

French 2 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 2 Curriculum	
Content Area: College Bound French	
Course Title: French 2	Grade level: 9-12
Unit 1: Reprise	September - October
Unit 2: Qui suis-je? Lessons 1 -4	October – December
Unit 3: Le week-end, enfin! Lessons 5 -8	December - March
Unit 4: Bon appétit! Lessons 9 -12	March - May
Unit 5: Loisirs et spectacles! Lessons 13 - 16	May-June
Date Created: July 2022	Board Approved On:

**Lower Cape May Regional School District French 2 Curriculum
Unit 1 Overview****Content Area: College Bound French****Unit Title: Reprise****Target Course/Grade Level: French 2 / Grades 9-12****Unit 1 Summary:****Theme: French 1 Review.**

In this Unit, students will review counting & date and time telling. They will be able to discuss the weather, describe things they own, ask and answer questions, talk about places they go, their daily activities and discuss their likes and dislikes. They will also review the following grammar – nouns and articles (ce, quell, mon), present and imperative forms of regular verbs (-er, -ir, -re) as well as infinitive constructions.

Interdisciplinary Connections:

- Learning about French schools and what teens like to study
- Compare and contrast what French teens do in their free time
- Discussion about the geography and demographics of the country of France
- Reinforcement of math skills
- Discussion about concepts of telling time and the use of the 24-hour clock and discussing different time zones
- Discussion of Euros in comparison to US Dollars.
- Learning about Canada as a bilingual country.

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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

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7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are French schools like and what classes do the students take? ● What do French teens do in their free time? ● What type of money is used in France and is it similar to the US dollar? ● Do the French tell time the same as the United States? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● In order to go to college, students must pass a national exam. ● 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. ● Euro are used in France and the other countries in the European Union. The value compared to the US dollar fluctuates depending on the economies in both countries. ● France is 6 hours ahead of New Jersey, in a completely different time zone. Time is often told by using the 24 hour clock, which is not normally used in the US.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● About every day expressions. ● How to ask and answer questions. ● How to express simple descriptions. ● How to describe possessions and how to use possessive adjectives. ● How to use nouns and articles. ● How to conjugate present and imperative forms of regular verbs ending in –er, -ir, -re. ● How to use the infinitive verb constructions. ● How to form negative sentences. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● count ● express date and time ● discuss the weather ● talk about people, places, and things ● ask and answer questions ● discuss daily and leisure activities ● describe likes, dislikes, wishes, and obligations ● use school related vocabulary ● use prepositions when describing location ● describe things using colors and other adjectives ● Ask questions using interrogative words

**Lower Cape May Regional School District French 2 Curriculum
Unit 2 Overview**

Content Area: College Bound French

Unit Title: Qui suis-je?

Target Course/Grade Level: French 2 / Grades 9-12

Unit 2 Summary:

Theme: Talking about self to others

In this unit students learn how to identify themselves, friends and family. They will talk about professions, what they plan to do and what they have recently done. They will be able to introduce people to others. They will be able to express how they feel. They will be able to make phone calls in French.

Interdisciplinary Connections:

- Discussions about the diversity of France and its people.
- Learning about French invitations and announcements
- Using deductive reasoning to figure out puzzles.
- Recognizing cognates.
- Comparison of diversity of the French and US populations.
- Discussions about French holidays and comparing to the American holidays.
- Learning about French influence on other countries.
- Learning about the specific French-speaking European countries.
- Learning how to use French in everyday life - school and work.

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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)

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	from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
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7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
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7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Is France and its people a diverse nation? ● How does the diversity of France compare to that of the United States. ● How do French invitations and announcements differ from those of the United States? ● What are important French holidays and how are they celebrated? ● How has France influenced other European countries? ● How is French used in schools and work places in non-French speaking places? ● How are French phone numbers formed? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● While the majority of the French population is made up of European origins, there are also many people with African and Asian origins. ● The majority of the French population lives in small villages. ● Language in invitations and announcements change based on formal or informal circumstances. ● There are numerous European countries that speak French. ● French phone numbers consist of ten digits read in two groups. The first four digits indicate the area of country.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The verb conjugations of avoir, faire, aller, venir and être. ● The idiomatic expressions with the above verbs. ● The verb formation of venir de. ● Irregular Adjectives. ● Singular and plural forms of regular adjectives. ● The difference between tu and vous. ● The difference between formal and 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Give basic information about self and family. ● Describe friends, family and other people. ● Name many professions. ● Say how one feels. ● Talk about what one plans to do and what one has recently done. ● Introduce friends to other people. ● Make a telephone call.

<p>informal introductions.</p> <ul style="list-style-type: none"> ● Family and Friend Vocabulary. ● The masculine and feminine forms of professions. ● How to form questions by inverting the subject and verb. 	
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**Lower Cape May Regional School District French 2 Curriculum
Unit 3 Overview**

Content Area: College Bound French

Unit Title: Le week-end, enfin!

Target Course/Grade Level: French 2 / Grades 9-12

Unit 3 Summary:

Theme: Talking about the past.

In this unit students learn how to describe what one does on the weekends. They will learn how to tell where they are going and how they will get there. They will be able to discuss their leisure activities and describe locations like the countryside. They will be able to talk about the past and discuss a series of events. Using these concepts, they will be able to write a postcard in French.

Interdisciplinary Connections:

- Discussion of what French teens do on weekends compared to the US.
- Learn about Paris and how to ride the Paris subway system.
- Discuss the people’s love of nature.
- Recognize cognate patterns relating to English.
- Comparing how people in France and the US appreciate the countryside.

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.
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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.

