

French 4 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 4	Grade level: 12
Unit 1: Au jour le jour	September - October
Unit 2: Soyons utiles	October - November
Unit 3: Vive la nature	November - December
Unit 4: Aspects de la vie quotidienne	December - January
Unit 5: Bon voyage!	January - March
Unit 6: Sejour en France	March - April
Unit 7: La forme et la sante	April - May
Unit 8: En ville	May - June
Unit 9: Les relations personnelles/ Vers la vie active	(Optional - if time allows)
Date Created: August 2018 Date Revised : July 2022	Board Approved On:

**Lower Cape May Regional School District French 4 Curriculum
Unit 1 Overview**

Content Area: College Bound French

Unit Title: Au jour le jour

Target Course/Grade Level: French 4 / Grades 12

Unit 1 Summary:

In this unit students learn about what French people call “le look” and why it is important to them, how French teenagers care for their personal appearance, how different artists have expressed the concept of beauty, and what constitutes the daily routine for different French people. Students will be able to describe what a person looks like, explain what to do to make yourself look good, talk about daily activities, and describe how they feel in different circumstances.

Interdisciplinary Connections:

- Discussion about French culture and how it relates to history

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.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change. level-appropriate, culturally authentic materials on familiar topics. (Daily activities using the textbook and the Internet)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •:
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Is it really important to learn another language? ● Why is learning French important. ● Who speaks French? ● Are the daily lives of French teenagers similar or different from the daily lives of American teenagers? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Learning another language is beneficial in many ways, from improved cultural understanding to enhanced thinking skills. ● Learning French is important as a means to communicate with French speakers, to be knowledgeable of French culture, and to be more of the English language which shares many aspects with French. ● French is spoken in many nations around the world, as well as within many cultural and diplomatic organizations. ● The daily lives of French teenagers are very similar to those of American teenagers, but there are some differences that reflect an unique cultural identity.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● about the French-speaking world. ● about the daily lives of French teenagers. ● about French art and culture 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● say describe what a person looks like ● explain what you do to make yourself look good ● talk about daily activities ● describe how you feel in different circumstances ● describe what people do for themselves ● describe certain aspects of your daily routine ● express feelings and changes of mood

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

Content Area: College Bound French

Unit Title: Soyons utiles

Target Course/Grade Level: French 4 / Grade 12

Unit 2 Summary:

Theme: Let's Be Useful

In this unit students learn what the French call “bricolage”, what types of creative activities they engage in at home, and how French young people earn spending money by performing services for their neighbors. Students will learn to talk about various chores and activities around the home, how to ask others to help you, and to give excuses if you cannot be of service to them, and to describe objects: their shape, dimensions, weight, and construction.

Interdisciplinary Connections:

- Defining the concept of assisting others
- Defining concepts of family.
- Defining concepts of family traditions, values and customs.

21st Century Themes, Skills, and Standards:

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- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking

activities allow students to properly address each other as well as native speakers in target language.

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

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

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

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.

7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
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7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •:
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
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7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students’ own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Do French cultural concepts of “chores” differ from that of American cultural concepts? ● Do French cultural concepts of family differ from that of American cultural concepts? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are both similarities and differences between French and American concepts of chores. ● There are both similarities and differences between French and American concepts of family. ● Although both cultures use similar phrases to ask for assistance there are some cultural differences to expressing similar sentiments
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● the importance of working/helping in French culture. ● the importance of family in French culture. ● How to ask others for certain things 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk about various chores and activities around the home ● Ask others to help you, and to give excuses if you cannot be of service to them ● to describe objects: their shape, dimensions, weight, and construction

**Lower Cape May Regional School District French 4 Curriculum
Unit 3 Overview**

Content Area: College Bound French

Unit Title: Aspects de la vie quotidienne

Target Course/Grade Level: French 4 / Grade 12

Unit 3 Summary

Theme: Aspects of everyday life

In this unit students learn how to buy various items and go shopping. They will discuss how shopping habits differ in France as compared with in the US. Students will learn how to buy stamps and mail letters, purchase small items, have items fixed or cleaned, get a haircut, and ask for various services.

Interdisciplinary Connections:

- Discussion about differing societal norms
- Reinforcement of concepts of grammar.
- Review of weather and climate.
- Review of the European currency, the “euro”.
- Discussion about etiquette in France.
- Discussion about money/ value systems in Europe.

21st Century Themes, Skills, and Standards:

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- **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.

