

French 1

Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District French 1 Curriculum	
Content Area: College Bound French	
Course Title: French 1	Grade level: 8-12
Unit 1: Bonjour!	September - October
Unit 2: Les copains et la famille	October - November
Unit 3: Bon appétit	November - December
Unit 4: Qu'est-ce qu'on fait?	December - January
Unit 5: Le monde personnel et familial	January - March
Unit 6: En ville	March - April
Unit 7: Le shopping	April - May
Unit 8: Le temps libre	May - June
Unit 9: Les repas	(Optional - if time allows)

Date Created: August 2022	Board Approved On:
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**Lower Cape May Regional School District French 1 Curriculum
Unit 1 Overview**

Content Area: College Bound French

Unit Title: Bonjour!

Target Course/Grade Level: French 1 / Grades 8-12

Unit 1 Summary:

Theme: Getting acquainted.

In this unit students learn about the importance of learning another language, about the European Union and the euro, and about how the French greet each other. Linguistically, students will learn how to say hello and goodbye, how to be able to introduce themselves and say where they are from, how to count to 60, and how to tell time.

Interdisciplinary Connections:

- Discussion about the European Union
- Discussion about the currency of the European Union the “euro”
- Discussion about the French-speaking world
- Discussion about the geography and demographics of the country of France
- Reinforcement of math skills
- Discussion about the French department of Martinique
- Discussion about concepts of telling time and the use of the 24-hour clock

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student’s future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.

- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions

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7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
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7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Is it really important to learn another language? ● Why is learning French important. ● Who speaks French? ● Are the daily lives of French teenagers similar or different from the daily lives of American teenagers? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Learning another language is beneficial in many ways, from improved cultural understanding to enhanced thinking skills. ● Learning French is important as a means to communicate with French speakers, to be knowledgeable of French culture, and to be more of the English language which shares many aspects with French. ● French is spoken in many nations around the world, as well as within many cultural and diplomatic organizations. ● The daily lives of French teenagers are very similar to those of American teenagers, but there are some differences that reflect an unique cultural identity.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● about the French-speaking world. ● about the daily lives of French 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● say hello and goodbye ● introduce themselves and say where they are

<p>teenagers.</p> <ul style="list-style-type: none">● about the French department of Martinique.	<p>from</p> <ul style="list-style-type: none">● to count to 60.● to tell time● compare and contrast their lives with those of french teenagers
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Lower Cape May Regional School District French 1 Curriculum
Unit 2 Overview

Content Area: College Bound French

Unit Title: Les copains et la famille

Target Course/Grade Level: French 1 / Grades 8-12

Unit 2 Summary:

Theme: Talking about people

In this unit students learn how to identify friends, family, and relatives in French. How to say how old they are and how to find out someone's age. And how to talk about birthdays and holidays. Culturally, students learn about the importance of friends and family in French culture, as well as about the city of Montreal and the French-speaking Canadian province of Quebec.

Interdisciplinary Connections:

- Discussions about the city of Montreal and the French-speaking Canadian province of Quebec.
- Defining the concept of friendship and other human relationships.
- Defining concepts of family.
- Defining concepts of family traditions, values and customs.
- Reinforcement of math skills.
- Discussions about French holidays.
- Reviewing knowledges about the days of the week and the months of the year.

21st Century Themes, Skills, and Standards:

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- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
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- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • Do French cultural concepts of friendship differ from that of American cultural concepts? • Do French cultural concepts of family differ from that of American cultural concepts? • Does French culture have different methods to communicate the days of the week and the months of the year. • What is the percentage of the population of Montreal that speaks French? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are both similarities and differences between French and American concepts of friendship. • There are both similarities and differences between French and American concepts of family. • Although both cultures use the same calendar, French cultures communicates a date using the format: date/month/year • Over 905 of the inhabitants of Montreal speak French.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • the importance of friendship in French 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • identify friends, family, and relatives.

