



Montclair Public Schools  
Montclair High School  
**French I Honors Curriculum**

Grade(s) **9-12**

**Approved by the Montclair Board of Education  
2012**

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**INTRODUCTION**

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the New Jersey Core Curriculum Content Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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**STATEMENT OF PHILOSOPHY**

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialogue with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

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stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

**PROGRAM GOALS ACCORDING TO THEMATIC UNITS**

Unit 1: The focus of this unit is greeting someone, saying goodbye, introducing someone, learning about classroom items. Students will talk about their friends along with classroom objects and learn vocabulary associated with school. Students will learn about le chateau de Versailles and the geography of Paris. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to talk about pastimes and likes/dislikes. Students will talk about the activities they enjoy during their leisure time. Student will learn vocabulary of pastime activities, after-school activities, conjunctions, and contractions. Students will read about the night life in Paris and park attractions. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to learn to ask about and describe people, identify family members, and share opinions. Students will talk about physical descriptions, personality traits, family, and pets. Student will learn vocabulary associated with family members. Students will read about games in Quebec. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this unit is to talk about courses. Students will talk about school life. Student will learn vocabulary associated with school supplies, colors, numbers, and time. Students will read about Quebec's sport life. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 5: The focus of this unit is to talk about interest, routine activities, and making plans. Students will talk about sport, seasons, places in town, and weather. Student will learn vocabulary associated with leisure activities. Students will read about myths of Bretagne. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 6: The focus of this unit is to talk about francophone cuisines. Students will learn about the partitive and the imperative. Students will acquire vocabulary terms related to breakfast foods, drinks, and café foods. Students will read about common recipes. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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**GENERAL OVERVIEW**

*“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”*

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The French Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal and presentational mode of communication.

**French I Honors** is a full-year course for Montclair High School students that introduces and prepares students to acquire the fundamentals of the French language and culture. This full year course introduces the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.

## SECTION II

### Course Description

**French I Honors** is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of French-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to develop a lifelong interest in the French language and culture through a variety of experiences and activities.

### Thematic Units for French I Honors

This course consists of 6 units.

1. Salut, les copains! (Hello, friends)
2. Qu'est-ce qui te plait? (What pleases you?)
3. Comment est ta famille? (How is your family?)
4. Mon année scolaire (My school life)
5. Le temps libre (Leisures and pastimes)
6. Bon appétit! (Enjoy your meal)

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**UNIT 1 Hello, friends**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning of the social life of Paris while using the present indicative.</b></li> </ul>	<ul style="list-style-type: none"> <li>• What is your first and last name?</li> <li>• Where are you from?</li> <li>• How old are you?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Comprehend verbal and non-verbal greetings from others.</li> <li>• Recognize appropriate expressions (formal vs. informal) and gestures for greeting and salutation.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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<ul style="list-style-type: none"><li>• Performance on teacher-generated materials</li></ul>		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and</p>
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		<p>characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups to write sentences about a friend using vocabulary words.</li> <li>• Students will act out scenes to show how they would socialize with a friend. The teacher will ask students to exaggerate facial expressions and body language.</li> <li>• Students will write a short essay or story using the vocabulary words.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students will write a travel brochure.</li> <li>• Do spontaneous role plays.</li> <li>• Use of map of Paris and plan a tour in Paris.</li> <li>• Cut out photographs from magazines that show an activity students used to like to do when they were small.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and</p>

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		poor execution on communicative tasks will be key indicators of their performance.
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**Unit 2- What pleases you?**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The typical pastimes of the French people. Understanding how and when to use conjunctions and contractions.</p>	<ul style="list-style-type: none"> <li>• What do you like to do for fun?</li> <li>• Do you enjoy going out or staying in?</li> <li>• What are your preferred activities?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Describe activities they like to do.</li> <li>• Share information on their daily activity and weekend activity.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the</p>
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		<p>student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.</p>
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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups to write sentences about a friend using vocabulary words.</li> <li>• Students will act out scenes to show how they would socialize with a friend. The teacher will ask students to exaggerate facial expressions and body language.</li> <li>• Students will write a short essay or story using the vocabulary words.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Create a poster explaining the material.</li> <li>• Read magazines online.</li> <li>• Interviews.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>

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**Unit 3 - How is your family?**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The structure of the family.</p>	<ul style="list-style-type: none"> <li>• Who makes up your family and how many members do you have in your family?</li> <li>• What are the physical traits of your parents?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Compare similarities and differences in the role of the family in France with the one in the United States.</li> <li>• Describe the physical traits of a friend or family member.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that</p>
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<ul style="list-style-type: none"><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and</p>
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		characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups to share information about members of their family.</li> <li>• Students will perform a dialogue.</li> <li>• Students will have a listening activity.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students will participate in debates.</li> <li>• Do spontaneous role plays.</li> <li>• Create a family tree</li> </ul> <p><b>Key Criteria for Identifying Student</b></p>

