

French 3 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 4 Curriculum	
Content Area: College Bound French	
Course Title: French 3	Grade level: 11-12
Unit 1: Les sports et la vie quotidienne – Lessons 17-20	September - November
Unit 2: Chez nous. Lessons 21-24	November – January
Unit 3: Soyez à la mode! Lessons 25-28	January - March
Unit 4: Bon vacances! Lessons 29-32	March - May
Unit 5: Bonne route Lessons 33 - 36	May-June
Date Created: August 2018 Date Revised : July 2022	Board Approved On:

**Lower Cape May Regional School District French 3 Curriculum
Unit 1 Overview**

Content Area: College Bound French

Unit Title: Les sports et la vie quotidienne

Target Course/Grade Level: French 3 / Grades 11-12

Unit 1 Summary:

In this unit students learn about Sports, Health and Daily Life. They will be able to name and describe their favorite sports. They will be able to discuss daily activities as well as daily personal care habits. They will be able to identify the body parts and describe physical features. They will be able to explain what they do to stay fit. They will be able to tell a doctor what is wrong with them.

Interdisciplinary Connections:

- Discussion of how the French stay in shape.
- Discussion and comparison of popular sports in France to those in the US.
- Comparing grammar – word order of nouns and modifying nouns in French and English.

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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or

	written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What types of sports do the French people participate in? ● What types of sports do students participate in at school in France? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The French often participate in skiing, tennis, swimming, windsurfing, parasailing, and rock climbing. ● At school they participate in gymnastics, jogging, soccer, volleyball and basketball.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The pronouns <i>y</i> and <i>en</i>. ● The use of definite articles with parts of the body. ● Reflexive Verb conjugations – imperative, passé composé, and infinitive forms. ● The verb construction of “je me lave mains.” ● Individual sports. ● Occupations. ● Personal care and health vocabulary. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Name and describe their favorite sports. ● Talk about their daily activities and personal care. ● Identify various parts of the body and describe a person’s physical characteristics. ● Explain what one does to stay fit. ● Let a doctor know what is wrong when they are sick.

<p>Lower Cape May Regional School District French 3 Curriculum Unit 2 Overview</p>
<p>Content Area: College Bound French</p>
<p>Unit Title: Chez nous</p>

Target Course/Grade Level: French 3 / Grades 11-12**Unit 2 Summary:****Theme: Talking about the Past.**

In this unit students learn how to tell where they live. They will be able to describe the rooms in their homes and the furnishings. They will be able to say what they were doing at a certain time in the past. They will be able to describe the background of a past action and talk about what they used to do on a regular basis.

Interdisciplinary Connections:

- Compare French home-life to American teens.
- Compare French homes to homes in the US.
- Discuss how schools have changed in France over time and how they compare to American schools.
- Learn about the historical importance of French castles.
- Continue to recognize cognate patterns in French.

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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
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7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
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7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
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7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do the French mean when they talk about chez moi? ● What do French houses look like? ● What is a typical day in the life of a French teen at home? ● How have French schools changed over time? ● Are the floors of a building named the same as in the US? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Houses in France are often identical in style and older. In cities, apartments are common in buildings of 5 or more floors. ● The living rooms are usually the largest rooms in the home, while the kitchens are generally smaller than American kitchens. ● Most homes only have one or two bathrooms, therefore everyone shares the bathroom. ● Teens usually decorate their rooms with posters and spend time in their rooms, studying, listening to music or using their computers. They also entertain their friends in their rooms. ● Schools have changed quite a bit over time, now providing bus transportation, having co-ed classes, one teacher for the whole school, and schooling often ended at 14 years old. Students then went into the work force. ● There is a difference of one floor between French and American floors in buildings. The first floor in France is the equivalent to the 2nd floor in America.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● The verb vivre. ● The conjugations of the passé composé. ● The pronouns qui and que. ● The imperfect verb formation. ● How to use the imperfect with 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk about where they live. ● Describe their home, the rooms and furnishings. ● Tell about past actions at specific times in the past. ● Describe the background of a past action.