<p>culture.</p> <ul style="list-style-type: none"> ● the importance of family in French culture. ● about the French-speaking Canadian city of Montreal. 	<ul style="list-style-type: none"> ● to say how old they are and find out someone's age. ● to talk about birthdays and holidays. ● to count from 60 to 1000. ● to give the date and the day of the week.
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**Lower Cape May Regional School District French 1 Curriculum
Unit 3 Overview**

Content Area: College Bound French

Unit Title: Bon appétit

Target Course/Grade Level: French 1 / Grades 8-12

Unit 3 Summary:

Theme: Having a snack in France

In this unit students learn how to order food in various French food establishments, and how to pay for their food. Students will also learn how to speak about the weather and the seasons, as well as about how to speak about the parts of the human body. Culturally, students will learn about the similarities and differences in culinary preferences, meals, and school menus. Students will also learn about the importance of cafes in French culture. After the unit, student will learn about the French school system and will learn school related vocabulary.

Interdisciplinary Connections:

- Discussion about dietary habits.
- Discussion about the social activities of French teenagers.
- Reinforcement of concepts of grammar.
- Discussion about the human anatomy.
- Discussion about weather and climate.
- Review of the European currency, the "euro".
- Discussion about restaurant etiquette in France.
- Discussion about education systems in Europe.

21st Century Themes, Skills, and Standards:

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Unit Enduring Questions:

- Are the dietary habits of French teenagers different than those of American teenagers?
- How do French teenagers spend their free time?
- How are euros different from American dollars
- Do the French have different concepts of dates, months, and seasons?
- Are French schools different from American schools?

Unit Enduring Understandings:

- Although French teenagers like many of the same foods as American teenagers, there are differences in mealtimes and food choices particular to French culture.
- Although French teenagers participate in many different forms of afterschool activities, they often like to meet friends in cafés to talk and do homework. .
- Euros come in different colors and sizes. There are no images of historic persons on euro bills and coins.
- The French share the same calendar as Americans, and seasons are at the same time of year. But French calendars start with Monday and dates are expressed as date/month/year.
- French students study much of the same

	<p>subject matter a American students. One major difference is that French students must pass the BAC, a very difficult and comprehensive written and oral exam, before they can graduate high school.</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● what French teenagers eat for meals and snacks ● about the importance of intonation in spoken French ● about the existence of masculine and feminine nouns in French ● how to pronounce the French “r” ● how the French use the date format date/month/year ● about the French school system and French high schools. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● to order some common foods and beverages in a café ● to ask about prices and to pay the check ● to ask friends to give or lend you something ● to identify French money ● to talk about the weather ● to name the seasons ● to use school related vocabulary

<p>Lower Cape May Regional School District French 1 Curriculum Unit 4 Overview</p>	
<p>Content Area: College Bound French</p>	
<p>Unit Title: Qu’est-ce qu’on fait?</p>	
<p>Unit 4 Summary: Theme: Daily Activities</p> <p>Students will talk about activities they do during the school day, afterschool, and weekend activities in and around town and at home. They will describe what they like and dislike doing, answer questions pertaining to activities and how to invite to join or politely refuse. Culturally we will see how the French spend their free time and how life is lived in Senegal.</p>	

Interdisciplinary Connections:

Discussion on sports/ physical education

Life skills- friendship and family connections, culinary habits. etiquette

Geography and culture of Senegal and Tours, France

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one's goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

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7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How do the French spend their days? • How does the French school experience differ from the American School experience? • What do French teens do on the weekends? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The French put emphasis on school with longer days and more homework. • Additionally, French teens also have social lives with friends but much less than their American counterparts • French students often do not have classes on Wednesday afternoon in order to enjoy

	<p>extra-curricular activities, but often have class on Saturdays.</p> <ul style="list-style-type: none"> • French teens often have parties at their friend's homes. The party type is dependent on student's ages. • French athletics may vary compared to what American students do.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • Present tense formation – both affirmative and negative statements. • Question formation. • Adjective Agreement. • Subject Verb agreement and corresponding verb endings. • Daily activities and hobbies. • The verb être. • The subject pronouns. • Singular –er verb forms. • Infinitive Verb Formation. • The Verb faire. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Express their likes and dislikes. • Describe daily activities. • Ask and answer questions about where others are, what they are doing. • Invite friends to do things with them. • Politely accept or turn down an invitation. • Express an opinion.

