



Montclair Public Schools
Montclair High School
French IV Honors Curriculum

Grade(s) **9-12**

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

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.

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 dialog 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 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

- Each unit is embedded with two relatable chapters.

Unit 1: The focus of this unit is to express dislikes, likes, preferences, make plans, tell when and how something will be done, and describe a place. Students will learn about vocabulary that pertains to housing and the environment. Students will learn about the housing and residential life in France. 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 make polite requests, ask about food preparation, and ask where things are. Students will talk about nutrition and gastronomy. Students will learn vocabulary that pertains to food, restaurants, and cuisines. Students will read about francophone countries and their common dishes. 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 ask how something turned out, ask information, say what happened and make plans. Students will share stories of past events. Student will learn vocabulary associated with traveling and past times. Students will learn about French-speaking Africa. 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 give details, to express feelings, and state morals and values. Student will learn vocabulary associated with laws, friendships, justice, terrorism, and discrimination. Students will read about issues in French-speaking Africa. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 5: The focus of this unit is to express certainty and possibility, express doubt and disbelief, break news, and ask about information. Students will talk about the technology and the media. Students will acquire vocabulary terms related to newspapers,

magazines, movies, the internet, and the news. Students will read about media topics in France. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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 IV Honors is a full-year course for Montclair High School that is designed to increase students' communicative proficiency in listening, speaking, reading and writing while simultaneously expanding their cultural awareness and knowledge. Students learn and use more sophisticated vocabulary, complex grammatical structures and verb tenses and moods. The instruction of grammar, culture and vocabulary is done in the target language at this level. In level IV, students develop the ability to use the language not only for daily life situations but also to read, discuss, analyze, debate and give opinions on more sophisticated topics such as current events, historical events, controversial issues, literature and technical topics. More emphasis is placed on form as well as content and structure as students are guided to write well-organized and coherent essays. The behavior, beliefs and values of people speaking the language are an integral part of the program.

SECTION II

Course Description

In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.

Thematic Units for French IV Honors

This course consists of 6 units:

- “Allons voir les Français et les Francophones ... chez eux” (Let’s go see the French... at home)
- Allons voir les Français et les Francophones ... à table!” (Let’s go see the French... in the kitchen)
- Allons voir les Français et les Francophones ... aux heures de loisir!” (Let's go see the French and Francophones...during their free time.)
- Let's describe.
- “On raconte” (Let's tell a story.....)
- Yesterday, today and tomorrow.

UNIT 1- Let's go see the French... at home.

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
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"> • There are some common American and French stereotypes and known values. • French-speaking people around the world live in a variety of types of housing. • There are some specific laws that regulate housing: renting or buying a house. • There are some people who do not have a steady home, called <i>Les gens du voyage</i>. • The type of housing you live in influences your habits and customs. • Everywhere in the world, there are some homeless people: what is their daily life like? • In France, there is housing crisis. 	<ul style="list-style-type: none"> • What are some common American and French stereotypes? • Where do you and French speakers live, in what type of housing & environment? • Where do you want to live? • In which part of the house do you spend most of your time? • How does your housing environment influence your life? • Where and how do people live in Cameroun, Africa • How did people use to live in Cameroon during colonial times in the 1950's?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Describe housing, things and people. • Talk about relationships between people and space. • Talk about your surroundings. • Interview someone. • Write up and interview. • Read about and explore the following topics: housing in

	France, Mali, Martinique and Switzerland; the housing crisis in France.
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<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Original dialogues • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>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.</p> <p>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.</p> <p>In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized</p>
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		<p>questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Blackboard. • French movies-DVD. • French songs- CDs. • Online workbooks. • Online practice/blog. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • The teacher will use transparencies or power point presentations and videos to introduce vocabulary and model each word in a sentence. • Students will work in groups to research different types of housing. • Students will act out scenes to show how they would discuss housing, the criteria for ideal housing, or search for a house. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Students will compare different types of housing. • Write and act out role-plays about housing (when someone buys a house for example). • Create a brochure advertising a house for sale or rent. • Make a poster describing your ideal house or room or describe your favorite room in the house. • Write and read articles about the living conditions of the homeless or the traveling communities. <p>Key Criteria for Identifying Student Needs.</p> <p>Student portfolios, teacher observations,</p>

	<ul style="list-style-type: none"> • Students will write a short essay or story using the vocabulary words, describing their ideal house/apartment and neighborhood or comparing two types of housing. • Students will read, analyze and compare authentic classified advertisements describing houses for sale. • Students will listen to and understand authentic recordings of native speakers with various accents describe where they live, how their situation influences their lives. 	<p>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 2- Let's go see the French... in their kitchen.