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.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
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7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do French teens spend their weekends compared to American teens? ● How do people in France and the US appreciate the countryside? ● How is Paris like any of our American cities? ● How does dating differ in France than in the US? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Many French teens will participate in cultural activities as well as spend time with their friends on the weekends. ● Sundays are traditionally reserved for family gatherings which can include extended family members. ● Most French elementary schools have classes on Saturdays and are off on Wednesdays. Some high school students will need to take tests on Saturdays. ● Dating, as an institution, does not exist in France. Young people tend to go out in groups rather than in a couple.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The passé composé formation, negative formations, question formations ● Verb conjugations of prendre, mettre, voir, aller, sortir, partir and être. ● Past participles. ● Vocabulary for weekend plans, hobbies. ● Time Expressions. ● Animal Vocabulary 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Describe what one does on the weekends. ● Tell where one goes and how one gets there. ● Tell about leisure activities. ● Describe what one sees when they go for a walk or drive in the countryside. ● Talk about the past. ● Tell about a series of events. ● Describe what one did yesterday, last weekend, or last summer. ● Write a postcard.

**Lower Cape May Regional School District French 2 Curriculum
Unit 4 Overview**

Content Area: College Bound French

Unit Title: Bon appétit!

Target Course/Grade Level: French 2 / Grades 9-12

Unit 4 Summary:

Theme: People and Possessions

Students will talk about their favorite foods and beverages. They will be able to order food in a French restaurant or café. They will be able to shop for food in a French market. They will be able to express what they want to do, what they can do and what they must do.

Interdisciplinary Connections:

- Learn about shopping habits in France.
- Discuss and compare what types of foods are served in France and Quebec.
- Compare French fast food to American fast food.
- Discuss the tipping practices of the French people at restaurants.
- Learn about French water consumption.
- Relate French and English food expressions.
- Recognize cognate patterns.

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language.

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7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Where do French people do their shopping? ● What kinds of foods are typically served in France and Québécois restaurants? ● What are the differences between French fast food and American fast food? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● While there are supermarkets, the French usually go to specialized stores for their individual needs, like a bakery, butcher shop or dairy. ● Open air markets are usually in the center of town where one can find many of their shopping needs, especially fresh produce. ● In Quebec, many people shop at the local <i>depanneur</i> for small quantities of food. ● Fast food restaurants generally serve American or Italian foods.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The verbs boire, vouloir, pouvoir and devoir. ● Stem changing verbs such as acheter, préférer and payer. ● Expressions of quantity. ● The adjective tout. ● The partitive article in affirmative and negative sentences. ● How to use definite, indefinite and partitive articles in the correct manner. ● Expressions of quantity. ● Il faut 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk about their favorite foods and drinks. ● Order in a French café or restaurant. ● Shop for food in a French market ● Express what one wants to do, can do and must do. ● Discuss preferences.

<p>Lower Cape May Regional School District French 2 Curriculum Unit 5 Overview</p>
<p>Content Area: College Bound French</p>
<p>Unit Title: Loisirs et spectacles!</p>
<p>Target Course/Grade Level: French 2 / Grades 9-12</p>
<p>Unit 5 Summary:</p>

Theme: People & Possessions

In this unit students learn how to describe and discuss entertainment, such as movies. They will be able to talk about their favorite stars. They will be able to extend, accept and turn down invitations. They will be able to describe their relationships with other people. With their knowledge, students will be able to write a longer letter in French.

Interdisciplinary Connections:

- Learning where French teens like to go in their free time and how it compares to the US.
- Learning what kind of entertainment French teens enjoy in comparison to US teens.
- Learning about the history and cultures of Canada, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti and French Guiana and connecting it to its influence on the Americas.
- Learning about French-speaking actors and singers.
- Comparing French and American movie titles, songs, schedules, and cultural nuances.
- Comparing French expressions to Quebecois and Creole.

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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to

	express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Where do French young people like to go in their free time? ● What kind of entertainment do French teens prefer? ● How does French cinema differ from 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● French teens often go to the movies with their friends on the weekends and sometimes concerts if they have the money. ● French teens often prefer adventure and comedy genre movies.

<p>American cinema?</p> <ul style="list-style-type: none"> ● What type of music do French teens listen to? 	<ul style="list-style-type: none"> ● Soccer is very popular and French teens will sometimes attend soccer matches. ● French cinema is celebrated during a 3 day event in July, when tickets are discounted to see some of the best films of the time. ● Manu Chao and Eric Vincent are some of the artists whose music transcend multiple genres, reaching many.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Object pronouns – both form and position. ● The verbs connaître, lire, dire and écrire. ● Object pronoun use in the infinitive construction. ● Direct object pronoun use and agreement in the passé composé. ● Double object pronouns. ● Savoir vs. Connaître. ● Different forms of entertainment. ● Agreement of the past participle. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Describe and discuss various forms of entertainment. ● Discuss the types of movies they like. ● Talk about their favorite stars. ● Extend, accept and turn down invitations. ● Describe relationships with other people, as well as their possessions. ● Describe how often they attend certain events. ● Ask for favors and give orders. ● Use all prior and current knowledge to compose a letter in French. ● Talk about whom or what one knows. ● Describe what people say, read and write. ● Talking about what one does for others.

**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:

- Discovering French Blanc Euro Edition
- 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.
Multiple levels of questions	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.)
High Prep Strategies (add to list as needed)	
Cubing	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.
Tiered assignment/ product	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>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</p>

	opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	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.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”	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 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: <ul style="list-style-type: none"> • N/A 	
Board of Education Approved Text(s)	
<ul style="list-style-type: none"> • Discovering French Blanc Euro Edition 	