**Lower Cape May Regional School District French 1 Curriculum
Unit 5 Overview**

Content Area: College Bound French

Unit Title: Le monde personnel et familial

Target Course/Grade Level: French 1 / Grades 8-12

Unit 5 Summary:

Theme: People & Possessions

In this unit students learn to describe themselves and their friends, family, and personal possessions in French. They will focus on noun groups – articles, nouns, and adjectives. The passe compose is introduced informally. Students are introduced to the concepts of gender and noun-adjective agreement. They learn to observe and apply these patterns in French.

Interdisciplinary Connections:

- Presents the multi-cultural reality of contemporary France, while highlighting the common interests of French and American youth.
- Comparing the cities of Montpellier and Strasbourg and their deep history in the culture.
- Examining the deep connection to friends in France and comparing to their American counterparts.

21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one's goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Learning Targets

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7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
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	questions, using memorized words and phrases.
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7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
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7.1.NH.PRSNT.4	Tell or retell stories from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • Where do French citizens come from? • What is the religious composition of France? • What do French teens think of 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • French citizens consist of people from various areas in Africa that speak French. • While French is a Catholic country, there is a large Jewish and Muslim population.

<p>America?</p> <ul style="list-style-type: none"> • What political and societal values do French teens have? • Do French students learn foreign languages like American students? • How important are friends and family to French teens? • What is the experience like for teens when they get their drivers licenses? 	<ul style="list-style-type: none"> • French teens have a positive attitude towards Americans and would love visit the United States and experience it? • French teens are often idealistic, while believing in freedom and democracy. • French teens value the relationships with their friends and family above money or materialistic things. • French students are required to learn a secondary language, often studying English or German. • Teens can begin to learn to drive at 16 years old but are not able to get their license until they are 18. French teens usually drive mopeds, scooters or motorcycles since they are more cost effective.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • Noun groups, articles and adjectives • Introduction to passé composé • Adjectives – Noun, number and gender agreement. • Identify colors and sizes. • Learn the animals. • The verb avoir. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Express information about self. • Describe others. • Describe locations and items. • Express opinions • How to identify and point out things.

<p>Lower Cape May Regional School District French 1 Curriculum Unit 6 Overview</p>
<p>Content Area: College Bound French</p>
<p>Unit Title: En ville</p>
<p>Target Course/Grade Level: French 1 / Grades 8-12</p>
<p>Unit 6 Summary: Theme: City Life</p>

Students will be able to ask and give directions, and to describe their city and their home. They will also learn to talk about future plans. Students will learn the verbs aller and venir, and the possessive adjectives.

Interdisciplinary Connections:

- Students will observe both linguistic similarities (use of aller to express future time) and differences (use possessive adjective) between French and English.
- This unit introduces students to two French cities: Paris and Tours.

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someone who has no knowledge of an additional language.

- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Learning Targets

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7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
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7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
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7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.

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7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
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7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).

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7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Where in France do the people live? ● Why are French cities so important? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● 80% of the French population live in cities and their surrounding areas.

<ul style="list-style-type: none"> • What are French cities like? • Why are French cafés an important part of a French teen’s life, as well as French society? 	<ul style="list-style-type: none"> • French cities have extensive histories and many have evolved into modern versions. • The architecture in French cities drastically vary based on geographical location and history however share many common features. • Cafes are places for teens to spend time with friends, listen to music, enjoy a drink, and play videogames.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • How to ask and give directions. • How to describe their city and home. • How to talk about future plans. • The verbs aller and venir. • Possessive adjectives. • The preposition a and a + the definite article. • The preposition chez. • The construction of aller + the infinitive. • Contractions with de and definite articles. • Stress Pronouns. • How to contradict someone. • How to use de to modify nouns. • Possession using Avec de. • Family Vocabulary. • Ordinal Numbers. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • Describe their city, its public buildings, and places of interest. • Ask and give directions. • To talk about the various places they go to during the week and on the weekends. • To describe their home or apartment. • Discuss future plans. • Identify things belonging to someone else. • Talk about friends and family. • Talk about music and sports.