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
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"> • Meals, mealtimes and general eating habits are different in French-speaking countries. • The French socialize through food, going 	<ul style="list-style-type: none"> • When, where and how do French people eat? • Do eating habits differ in the various French-speaking countries? • How do you give advice about healthier eating habits?

7.1.NM.C.1	<p>out in cafes and restaurants.</p> <ul style="list-style-type: none"> • Hunger is a widespread issue in French-speaking African countries. 	<ul style="list-style-type: none"> • How do you ask questions in different ways according to the people you are addressing? • What is the relationship between the French and cheese? How many types of cheese exist and where do they originate? Do the Americans have the same relationship? • In what kind of restaurants do people eat in the French-speaking world? • Do people eat in fast food restaurants in France? • What type of food is eaten in the French-speaking world?
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about food and dining. • Use negations. • Ask questions. • Interview someone. • Write up an interview. • Give advice. • Read about and explore eating habits in France and the Francophone world as well as efforts to deal with hunger.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short oral dictation • Original dialogues • Informal teacher observations to evaluate student's responses to 	Rubrics: See below	Key Criteria for Differentiation: 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.
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<p>greetings</p> <ul style="list-style-type: none"> • Quizzes • Class participation • Performance on teacher-generated materials 		<p>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.</p> <p>In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.</p>
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<p>Resources:</p> <ul style="list-style-type: none"> • Blackboard. • French movies-DVD. • French songs- CDs. • Online workbooks. • Online practice/blog. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • The teacher will use transparencies and power point presentations to introduce vocabulary. • Students will complete listening comprehension activities. • Students present graphs and explain the results. • Students will present a dialog. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Do spontaneous role plays about food. • Create a poster of traditions related to food in French –speaking countries. • Interviews of native speakers about food and eating habits. • Research and oral presentations about food in French-speaking countries. • Cooking with the French club and culinary club. • UNICEF: song and video: Les Ricochets. <p>Key Criteria for Identifying Student Needs.</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 – Let's go see the French and Francophones...during their free time.

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
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"> • French people value their free time. • The amount of time dedicated to leisure activities varies from country to country in the French-speaking world. • The internet and technology is an important part of how young people's free time. • Holidays are important in the French-speaking world. 	<ul style="list-style-type: none"> • How do French people spend their free time? • What do people like to do during the weekend? • What are some important holidays and festivities in the French-speaking world? • Is the French culture becoming a civilization of leisure? • Do people work less? Why or why not? • What is a typical week like for an average French worker?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about leisure activities. • Tell a story. • Make plans. • Talk about the past. • Organize paragraphs. • Read about and explore leisure time in France and the Francophone world as well as issues dealing with work and leisure.

<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Original dialogues • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>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.</p> <p>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</p> <p style="padding-left: 2em;">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.</p> <p>In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations</p>
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		<p>and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Blackboard. • French movies-DVD. • French songs- CDs. • Online workbooks. • Online practice/blog. • Transparencies. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • The teacher will use transparencies and power point presentations to introduce vocabulary or review grammar. • Students will complete listening comprehension activities. • Students present graphs and explain the results. • Students will present a dialog. • Students read and 	<p>Enrichment</p> <ul style="list-style-type: none"> • Students will present the typical leisure activity in a French-speaking country. • Do spontaneous role plays. • Conduct a class survey about the class' hobbies. • Oral presentations on holidays and a French-speaking country. <p>Key Criteria for Identifying Student Needs.</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</p>

	write articles using the past tenses.	communicative tasks will be key indicators of their performance.
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Unit 4 – Let’s describe...

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
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"> • There are similarities and differences between French people and American people. • The French-speaking population is very diverse. • La Négritude is a very literary important movement. 	<ul style="list-style-type: none"> • How do you describe a person, an animal, a place or a thing: describing main traits supported by details? • How do you detail someone’s personality and compare him/her to someone else? • Who are the French people? • What is the diversity like in the French-speaking world? • What are different professions like? • What are young people like in Casablanca? • Who do you spend most of your time with? • What is la Négritude? • How do poets from this movement express their view of their life conditions?