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		<p><b>Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Unit 4 - My school life**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	The educational system in France. Placement and agreements with adjectives.	<ul style="list-style-type: none"> <li>• What are your favorite school subjects?</li> <li>• What are your daily routines?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Talk about favorite classes or subject matters.</li> <li>• Talk about course schedule and school activities.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can
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materials		<p>include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and characterizing people, objects, places, and events; giving information and</p>
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		instructions; issuing simple commands and requests.
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will dramatize a school reunion of ten years.</li> <li>• Students will write a report on the school system in France vs. United States.</li> <li>• Students will perform a dialogue.</li> <li>• Students will have a listening activity.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Create an academic schedule.</li> <li>• Compare a typical American school to a French school.</li> <li>• Do spontaneous role plays.</li> <li>• Dramatize situations</li> </ul>

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		<p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Unit 5 - Leisure and pastimes**

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	Leisure activities and socializing are important to the French culture.	<ul style="list-style-type: none"> <li>• What do you enjoy doing during your free time?</li> <li>• Where do you enjoy spending time in your town?</li> </ul>

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Talk about their daily routines.</li> <li>• Tell at what time things are done.</li> <li>• Use adverbs of time.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
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<ul style="list-style-type: none"><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written</p>
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		<p>French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will share info about their favorite pastime.</li> <li>• Students will dramatize a conversation using art vocabulary.</li> <li>• Students will perform a dialogue.</li> <li>• Students will have a listening activity.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Rewrite a paragraph about art using passive voice.</li> <li>• Research legendary tales.</li> <li>• Do spontaneous role plays.</li> <li>• Dramatize situations.</li> <li>• Create a seasonal calendar of France.</li> </ul>

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		<p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**UNIT 6 - Enjoy your meal**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	Food is an essential part of the France culture.	<ul style="list-style-type: none"> <li>• What is your favorite dish?</li> <li>• Where do you enjoying eating?</li> <li>• Do you like to eat at a restaurant or cafe?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Discuss and make decisions</li> <li>• Describe common dishes</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student’s responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content
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		<p>area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and</p>
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		requests.
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Create a booklet for a French dish.</li> <li>• Create a short cooking segment.</li> <li>• Students will write a short essay or story using the vocabulary words.</li> <li>• Create a food pyramid for French foods.</li> </ul>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Research popular France dishes.</li> <li>• Do spontaneous role plays.</li> <li>• Encourage students to create original skits and present them to the class.</li> <li>• Find out what surrounding French restaurants are close by.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>

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**UNIT 7 Let's go shopping**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>Paris is the fashion capital of the world; consequently fashion is a major part of the French culture.</p>	<ul style="list-style-type: none"> <li>• Where do you enjoying shopping?</li> <li>• What is your favorite item of clothing?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Name the articles of clothing and their colors.</li> <li>• Categorize appropriate clothing for each season and different weather condition.</li> <li>• Describe articles of clothing using appropriate descriptive words.</li> <li>• Talk about the fashion world in France.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of</p>
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<ul style="list-style-type: none"><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written</p>
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		<p>French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups to create a fashion poster.</li> <li>• Students will write a short essay or story using the vocabulary words.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students will write a travel brochure.</li> <li>• Do spontaneous role plays.</li> <li>• Use a map of Paris and plan a fashion week.</li> <li>• Cut out photographs from magazines that show modern designs.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria</p>

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		to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.
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**Unit 8- At home**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	<p>The typical home life of the French.</p>	<ul style="list-style-type: none"> <li>• What chores are done in your home?</li> <li>• What special features does your home have?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Talk about the chores one does at home.</li> <li>• Talk about the appearance of one's home.</li> </ul>

<p><b>Assessment: (Formative and Summative)</b></p> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student's responses to greetings</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>	<p><b>Rubrics:</b> See below</p>	<p><b>Key Criteria for Differentiation:</b></p> <p>French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the</p>
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		<p>student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of daily experience in spoken and written French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.</p>
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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Give students a closed book dictation and have them check their spelling.</li> <li>• Students will present a blueprint of their home.</li> <li>• Students will have a listening activity.</li> <li>• Students will read about parks and amusement parks in France.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Do spontaneous role plays.</li> <li>• Create a model poster of your dream home.</li> <li>• Read stories of home life.</li> <li>• Interviews.</li> </ul> <p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>

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**Unit 9 – Let’s to go to town...**