<p>Lower Cape May Regional School District French 1 Curriculum Unit 7 Overview</p>
<p>Content Area: College Bound French</p>
<p>Unit Title: Le shopping</p>
<p>Target Course/Grade Level: French 1 / Grades 8-12</p>

Unit 7 Summary:

Theme: Buying Clothing

In this unit students will be able to shop for clothing, describe what people are wearing, and make comparisons. Students will learn the present tense of –ir and –re verbs, the imperative, and comparative forms of adjectives.

Interdisciplinary Connections:

- Students will observe similarities and differences in the ways French and English make commands and express comparisons.
- Students will become aware of the French concept of style and the ways in which young people earn and spend their money.

21st Century Themes, Skills, and Standards:

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- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions.** – **9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify**

factors that affect one’s goals, including peers, culture, location and past experiences. - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.

- **CRP11. Use technology to enhance productivity. -** Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

Technology Standards - Used throughout unit for different in class activities, projects and homework assignments.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

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7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.

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7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
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7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.4	Tell or retell stories from age and level appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Unit Enduring Questions:

- How do the French people feel about shopping and style trends?
- Are French Department Stores like American ones?
- Is window shopping the same in France as in the United States?
- What type of jobs do French teens have?

Unit Enduring Understandings:

- The French people and French teens are very well-informed about style and fashion design.
- Young people make sure to stay stylish no matter what their budget may be.
- While we have many department stores in America, the French are credited with their creation. They continue to evolve more in America than France and other European cities.
- French teens spend more time window shopping before purchasing things due to budget constraints.
- French teens often do not have jobs in specific business but will earn money babysitting and doing small jobs with friends or family.

Unit Objectives:

Students will know....

- Clothing items and accessories.
- Adjectives describing clothing items and style.
- How to discuss style.
- French money.
- The verbs acheter and préférer and similar verbs.
- The demonstrative adjective ce.
- The interrogative adjective quell.
- The verb mettre.
- Regular verbs ending in -ir.
- Comparative Adjectives.
- The subject pronoun on.
- Regular verbs ending in -re.
- The imperative formation.

Unit Objectives:

Students will be able to.....

- Name and describe the clothes they wear.
- Discuss style tends.
- Shop for clothes and other items.
- Talk about money.
- Point out people and objects.
- Make comparisons.
- Make suggestions and tell others what to do.
- Express an opinion.
- Ask where one can purchase items.
- Express approval.

Lower Cape May Regional School District French 1 Curriculum
Unit 8 Overview

Content Area: College Bound French

Unit Title: Le temps libre

Target Course/Grade Level: French 1 / Grades 8-12

Unit 8 Summary:

Theme: Leisure-time activities

Students will be able to talk about individual sports, helping out at home, and what they did over the weekend or during vacation. Students will learn to describe and narrate past events using the passé composé.

Interdisciplinary Connections:

- Students will observe the similarities and differences between the passé composé in French and the past tense in English.
- Students will learn about the weekend and sports activities popular in France and the importance of leisure time to the French people.
- Students will learn about the very popular sport of windsurfing in France, as well as Martinique and Guadeloupe.

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language.

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8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

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<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What is more important to the French, jobs or leisure time? ● Do French teens value their leisure time as much as the adults? ● Do the French often take vacations? ● How do the French spend their weekends? ● Do French teens watch television often? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● For the French, leisure time plays an important role in the quality of their life. ● French teens try to make the best of their leisure time since they spend so much time focusing on their education. ● By law, the French are entitled to five weeks of vacation time, unlike Americans. ● Saturdays are generally for spending times with friends and Sundays are for activities with family members. ● French parents control how much time French teens spend watching TV, much less time than their American counter parts.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Vacation locations. ● Expressions of time and sequential order. ● Means of transportation. ● Sports and grammatical construction. ● French holidays. ● Avoir expressions. ● Passé composé of –er verbs. ● Negative Passé composé. ● Questions in the Passé composé. ● The verb voir. ● Passé composé of regular –ir & -re verbs. ● Passé composé of être, avoir, faire, 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Discuss and plan weekend activities. ● Talk about individual summer and winter sports. ● Describe what they do to help around the house. ● Describe vacation and travel plans. ● Talk about habits – what they do and never do. ● Describe what they did and where they went in the immediate and distant past. ● Narrate what happened at any time in the past.