<p>habitual events, progressive actions, and circumstances of an event.</p> <ul style="list-style-type: none"> ● The use of the imperfect vs. the passé composé. ● Vocabulary for the house, furniture and home furnishings. 	<ul style="list-style-type: none"> ● Talk about what they did on a regular basis. ● Use French to find an apartment. ● Use French to describe an accident to the police.
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**Lower Cape May Regional School District French 3 Curriculum
Unit 3 Overview**

Content Area: College Bound French

Unit Title: Soyez à la mode!

Target Course/Grade Level: French 3 / Grades 11-12

Unit 3 Summary

Theme: Shopping for Clothing.

In this unit students learn how to buy various items and go shopping. They will be able to describe clothing and accessories, including color, design, fabric, material, size and fit. They will be able to count and rank items in a series. They will be able to make comparisons and ask people to make specific choices.

Interdisciplinary Connections:

- Discussion of where the French buy their clothing.
- Learn how French people dress.
- Learn about the cultures of the French-speaking countries in Africa.
- Discuss and compare French fashion to American fashion as well as the attitudes towards fashion and clothing.

21st Century Themes, Skills, and Standards:

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Learning Targets

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7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Where do French people buy their clothing? ● How do French people dress? ● How do the African francophone countries compare to the other francophone countries around the globe? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Many purchase their clothes at chain stores specializing in specific fashion, like athletic clothing or teen clothing. ● In France, clothing is generally very expensive. Many will wait until the semi-annual sales to purchase clothing at a 30-50% discount. ● French teens want to be fashionable, but with a limited budget, they do not buy many clothes. They often accessorize to add a personal note to their look. They also pay close attention to their shoes.

	<ul style="list-style-type: none"> ● There are 20 African countries that use the French language in one way or another, be it as the national language or for commerce.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Numbers from 100 – 1,000,000. ● The ordinal numbers. ● Irregular Adjectives. ● The Adjectives – beau, nouveau and vieux. ● Adverbs ending in –ment. ● Comparative adjectives and adverbs. ● Superlative adverbs. ● The interrogative pronoun lequel. ● The demonstrative pronoun celui. ● The vocabulary for clothing and what it is made of. ● The colors and design patterns. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Describe their clothes and other accessories. ● Shop in a French department store. ● Count beyond 100. ● Rank items in a series. ● Make comparisons. ● Ask people to make choices.

<p>Lower Cape May Regional School District French 3 Curriculum Unit 4 Overview</p>
<p>Content Area: College Bound French</p>
<p>Unit Title: Bonnes vacances!</p>
<p>Target Course/Grade Level: French 3 / Grades 11-12</p>
<p>Unit 4 Summary: Theme: Vacations and Travel.</p> <p>Students will talk about things pertaining vacations and travel. They will be able to plan a camping trip and describe their vacations plans. They will be able to travel by plane or train to the French speaking countries around the world. They will be able to talk about plans and describe what they will do in the future. They will discuss what they would do under a variety of circumstances.</p>

Interdisciplinary Connections:

- Discussion and comparison of where the French go on vacations / holiday versus Americans.
- Learning what French teens like to do during summer vacation and where they go.
- Discuss exchange student opportunities in France.
- Tourism
- Geography
- Cultural figures and their contributions to society

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- **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.

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7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Unit Enduring Questions: <ul style="list-style-type: none"> ● When do the French vacation? ● What do French teens like to do 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● The holiday period for the French starts in July and ends in September. Adults have 5

<p>during their summer vacation?</p> <ul style="list-style-type: none"> ● Where do the French go for vacation? ● How do French teens meet teens from other countries? 	<p>weeks of paid vacation and they will generally travel during this time.</p> <ul style="list-style-type: none"> ● The majority of French teens do not work during their summer vacation, so they will travel with their parents and practice all sorts of sports and activities. ● Many of the French will go to the beaches while others will go to the countryside or mountains to vacation. Many options include nature. ● The French will often go camping or to campsites to spend their vacations. In order to save money, they use camping trailers or vans. ● Many French families will host teens from other countries in an exchange program so they can experience the French culture and life first hand.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to use the prepositions with country names and gender of the states. ● The verbs recevoir and apercevoir. ● Verb constructions with the infinitives. ● Regular Future tense verb formations. ● Irregular Future tense verb formations. ● The use of the future tense with si. ● The use of the future tense after quand. ● The imperfect verb tense. ● The conditional verb tense. ● The use of the conditional tense with si and to make polite requests. ● Vacation and directional vocabulary 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Plan a camping trip. ● Describe their vacation plans. ● Travel by train or plane. ● Name many countries of the world. ● Talk about their plans and describe what they will do in the future. ● Discuss what they would do under a variety of circumstances.