<b>Learning Goal NJCCCS &amp; CPI</b>	<b>Enduring Understanding</b>	<b>Essential Question</b>
<ul style="list-style-type: none"> <li>• 7.1.NM.A.1</li> <li>• 7.1.NM.A.2</li> <li>• 7.1.NM.A.3</li> <li>• 7.1.NM.B.1</li> <li>• 7.1.NM.C.1</li> </ul>	The making of a family.	<ul style="list-style-type: none"> <li>• What means of transportation do you take to go home?</li> <li>• In what part of the town do people go to the library, the post office, or the supermarket?</li> </ul>

<b>Skills</b>	<b>Key Content</b>
Listening Speaking Reading Writing	<ul style="list-style-type: none"> <li>• Discuss transportation.</li> <li>• Discuss areas in your town.</li> </ul>

<b>Assessment: (Formative and Summative)</b> <ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate student’s responses to greetings</li> </ul>	<b>Rubrics:</b> See below	<b>Key Criteria for Differentiation:</b>  French courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the
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<ul style="list-style-type: none"><li>• Quizzes</li><li>• Class participation</li><li>• Performance on teacher-generated materials</li></ul>		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. French I introduce the student to the language and civilization of France and the major French cities through an intensive study of basic grammar, vocabulary, and conversational patterns. While handling the immediate context of</p>
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		<p>daily experience in spoken and written French: identifying, describing, and characterizing people, objects, places, and events; giving information and instructions; issuing simple commands and requests.</p>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Holt Bien Dit 1 “student book and teacher’s book.</li> <li>• Blackboard.</li> <li>• DVD program and interactive tutor.</li> <li>• Videos.</li> <li>• One stop planner CD-ROM</li> <li>• On line workbooks.</li> <li>• On line practice.</li> <li>• Transparencies.</li> </ul>	<p><b>Instructional Strategies / Best practices:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use transparencies to introduce vocabulary and model each word in a sentence.</li> <li>• Students will work in groups their favorite means of transportation.</li> <li>• Students will perform a dialogue.</li> <li>• Students will have a listening activity.</li> <li>• Student will compare means of transportation.</li> </ul>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students will participate in debates on fashion.</li> <li>• Do spontaneous role plays.</li> <li>• A poster of all their favorite shopping areas</li> </ul>

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		<p><b>Key Criteria for Identifying Student Needs.</b></p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance.</p>
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**Pacing Guide**

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Suggested Activities
September	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What is your first and last name?</li> <li>• What is your friend's name?</li> <li>• How are you doing today?</li> <li>• What is the total of one plus one?</li> <li>• How many students are in your class?</li> <li>• How old are you?</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend greetings from others.</li> <li>• Recognize appropriate expressions (formal vs. informal) and gestures for greeting and salutation.</li> <li>• Explain how first names are chosen in French speaking cultures.</li> <li>• Express greetings and farewells politely.</li> <li>• Compare/contrast expressions of greetings and</li> </ul>	<ul style="list-style-type: none"> <li>• Write a brief portrait of yourself.</li> <li>• Create a dialogue with another student and pretend that you are meeting for the first time.</li> <li>• Design a timeline with pictures of the event that have taken places in your life.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities: <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> </ul> </li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>

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			<p>courtesy in the United States and in French-speaking countries.</p> <ul style="list-style-type: none"> <li>• Learn how to express numbers in French from 0- 20.</li> </ul>			
October	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<ul style="list-style-type: none"> <li>• What do you like to do for fun?</li> <li>• Do you enjoy going out or staying in?</li> <li>• What are your preferred activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe activities they like to do</li> <li>• Share information on their daily activities and weekend activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a journal of your daily activities.</li> <li>• Create a scrapbook of your favorite celebrity’s daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities: <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> </ul> </li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students’ responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
November	7.1.NM.A.1	<ul style="list-style-type: none"> <li>• How would you</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> </ul>	<ul style="list-style-type: none"> <li>• Create a family</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> </ul>	