<ul style="list-style-type: none"> • mettre and voir. • Forming the Passé composé with être. • Negative construction using ne...jamais. 	
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**Lower Cape May Regional School District French 1 Curriculum
Unit 9 Overview**

Content Area: College Bound French

Unit Title: Les repas

Target Course/Grade Level: French 1 / Grades 8-12

Unit 9 Summary:

Theme: Food and Meals

Students will be able to buy food and order a meal. Students will be able to discuss their favorite foods. Students will learn to express quantities and use object pronouns.

Interdisciplinary Connections:

- Students will begin to understand the concept of the partitive and observe the differences between object pronouns in French and English.
- Students will learn about French meals, restaurants, and cafeterias as well as grocery shopping habits in France.
- Students will learn about food cognates, making the French and English connections.

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<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Do the French shop supermarkets like Americans? ● Do French students eat lunches similar to American students? ● How do French meals differ from American meals? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The French often buy their produce at outdoor markets, unlike most Americans. ● Often schools serve lunches family style at the tables. The French bread is also served at the table for all the students. ● A French meal is not just about the food, it is considered a social occasion with friends and family. Also, the food is presented and served differently than in the United States. ● As in many European countries, the makeup and time of French meals are different than in the United States, with a much smaller breakfast, lunch being the main meal of the day, an afternoon snack after school, and a late, smaller, simple dinner.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Food and Drinks for all meals. ● Table Settings. ● Fruits and Vegetables. ● The verb vouloir. ● The verb prendre. ● How to discuss quantities using du, de la. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk about their favorite foods and preferences. ● Describe the different meals of the day. ● Prepare a shopping list and do the grocery shopping. ● Order a meal in a restaurant. ● Ask for a certain amount or a certain

<ul style="list-style-type: none">● Partitive articles in negative phrases.● The verb boire.● Object pronouns and use in the imperative.● The verbs pouvoir and devoir.● The verb connaître.● Direct object pronouns.● The verbs dire and écrire.	<ul style="list-style-type: none">● quantity of something.● Ask people to do things for them.●
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**Lower Cape May Regional School District French 1 Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Written Formal Assessments
- Observation
- Peer Assessment
- Exit Ticket
- Quiz
- Choral Response
- Oral Questioning
- Conjuguemos.com
- Kahoot
- IXL
- EdPuzzle
- Quia
- Quizlet
- Duolingo App

Summative Assessment Utilized throughout Units:

- Each unit has Benchmark Assessments based on specific curriculum components

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)

- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below: <https://www.nj.gov/education/standards/worldlang/Index.shtml>

Project-based Learning Tasks:

- Teachers have created individual Project-based tasks throughout the curriculum. Examples of these projects may include ABC Songs, Time Clocks, Weather Forecasts, French-speaking Country Travel Brochure, Calendar, Poems, Christmas in French-speaking Country, Family Tree, Verb Projects

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
 - Some websites used while researching may include the following:
 - <https://www.cia.gov/library/publications/the-world-factbook/>
 - <http://www.everyculture.com/>
 - <http://www.lonelyplanet.com/>
 - <http://www.xe.com/currencyconverter/>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. **Applicable technology utilized in this curricula are included below:**
- Google Suite

- Google Arts and Culture
- YouTube
- Conjuguemos.com
- Kahoot
- IXL
- EdPuzzle
- Quia
- Quizlet
- Duolingo App

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
 - Various technology & language websites
 - Supplemental text, video and enrichment materials added by teacher as needed
 - Supplemental material created by the teacher as needed

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities

Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

<p>Multiple levels of questions</p>	<p>Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)</p>
<p>High Prep Strategies (add to list as needed)</p>	
<p>Cubing</p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>
<p>Tiered assignment/ product</p>	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.</p>
<p>Independent studies</p>	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>
<p>4MAT</p>	<p>Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
<p>Jigsaw</p>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>

<p>Multiple texts</p>	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>
<p>Alternative assessments</p>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
<p>Modified Assessments</p>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
<p>Learning contracts or Personal Agendas</p>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in</p>

rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- N/A

Board of Education Approved Text(s)

- Discovering French Bleu