Skills	Key Content
Listening Speaking	<ul style="list-style-type: none"> • Describe people (physical and character description)

<p>Reading Writing</p>	<ul style="list-style-type: none"> • Talk about people’s professions and jobs. • Talk about dreams and aspirations. • Talk about the people you spend time with. • Express doubt, certainty, necessity, volition, emotions. • Read about and explore French identities, linguistic and cultural similarities and differences in the French-speaking world, young people in Casablanca, friendship, social groups and the role of the family. • Describe the origins of the La Négritude movement. • Express their thoughts on the goal of this literary movement.
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<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogues • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>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.</p> <p>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</p>
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		<p>presentational mode of communication. In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Blackboard. • French movies-DVD. • French songs- CDs. • Online workbooks. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • The teacher will use transparencies and power point presentations to introduce vocabulary or review grammar. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Create a descriptive portrait of your family or friend. • Compare a typical American to a French adolescent. • Do spontaneous role plays. • Dramatize situations

<ul style="list-style-type: none"> • Online practice/blog. • Transparencies. 	<ul style="list-style-type: none"> • Students will complete listening comprehension activities. • Students present graphs and explain the results. • Students will present a dialogue. • Students read and write articles using the past tenses. 	<ul style="list-style-type: none"> • Do oral presentations about young people's lives in the French-speaking world. <p>Key Criteria for Identifying Student Needs.</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 – Let's tell stories.

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
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"> • There are many narrative resources, such as written and oral literature, cinema and media in the French-speaking world. 	<ul style="list-style-type: none"> • What are the different types of narratives? • What are some major newspapers? • What is a typical fairy tale like? • What are “Griots”? • How do I avoid repetition using direct and indirect

		object pronouns? <ul style="list-style-type: none"> • What kind of movies do French people like? • How much time do French people spend watch TV? • What is the role of the media?
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about stories, the movies and the news. • Use object pronouns. • Summarize a story and a news item. • Write a short movie review. • Read about and explore storytelling, film and the media in France and the French-speaking world.

<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none"> • Original dialogues • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubrics: See below</p>	<p>Key Criteria for Differentiation:</p> <p>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.</p> <p>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</p>
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		<p>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.</p> <p>In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Blackboard. • French movies-DVD. 	<p>Instructional Strategies / Best practices:</p> <ul style="list-style-type: none"> • The teacher will use transparencies and 	<p>Enrichment</p> <ul style="list-style-type: none"> • Write a paragraph about your favorite movie. • Write a movie review in a newspaper.

<ul style="list-style-type: none"> • French songs- CDs. • Online workbooks. • Online practice/blog. • Transparencies. 	<p>power point presentations to introduce vocabulary or review grammar.</p> <ul style="list-style-type: none"> • Students will complete listening comprehension activities. • Students present graphs and explain the results. • Students will present a dialog. • Students read and write articles using the past tenses. 	<ul style="list-style-type: none"> • Do spontaneous role plays. • Dramatize situations. <p>Key Criteria for Identifying Student Needs.</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 – Yesterday, today and tomorrow.

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
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"> • There are major world issues concerning French speakers around the world today. • The Francophone culture is very rich. 	<ul style="list-style-type: none"> • What is the world like today? • What are some important world issues? • What are the best features of a country or region? • What is the active and passive voice? • What is the relationship between humans and the environment? • What could we do to improve the world issues?

		<ul style="list-style-type: none"> • What will happen if we don't do anything? • What will the future be like?
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about cultural heritage. • Talk about the environment and human conflicts. • Talk about technological achievements. • Talk about the future. • Express active and passive voices, future events and hypothetical events. • Read about and explore the French cultural heritage, French and Francophone natural resources, world problems such as pollution and prejudice, innovations in technology and scenarios for the future.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Original dialogues • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	Rubrics: See below	Key Criteria for Differentiation: 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
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		<p>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.</p> <p>In French IV, a variety of resources are used rather than a single textbook as students are exposed to more authentic written works and media such as newspaper and magazine articles, Internet sources, poetry, literature, official documents, historical and cultural information, music and film. Students participate in teacher-directed as well as student-directed discussions, debates, analyses, paired and small group activities, cooperative learning activities, personalized questions, storytelling, real-life situations, practice exercises, total physical response activities, student-led presentations and related reading and writing activities. These activities reinforce newly-learned vocabulary and grammatical structures as students become more proficient in communicating in more complex situations. Students are assessed regularly on their progress in all areas.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Blackboard. 	<p>Instructional Strategies / Best practices:</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Write a brochure about the protection of the environment.