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	<p>7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>describe your family??</p> <ul style="list-style-type: none"> <li>• What are the physical traits of your parents?</li> <li>• What are the physical traits of your brother, sister, or cousin?</li> <li>• Do you have any siblings?</li> <li>• Do you have any domestic pets?</li> <li>• Who makes up your family and how members do you have in your family?</li> </ul>	<p>relationships among family members.</p> <ul style="list-style-type: none"> <li>• Exchange information on family members including simple descriptions and their ages.</li> <li>• Compare similarities and differences in the role of the family in France with the one in the United States.</li> <li>• Describe the physical traits of a friend or family member.</li> <li>• Share information about the members of their family.</li> <li>• Use of the verb</li> </ul>	<p>tree of your family members and present to the class.</p> <ul style="list-style-type: none"> <li>• Write a journal entry of a typical day with your family members.</li> <li>• Teacher demonstrates the vocabulary of various family members by pointing to items and showing pictures.</li> <li>• Play “Guess Who” using vocabulary of various family members.</li> </ul>	<ul style="list-style-type: none"> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students’ responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
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			Etre and explain adjective agreement			
December	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What are your favorite school subjects?</li> <li>• What are your daily routines?</li> <li>• What are your typical after-school activities or weekend activities?</li> <li>• What colors do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of schools such as elementary, middle, high school, and college between France and the United States.</li> <li>• Talk about favorite classes or teachers.</li> <li>• Talk about course schedule and school activities.</li> <li>• Discuss differences between schools in the U.S. and French-speaking countries.</li> <li>• Talk about going to school and some school activities.</li> <li>• Discuss favorite</li> </ul>	<ul style="list-style-type: none"> <li>• Create a brochure of your school.</li> <li>• Pair work: interview another student about the school life from elementary school to high school.</li> <li>• Write a journal entry on after-school activities.</li> <li>• Oral Report on computers &amp; cell phones in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities: <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> </ul> </li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>

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			colors.			
January	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What do you enjoy doing during your pastimes?</li> <li>• What time do your classes' begin?</li> <li>• What is the favorite season?</li> <li>• Where do you enjoy spending time in your town?</li> <li>• What is your favorite sport?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their daily routines.</li> <li>• Describe their daily activities.</li> <li>• Talk about things they do for themselves.</li> <li>• Apply the use of time expressions.</li> <li>• Tell at what time things are done.</li> <li>• Use adverbs of time.</li> <li>• Express how they take care of themselves.</li> <li>• Talk about present events.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a daily schedule.</li> <li>• Journal entries on a typical day</li> <li>• Written Report on the issues adolescents face in France.</li> <li>• Mini-essay to practice the writing strategies.</li> <li>• Create a blue print of your town and its' amenities.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
February	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What are your favorite things to eat?</li> <li>• What is your favorite dish?</li> <li>• Where do you enjoying eating?</li> </ul>	<ul style="list-style-type: none"> <li>• Write an invitation</li> <li>• Make a shopping list</li> <li>• Plan an event</li> <li>• Discuss and make decisions</li> <li>• Describe dishes</li> <li>• Give comments</li> </ul>	<ul style="list-style-type: none"> <li>• Create a menu of their favorite restaurant.</li> <li>• Pair Work: produce a cooking segment of a typical French dish.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> </ul>

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		<ul style="list-style-type: none"> <li>• Do you enjoy eating with your family or friends?</li> <li>• Do you like to eat at a restaurant or cafe?</li> </ul>		<ul style="list-style-type: none"> <li>• Write a comparison of the dietary views of .American and French's.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
March	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What type of sport do you play?</li> <li>• What sport do you play in school?</li> <li>• What do you do for fun?</li> <li>• Where do you go on weekends?</li> <li>• With who do you travel?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about team sports</li> <li>• Tell what you want and prefer to do and when you will begin to do that activity</li> <li>• Talk about people's activities</li> <li>• Express what interests or pleases you and what does not</li> <li>• Discuss the role of sports in France</li> </ul>	<ul style="list-style-type: none"> <li>• Plan an imaginary camping trip.</li> <li>• Pair work: tell a story in the past using captions.</li> <li>• Journal entries on after-school activities, the past summer and a dream vacation.</li> <li>• Oral Report on nature preserve, parks, and campgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities:               <ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> </ul> </li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
April	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1	<ul style="list-style-type: none"> <li>• What do you like to wear when going to school?</li> </ul>	<ul style="list-style-type: none"> <li>• Name the articles of clothing and their colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a journal entry about a shopping excursion you</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities:</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> </ul>

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	7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What do you like to wear when going out?</li> <li>• Where do you enjoy shopping?</li> <li>• What is your favorite item of clothing?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and give information about which article of clothing they like best.</li> <li>• Categorize appropriate clothing for each season and different weather condition.</li> <li>• Describe articles of clothing using appropriate descriptive words.</li> <li>• Talk about the fashion world in France.</li> </ul>	<p>had with a friend or family member.</p> <ul style="list-style-type: none"> <li>• Create a chart of typical item of clothing worn by adolescence in French versus the United States.</li> <li>• Pair work discuss the view of clothing in Italy versus the United States</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Informal teacher observations to evaluate students' responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
May	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<ul style="list-style-type: none"> <li>• What chores are done in your home?</li> <li>• Who does what the chores in your household?</li> <li>• What does each room of your</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the chores one does at home?</li> <li>• Talk about the appearance of one home.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a model of your home and give details on the exterior and the interior portions of your home.</li> <li>• Write a journal entry about odd</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> </ul>

