet research activities • Additional suggested reading 	7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Homework • Written responses using the passé composé tense • Vocabulary Quiz • Grammar Quiz • Dialogues using passé composé tense • Animal Descriptions Activity- oral and written responses <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Benchmark Assessment-cumulative test assessing reading, writing and listening

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> Negative Expressions. The passé compose with être. The verbs sortir and partir. The expression il y a. 				
<p>Unit 3- Enjoy your meal!</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> Food and Drink Vocabulary. Meal vocabulary. Kitchen vocabulary. Expressions of Quantity. <p>Grammar Topics:</p> <ul style="list-style-type: none"> Verbs pouvoir, devoir, vouloir. Partitive Articles. Negative Sentences with Partitive Articles. Verb boire, acheter, préférer, payer. Article Choice. Expressions of Quantity. Adjective tout. Expression il faut. 	7 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Repetition Small Step Questioning Re-teaching and review Small group instruction Quizlet practice and review Listening comprehension activities Dictations Modified assessments and class activities (oral and written) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Students created Dialogues Elevated writing prompts Elevated vocabulary Multiple levels of questions 	7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Homework Anticipatory/Exit Slip- students create dialogue using unit vocabulary and grammar Vocabulary & Grammar quizzes Class discussion on food and drink WeVideo Activity <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Unit Test- with an open ended writing prompt Food Menu Project- students create a menu & perform oral skit
<p>Unit 4- Leisure Time Activities and Shows.</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> Shows and Entertainment vocabulary 	8 Weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> Internet Games – Quizlet, Jeopardy, Relay Race Game Small group instruction Modified assessments 	7.1.IL.A.1 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.8 7.1.IL.B.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Open ended writing prompt using unit vocabulary and grammar Vocabulary Quiz Grammar Quiz

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Cinema and Movie Vocabulary. • Invitations. • Relationships and Services. • Media and Literature Vocabulary. <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Object Pronouns. • Placement of object pronouns. • Verbs connaître, savoir, dire, lire, écrire. • The order of pronouns. • Past Participle Agreement with objects. 		<ul style="list-style-type: none"> • Exemplars of varying levels • Guided practice <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Varied work option • Internet research • Independent study • Student choice • Higher-order thinking skills 	7.1.IL.B.3 7.1.IL.C.2 7.1.IL.C.5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7 8,9,10,11,12	<ul style="list-style-type: none"> • Small group discussions describing activities that students partake in. • Broadway Show Activity <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Benchmark assessment-cumulative test assessing reading, writing and listening • Google Sites Project- students research and present about their favorite actors
<p>Unit 5- Sports and Physical Activities.</p> <p>Vocabulary Topics:</p> <ul style="list-style-type: none"> • Individual Sports. • Physical Activities. • Parts of the body. • Health. • Expressing one’s opinions. • Daily activities and care. • Time Expressions. <p>Grammar Topics:</p> <ul style="list-style-type: none"> • Pronouns y and en. • Use of definite articles 	8 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Small group instruction • Guided notes on reflexive & stem changing verbs • Teacher modeling focusing on parts of the body • Visual learning on daily routines • Present ideas in a variety of ways to ensure critical thinking <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Skits 	7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.3 7.1.IL.C.3 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Anticipatory/Exit Slip- student dialogue using reflexive verbs • Vocabulary Quiz- students create and perform skits using unit vocabulary • Grammar Quiz • Oral Presentation- students create and present a story using French verbs <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Benchmark Assessment-cumulative test assessing reading,

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none">• Reflexive verbs in the present tense, past tense, command form, and infinitive form.		<ul style="list-style-type: none">• Extension activities• Inquiry-based instruction	8,9,10,11,12	writing and listening <ul style="list-style-type: none">• Project –Google Slides Scavenger Hunt