**Lower Cape May Regional School District French 3 Curriculum
Unit 5 Overview**

Content Area: College Bound French**Unit Title: Bonne route****Target Course/Grade Level: French 3 / Grades 11-12****Unit 5 Summary:**

Theme: Cars and Driving.

In this unit students will learn about different types of vehicles and the parts of a car. They will be able to ask for assistance at a service station. They will be able to describe how they feel about certain events. They will say what they have to do, what others have to do and what they want or expect people to do.

Interdisciplinary Connections:

- **Discuss and compare the types of cars driven in France compared to the United States.**
- **Compare speed limits in France and the US.**
- **Compare a French auto race to American races.**
- **Learn how to get a driver's license in France and compare the process to that of the US.**
- **Learning about the influence of a Frenchman's invention on the development of the modern car.**

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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a

	message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What kinds of cars do the French drive? ● How does a French teen get their driver's license? ● How many kilometers are in a mile? ● Are the French speed limits the same as American speed limits? ● Are the French road signs the same as American road signs? ● Are French auto races similar to American auto races? ● Do the French produce any cars? ● Did the French have any influence on the development of the modern car? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Renault and Peugeot are the two major automobile manufacturers in France, which produce passenger cars, sports cars, motorhomes and trucks for the French and people around the world to drive. ● The French and Europeans in general often drive small, economical and fast cars, like the Peugeot 207. ● French teens learn to drive in driving schools. They are private schools and often very expensive. ● At 18, teens can get their driver's license but must pass a written and driving test. The written test is very difficult. At 16, teens can drive but they must take driving school lessons and they must be accompanied by a licensed driver that is 25 years old or older. ● On highways, the speed limit is 130 kilometers per hour (approx. 80 mph). In cities, the speed limit is 50 kilometers per hour (approx. 31 mph). ● There are different street signs in France compared to the USA. There are signs that show who has the right of way at intersections, unlike here. ● The 24 hour race at LeMans is a race that lasts 24 hours with multiple drivers in the same car, through the city of LeMans.

	<ul style="list-style-type: none"> ● Annually, France produces over 3 million vehicles. ● Frenchman, Alphonse Beau de Rochas invented the four stroke engine, used in the development of the modern day vehicle.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Adjective + de + infinitive construction. ● Preposition + infinitive construction. ● En + present participle construction. ● Regular Subjunctive conjugations. ● Subjunctive use after il faut que. ● Irregular Subjunctive conjugations. ● Subjunctive use after vouloir que. ● Driving, car parts, and gas station vocabulary. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Name types of vehicles. ● Identify parts of a car. ● Ask for assistance at a service station. ● Describe how they feel about certain events. ● Say what they and others have to do. ● Tell others what they want or expect them to do.

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</p>	
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● Written Formal Assessments ● Observation ● Peer Assessment ● Exit Ticket ● Quiz ● Choral Response ● Oral Questioning ● Conjuguemos.com ● Kahoot ● IXL ● EdPuzzle ● Quia ● Quizlet ● Duolingo App 	
<p>Summative Assessment Utilized throughout Units:</p> <ul style="list-style-type: none"> ● QBA's ● Benchmarks 	

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:

- Presentations to the class on a variety of topics pertaining to the units described above. Assessment via rubric.

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.

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:

Textbook- Discovering French (Blanc) Euro Edition

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.
Independent studies	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.
4MAT	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
Jigsaw	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.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.

Alternative assessments	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).
Modified Assessments	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.
Learning contracts or Personal Agendas	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.
Compacting	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).
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:

- NJDOE webpage Foreign Language Dept.

Board of Education Approved Text(s)

- Discovering French (Blanc) Euro Edition