<ul style="list-style-type: none"> • French movies-DVD. • French songs- CDs. • Online workbooks. • Online practice/blog. • Transparencies. 	<ul style="list-style-type: none"> • The teacher will use transparencies and power point presentations to introduce vocabulary or review grammar. • Students will complete listening comprehension activities. • Students present graphs and explain the results. • Students will present a dialog. • Students read and write articles using the past tenses. 	<ul style="list-style-type: none"> • Oral presentations about some major world issues. • Do spontaneous role plays. • Dramatize situations. <p>Key Criteria for Identifying Student Needs.</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	Assessments
September/ October « Allons voir les Français... chez eux »	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"> • What are some common American and French stereotypes? • Where do you and French speakers live, in what type of housing & environment? • Where do you want to live? • In which part of the house do you spend most of your time? • How does your housing environment influence your life? • Where and how do people live in Cameroun, Africa • How did people use to live in Cameroon during colonial times in the 1950's? • 	<ul style="list-style-type: none"> • Describe housing, things and people. • Talk about relationships between people and space. • Talk about your surroundings. • Interview someone. • Write up and interview. • Read about and explore the following topics: housing in France, Mali, Martinique and Switzerland; the housing crisis in France. 	<ul style="list-style-type: none"> • School Schedules. • Power point presentations and videos • Research on different types of housing. • Role-plays about housing. • Journal entries describing your ideal house • Read articles on the issues of housing and homelessness. 	<ul style="list-style-type: none"> • World map • Teachers created online activities: • www.Quizlet.com • Authentic materials and video/audio clips. • Teacher made worksheets • See below – Section IV 	<ul style="list-style-type: none"> • Journal entry on after-school activities, the past summer and a dream vacation. • Quiz: Advanced vocabulary about housing. • Oral Report on the typical housing of a French-speaking country. • Oral presentation of your ideal house.
November/ December « Allons voir les Français... à	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"> • When, where and how do French people eat? • Do eating habits differ in the various French-speaking countries? • How do you give advice 	<ul style="list-style-type: none"> • Talk about food and dining. • Use negations. • Ask questions. • Interview someone. • Write up an 	<ul style="list-style-type: none"> • Read and analyze texts about food and the evolution of food. • Listen to native speakers describe 	<ul style="list-style-type: none"> • World map • Teachers created online activities: • www.Quizlet.com • Authentic materials 	<ul style="list-style-type: none"> • Written Report on the food of a French-speaking country. • Oral presentation on healthy eating habits. • Oral presentations on

table "		<p>about healthier eating habits?</p> <ul style="list-style-type: none"> • How do you ask questions in different ways according to the people you are addressing? • What is the relationship between the French and cheese? How many types of cheese exist and where do they originate? Do the Americans have the same relationship? • In what kind of restaurants do people eat in the French-speaking world? • Do people eat in fast food restaurants in France? • What type of food is eaten in the French-speaking world? 	<p>interview.</p> <ul style="list-style-type: none"> • Give advice. • Read about and explore eating habits in France and the Francophone world as well as efforts to deal with hunger. 	<p>their eating habits.</p> <ul style="list-style-type: none"> • Ask questions, conduct an interview. 	<p>and video/audio clips.</p> <ul style="list-style-type: none"> • Teacher made worksheets • See below – Section IV 	<p>the issue of hunger in the world.</p>
<p>January/ February</p> <p>« Allons voir les Français... aux heures de loisir».</p>	<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"> • What are the roots of the relationship between Africa and France? • What are the main events in the history of Africa? • What is le Maghreb? • How do French people spend their free time? • What do people like to do during the weekend? • What are some important holidays and festivities 	<ul style="list-style-type: none"> • Talk about leisure activities. • Tell a story. • Make plans. • Talk about the past. • Organize paragraphs. • Read about and explore leisure time in France and the Francophone world as well as issues dealing with work 	<ul style="list-style-type: none"> • Using a Map of Africa: identify French-speaking countries. • Read and write fairy tales, legends fables, romances, parables and stories of adventures. • Read <i>La Littérature</i> 	<ul style="list-style-type: none"> • World map • Teachers created online activities: • www.Quizlet.com • Authentic materials and video/audio clips. • Teacher made worksheets • See below – Section IV 	<ul style="list-style-type: none"> • Journal entry on your opinion of a fairy tale or comparison of your favorite tales. • Journal entry on your favorite activity. • Written Reports: on stories, of literature from the Maghreb.