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		<p>household looks like?</p> <ul style="list-style-type: none"> <li>• What special features does your home have?</li> </ul>		<p>jobs you and your family complete during the weekend.</p>	<ul style="list-style-type: none"> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>
June	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<ul style="list-style-type: none"> <li>• What means of transportation do you take to go home?</li> <li>• What part of town do people use is the library, the post offices, or the market place?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss transportation.</li> <li>• Discuss areas in your town.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a set budget for a trip out of town.</li> <li>• Create a brochure of country side or the city.</li> <li>• Writing strategies:</li> <li>• About a typical commuter to school and from school.</li> <li>• Create a blue print of your town and directions on how one gets to certain locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Bien Dit 1</li> <li>• World map</li> <li>• Teachers created online activities:</li> <li>• <a href="http://www.Quizlet.com">www.Quizlet.com</a></li> <li>• <a href="http://my.hrw.com/">http://my.hrw.com/</a></li> <li>• Authentic materials and video/audio clips.</li> <li>• Teacher made worksheets</li> <li>• See below – Section IV</li> </ul>	<ul style="list-style-type: none"> <li>• Short oral dictation</li> <li>• Original dialogues</li> <li>• Informal teacher observations to evaluate students' responses</li> <li>• Quizzes</li> <li>• Class participation</li> <li>• Performance on teacher-generated materials</li> </ul>

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**Common Rubrics**

**WRITING RUBRIC** as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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**PRESENTATIONAL RUBRIC**

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Expression of Ideas</b>	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
<b>Grammar</b>	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
<b>Vocabulary</b>	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
<b>Elaboration</b>	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
<b>Clarity / Fluency</b>	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
<b>Pronunciation / Intonation</b>	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
<b>Presentational Technique</b>	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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**INTERPERSONAL RUBRIC**

As it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	<b>Exceeds Standards (5)</b>	<b>Meets Standards (3)</b>	<b>Below Standards (1)</b>
<b>Content</b>	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
<b>Grammar</b>	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
<b>Vocabulary</b>	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
<b>Conversational Skills</b>	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
<b>Organization/ Fluency</b>	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
<b>Use of Questions and Answers</b>	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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## SECTION III

### NJ Core Content Curriculum Standards

#### Novice-Mid

##### Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

##### Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**Novice-High**

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and
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	sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

**Presentational**

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

**Intermediate-Low**

**Interpretive**

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests

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	through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Interpersonal

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.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
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.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

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	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than

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	English based on exploration of the 16 Career Clusters.
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**Intermediate-Mid**

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target

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	culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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**SECTION IV**

**Resources and supplementary materials**

**Textbook:**

Holt French 1 Bien Dit by John DeMado, Severine Champeny, Marie Ponterio

Holt, Rinehart and Winston. Copyright 2008.

**Supplementary information:**

**Culture and History**

Grand Marchè d' Art Contemporain: a collection of contemporary French art viewable by artist, theme or type of work.

Musée canadien des beaux-arts: links to special exhibitions, collections and much more.

Louvre: the Louvre's Web site offers a glimpse of its collections, as well as its history, publications and current exhibitions.

L'Explorateur Culturel: just as the title says, a place to explore French culture and language. Includes links to art, literature, politics, language learning and much more. All in French!

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**Music, Radio, and Television**

Radio France Internationale: Daily news in French.

L'art du Cinéma: for those interested in cinematography, here's a nice site with links to reviews, discussion and general information on related topics.

Le Cinéma: links to film information, cinematography or search the database of French film.

France Link: link to news and radio programming in French.

**News and Magazines**

Le Parisien: an online newspaper updated daily. Includes feature articles, sports, economy, politics, and more.

**Literature**

André Gide: an extensive historical guide on the life and works of André Gide.

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**Language Learning Sites**

Resources W3 de la civilisation française: several exercises on topics such as food, economy, transportation, history, family and more. Self-correcting format.

Tex's French Grammar: offering a guide to French grammar and practice exercises.

French Reading Comprehension: Intermediate level reading exercises.

Verb Conjugation: choose your tense and type in the infinitive to get the correct verb form.

**Chat and Virtual Worlds**

Le MOO Français: an environment for French enthusiasts to meet and practice the target language in a conversational atmosphere.

**Grab Bag**

French Studies Web: access to scholarly resources in French Studies; subjects range from archeology to women's studies.