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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.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Are the shopping habits of French teenagers different than those of American teenagers? ● How do French teenagers spend their money? ● How are euros different from American dollars ● Do the French have different shopping procedures? ● Are French shops different from American shops? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Although French teenagers shop as do American teenagers, there are differences in habits particular to French culture. ● Euros come in different colors and sizes. There are no images of historic persons on euro bills and coins. ● Students will understand how to shop for basic items and necessities in France
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Where to buy various items and obtain various services ● How shopping habits differ in France and the United States ● How to ask questions using one or 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Buy stamps and mail letters ● Purchase small items you might need ● Have items fixed or cleaned ● Get a haircut ● Ask for various services

<p>more pronouns</p> <ul style="list-style-type: none"> ● Talk about numbers of people and things without specifying exact quantities ● Describe actions that people have others do for them 	
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**Lower Cape May Regional School District French 4 Curriculum
Unit 4 Overview**

Content Area: College Bound French

Unit Title: Vive la nature

Target Course/Grade Level: French 4 / Grade 12

Unit 4 Summary:

Theme: Long live nature

Students will talk about things pertaining to nature such as the weather, vacationing, the environment, and how these things play into tourism. Students will learn about Jacques Cousteau and the important work he is doing. Students will continue to develop how to narrate a sequence of past events, describe the setting of these past events, and read literary accounts of past events.

Interdisciplinary Connections:

Discussion on weather

Tourism

Geography

Cultural figures and their contributions to society

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7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

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7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How does climate affect tourism? ● How does France rely on tourism? ● How is culture representative of climate, ecology? ● How do French people feel about their environment? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Jacques Cousteau is well known for his contributions ● People on vacation should take necessary precautions ● Environment, climate, and culture all impact vacationing decisions ● Literary accounts of past events can give insight into culture
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to narrate a story 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk to people on vacation to advise them to

<ul style="list-style-type: none"> ● How to narrate a sequence of past events ● Cultural implications of travel/vacationing ● Weather conditions and weather phenomenon are important to consider when traveling 	<p style="text-align: center;">take certain precautions</p> <ul style="list-style-type: none"> ● Narrate events in a particular order to provide information ● Clearly and accurately describe the setting of a literary work ● Explain why French people feel close to their roots
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<p>Lower Cape May Regional School District French 4 Curriculum Unit 5 Overview</p>
<p>Content Area: College Bound French</p>
<p>Unit Title: Bon Voyage</p>
<p>Target Course/Grade Level: French 4 / Grades 12</p>
<p>Unit 5 Summary:</p> <p>In this unit students will learn about making and executing travel plans. They will explore travel by train and by Eurotunnel. Students will be able to talk about past, present, and future travel plans.</p>
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> -Review of varying monetary system (Dollar vs. Euro) -Discuss how travel can vary depending on country, culture, accessibility, etc. -Geography (How the Eurotunnel has linked Great Britain to France and the rest of Europe)
<p>21st Century Themes, Skills, and Standards:</p> <p>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.</p> <ul style="list-style-type: none"> ● 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.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change. level-appropriate, culturally authentic materials on familiar topics. (Daily activities using the textbook and the Internet)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •:

7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are best practices when traveling abroad? ● What precautions should one take when traveling abroad? ● Why is it critical to make travel plans well in advance? ● What are the benefits (pros/cons) of travel by train vs. by plane? ● How has the Eurotunnel linked Great Britain and France and the rest of Europe? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Precautions should be taken especially when traveling abroad ● Consider the cost and timeliness of different travel options ● What is the Eurotunnel and how has it linked Europe? ● How can we express our travel plans to other?
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to travel through Europe ● Key vocabulary needed to make and 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Express travel plans in French ● Discuss pros and cons of different travel

<p>execute travel plans</p> <ul style="list-style-type: none"> ● How to express themselves in different tenses ● What the Eurotunnel is ● About passport control and customs 	<p>methods</p> <ul style="list-style-type: none"> ● Discuss necessary travel preparations and precautions
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**Lower Cape May Regional School District French 4 Curriculum
Unit 6 Overview**

Content Area: College Bound French

Unit Title: Sejour en France

Target Course/Grade Level: French 4 / Grade 12

Unit 6 Summary

Theme: Making hotel accommodations

In this unit students learn how to make hotel accommodations. They will learn about different areas they could potentially visit and stay, how to reserve a hotel room and ask for services in a hotel, how to compare people/things, and express their thoughts. Students will become familiar with how to use a French guidebook.