		<p>in the French-speaking world?</p> <ul style="list-style-type: none"> • Is the French culture becoming a civilization of leisure? • Do people work less? Why or why not? • What is a typical week like for an average French worker? 	and leisure.	<p><i>Maghrébine en Français.</i></p> <ul style="list-style-type: none"> • Reading strategy: using chronology to keep track of events. • Read and write about French people's favorite activities. • Analyze charts and statistics about work and leisure. • Write articles about leisure activities. • 		
<p>March April</p> <p>“On décrit »</p>	<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"> • How do other francophone countries view the importance of family? • What are some issues faced by children in Francophone countries? • What is your family history and important life events? • What is the condition of women like in Africa? • How do you describe a person, an animal, a place or a thing: describing main traits supported by details? 	<ul style="list-style-type: none"> • Describe people (physical and character description) • Talk about people’s professions and jobs. • Talk about dreams and aspirations. • Talk about the people you spend time with. • Express doubt, certainty, necessity, volition, emotions. • Read about and explore French identities, linguistic and cultural similarities and 	<ul style="list-style-type: none"> • Culture, Reading and Writing: • Read texts about the diversity of the French-speaking world. • Read <i>Le fils d’Agatha Moudio, Une histoire d’Amour, Maroc: nouveau code de la famille</i> • Listening: listen to french speakers talk about their culture, what constitutes their identity. 	<ul style="list-style-type: none"> • World map • Teachers created online activities: • www.Quizlet.com • Authentic materials and video/audio clips. • Teacher made worksheets • See below – Section IV 	<ul style="list-style-type: none"> • Journal entry on a famous Francophone African person, the condition of women or life events & family history. • Written Report on African countries. • Quiz on the various African- French speaking countries. • Journal entry: My ideal friend. • Wanted poster or an ad using descriptions.

		<ul style="list-style-type: none"> • How do you detail someone’s personality and compare him/her to someone else? • Who are the French people? • What is the diversity like in the French-speaking world? • What are different professions like? • What are young people like in Casablanca? • Who do you spend most of your time with? • What is la Négritude? • How do poets from this movement express their view of their life conditions? 	<p>differences in the French-speaking world, young people in Casablanca, friendship, social groups and the role of the family.</p> <ul style="list-style-type: none"> • Describe the origins of the La Négritude movement. • Express their thoughts on the goal of this literary movement. • 	<ul style="list-style-type: none"> • Oral and reading: • Read about and discuss the lives of young people in Marocco. • Use the subjunctive to describe your ideal friend. • Read an excerpt from <i>Le Petit Prince</i> about friendship. 		
<p>May</p> <p>“On Raconte »</p>	<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"> • What are the different types of narratives? • What are some major newspapers? • What is a typical fairy tale like? • What are “Griots”? • How do I avoid repetition using direct and indirect object pronouns? • What kind of movies do French people like? 	<ul style="list-style-type: none"> • Talk about stories, the movies and the news. • Use object pronouns. • Summarize a story and a news item. • Write a short movie review. • Read about and explore storytelling, film and the media in France and the French-speaking world. 	<ul style="list-style-type: none"> • Culture, Reading and Writing: read and write fairy tales, short stories and movie reviews. • Read <i>Le boeuf et le mouton</i>, <i>Compère Lapin et les concombres du roi</i>, 	<ul style="list-style-type: none"> • World map • Teachers created online activities: • www.Quizlet.com • Authentic materials and video/audio clips. • Teacher made worksheets • See below – Section IV 	<ul style="list-style-type: none"> • Write a fairy tale. • Write a movie review or newspaper article. • Oral presentation on the world of story-telling in Africa.

		<ul style="list-style-type: none"> • How much time do French people spend watch TV? • What is the role of the media? 		<p><i>Persopolis.</i></p> <ul style="list-style-type: none"> • Listening: listen to french speakers talk about television. 		
<p>June</p> <p>“<i>Hier, aujourd’hui et demain</i>”</p>	<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"> • What is the world like today? • What are some important world issues? • What are the best features of a country or region? • What is the active and passive voices? • What is the relationship between humans and the environment? • What could we do to improve the world issues? • What will happen if we don't do anything? • What will the future be like? 	<ul style="list-style-type: none"> • Talk about cultural heritage. • Talk about the environment and human conflicts. • Talk about technological achievements. • Talk about the future. • Express active and passive voices, future events and hypothetical events. • Read about and explore the French cultural heritage, French and Francophone natural resources, world problems such as pollution and prejudice, innovations in technology and scenarios for the future. 	<ul style="list-style-type: none"> • - Read and write about French cultural heritage and French and Francophone natural resources. • - Watch videos and discuss world issues such as pollution and prejudice and innovations in technology. • - Make a poster about an existing or made-up invention. • Listening comprehensions about what French speakers around the world think are the most important issues affecting the world today. 	<ul style="list-style-type: none"> • World map • Teachers created online activities: <ul style="list-style-type: none"> • www.Quizlet.com • Authentic materials and video/audio clips. • Teacher made worksheets • See below – Section IV 	<ul style="list-style-type: none"> • Journal entry on an article read. • Oral presentation on the environment. <ul style="list-style-type: none"> • Journal entry in a futuristic world.

Common Rubrics

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

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	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.
Grammar	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.
Vocabulary	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.
Conversational Skills	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.
Organization/ Fluency	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.
Use of Questions and Answers	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.

PRESENTATIONAL RUBRIC

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

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgeably 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.
Grammar	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.
Vocabulary	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.
Elaboration	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.
Clarity / Fluency	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.
Pronunciation / Intonation	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.
Presentational Technique	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.

INTERPERSONAL RUBRIC

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

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	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.
Grammar	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.
Vocabulary	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.
Conversational Skills	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.
Organization/ Fluency	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.
Use of Questions and Answers	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.

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 <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> 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, <u>culturally authentic materials</u> on familiar topics.

Interpersonal

7.1.NM.B.1	Use <u>digital tools</u> 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.

Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a <u>multimedia-rich presentation</u> 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, <u>culturally authentic materials</u> orally or in writing.
7.1.NM.C.5	Name and label tangible <u>cultural products</u> and imitate <u>cultural practices</u> 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 <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1.NH.A.3	Recognize some common gestures and <u>cultural practices</u> 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, <u>culturally authentic materials</u> .

Interpersonal

7.1.NH.B.1	Use <u>digital tools</u> to exchange basic information by recombining memorized words, phrases, and 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 <u>multimedia-rich presentation</u> 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 <u>writing</u> people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.
7.1.NH.C.5	Tell or write about <u>cultural products</u> associated with the target culture(s), and simulate common <u>cultural practices</u> .

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 <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1.NH.A.3	Recognize some common gestures and <u>cultural practices</u> 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, <u>culturally authentic materials</u> .

Interpersonal

7.1.IL.B.1	Use <u>digital tools</u> 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 <u>cultural products</u> and <u>cultural practices</u> to create a <u>multimedia-rich presentation</u> 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 <u>culturally authentic materials</u> orally and in writing.
7.1.IL.C.5	Compare and contrast <u>cultural products</u> and <u>cultural practices</u> 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 English based on exploration of the <u>16 Career Clusters</u> .

Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> 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 <u>cultural practices</u>) 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, <u>culturally authentic materials</u> .
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 <u>digital tools</u> 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 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 <u>cultural products</u> , <u>cultural practices</u> , and <u>cultural perspectives</u> associated with targeted culture(s) to create a <u>multimedia-rich presentation</u> 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 <u>culturally authentic materials</u> .
7.1.IM.C.5	Compare the <u>cultural perspectives</u> of the target culture(s) with those of one's own culture, as evidenced through the <u>cultural products</u> and <u>cultural practices</u> associated with each.

SECTION IV

Resources and supplementary materials

Course Resources:

- Quant à Moi, Thomson and Heinle, 2005
- Novels: Le Petit Prince, Le Comte de Monte-Cristo, L'Enfant Noir
- Films : « Mon Meilleur Ami », « La Rue Cases Nègres », « La Belle et la Bête », « Le Comte de Monte-Cristo », « Mia et le migou », « Bienvenue chez les ch'tis », « Joyeux Noël ».

SUPPLEMENTARY INSTRUCTIONAL MATERIAL:

French novels, French films, and websites

Film Arobics movie lesson plans.

Sources for authentic listening activities:

Radio stations:

* Current events/news: France Inter: http://radiotime.com/station/s_24875/France_Inter_878.aspx

* Young audience: www.radio.funradio.fr / www.nrj.fr

b. TV/Media :TV5 Monde: TV station (The news) or <http://www.tv5monde.com>

c. Search engines: <http://fr.yahoo.com/>; <http://www.orange.fr/>; www.about.com

d. National French exam: past exams

Online dictionary: www.reverso.com