Interdisciplinary Connections:

- Mathematical conversion of euro and dollar
- Geographical themes connected with different regions in France

21st Century Themes, Skills, and Standards:

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

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

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

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

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

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through

	appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change. level-appropriate, culturally authentic materials on familiar topics. (Daily activities using the textbook and the Internet)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •:
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and

	the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students’ own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What are some “hot spots” to consider if traveling to France? ● How do you reserve a room and make hotel accommodations? ● What are some cost and travel considerations when traveling? ● How does a dollar vs a Euro impact finances? ● Why should one be careful of how they express themselves in another culture? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Hotel and travel accommodations vary greatly in price ● Different regions of France are more affordable and offer unique travel experiences ● Making hotel reservations with clarity is essential when traveling ● One should be able to compare different services and decide what is best for their situation
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to travel abroad and make 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Express travel needs in French

<p>accommodations</p> <ul style="list-style-type: none"> • How to price check all hotels, services, and travel arrangements • Pros and cons to visiting certain areas during different times of the year • Learning how to ask key questions is essential when planning 	<ul style="list-style-type: none"> • Compare people or things • Express who or what is best • Indicate what belongs to you and what belongs to other people • Point out specific people or things and ask questions about them
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**Lower Cape May Regional School District French 4 Curriculum
Unit 7 Overview**

Content Area: College Bound French

Unit Title: La forme et la sante

Target Course/Grade Level: French 4 / Grade 12

Unit 7 Summary:

In this unit students will learn important vocabulary and phrases related to health. Students will learn how to explain to a doctor or dentist what is wrong and be able to comprehend instructions for care. Students will get a basic overview of how the French take care of themselves, their diet, why many of them are drinking mineral water, etc.

Interdisciplinary Connections:

- Geography and health care**
- Financial implications of health care**
- Taking care of one's health**

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.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change. level-appropriate, culturally authentic materials on familiar topics. (Daily activities using the textbook and the Internet)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •:

7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● Why is taking care of your health important? ● What are long term issues related to bad health choices? ● What financial implications can poor health have on a family, a community, or a country? ● What is Universal Health care and how is it maintained? ● How does universal health care differ from practices in other countries? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● How does health care vary from country to country? ● Why is preventative health care so important? ● How does French culture and US culture differ in our health care system and how we view health?
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to ask for a doctor or dentist 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Ask for help related to their health and

<ul style="list-style-type: none"> ● How to explain ailments to a doctor or dentist 	<p>follow doctor's instructions</p> <ul style="list-style-type: none"> ● Express doubts and fears ● Affirm beliefs ● Let people know how you feel about both present and past events
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**Lower Cape May Regional School District French 4 Curriculum
Unit 8/9 Overview**

Content Area: College Bound French

Unit Title: En ville/ Les relations personnelles

Target Course/Grade Level: French 4 / Grade 12

Unit 8/9 Summary:

In unit 8 students learn how French cities developed historically and what they looked like in the past vs present day. Students will discuss advantages and disadvantages of urban life. Students will also explore the different types of street artists you might see in Paris or other large cities.

In unit 9 students learn what friendship and family life mean to the French and what young people do to help the disadvantaged. Students will also explore what it means to plan a wedding in France.

Interdisciplinary Connections:

- Language: what do romance languages have in common? What Latin roots can be identified?**
- History: how culture has contributed to cities both past and present**
- Pros and Cons of urban life/ Health/Family/Friendship in other cultures**

21st Century Themes, Skills, and Standards:

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

outside the walls of the classroom.

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

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

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

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change. level-appropriate, culturally authentic materials on familiar topics. (Daily activities using the textbook and the Internet)
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •:

7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
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7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do family and friendship mean to the French? ● Why should wealthier people help the disadvantaged? ● What type of planning is involved in planning a wedding? ● How did French cities develop over time? ● What are advantages and disadvantages to urban life? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● How to formulate polite requests ● How to make wishes or suggestions known ● Explain to people where you live ● How to describe your neighborhood
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How people interact with each other in other cultures 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk about friends and acquaintances ● Describe the various phases of the life cycle

<ul style="list-style-type: none"> ● How to describe people and things in a clear and competent manner ● How to congratulate people 	<ul style="list-style-type: none"> ● Comfort people when they are upset ● Identify French and Latin similarities
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Lower Cape May Regional School District (Insert Subject/Content Area) 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:

- 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 (Rouge) 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.
	The computer is used as an additional center in the classroom, and

Varied computer programs	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: <ul style="list-style-type: none"> • NJDOE webpage Foreign Language Dept. 	
Board of Education Approved Text(s)	
<ul style="list-style-type: none"> • Discovering French (Rouge) Euro Addition 	