

# French 4 CP

Adopted

# August

# 2017

Revised July 2015  
Developed July 2011

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The French 4 College Prep course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standard 7.1.

**Fair Lawn  
Public Schools  
Fair Lawn, NJ**

# Fair Lawn School District

## Committee Credits World Language Team

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## French 4 College Prep

### I. Course Synopsis

This course is composed of four thematic units. Each unit is anchored by essential questions. The cumulative goal is set to benchmark the development of linguistic proficiency.

Instructional procedures, techniques and methods will be differentiated, interactive and authentic. The students will be exposed to and will explore a variety of informational text and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests in the target language. Assessments will be ongoing and will include

performance based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of the French language.

This course is intended for intermediate learners. Instruction focuses on what students can do with the language rather than what they know about the language. Instructional methods and materials will provide for diversification across ability levels. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. The stressed aspects of language acquisition include oral and auditory skills with an emphasis on reading and writing. Students are given the opportunity to take risks in the target language in simulated yet practical situations. Through their participation in a wide range of differentiated activities, students will become increasingly competent writers, speakers and critical thinkers. The curriculum continues to reflect a careful and increasingly challenging progression of activities that guide students from comprehensible input of authentic language through practice to creative personalized expression. Cultural practices and products from people of different parts of the French speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reshape their world view.

## **II. Philosophy & Rationale**

### **A. Modes of Communication:**

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three

communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

#### B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “Can Do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies

- self-assessing
- providing evidence
- reflecting before setting new goals

Communicative Skills				
<i>Students will be able to do...</i>				
Intermediate Low				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<p><b>I can participate in conversations on a variety of familiar topics using simple sentences.</b></p> <p><i>- I can interact in everyday situations and subjects of interest to me (e.g., school, language, household, interests, work, social media, electronic correspondence, travel situations) by asking and answering questions.</i></p> <p><i>- I can use simple sentences to meet my basic needs in familiar situations (e.g. school, work, community, transportation)</i> I can</p> <p><i>- I can negotiate meaning by asking and answering simple questions</i></p>	<p><b>I can present information on familiar topics using a series of simple sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.</b></p> <p><i>- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).</i></p> <p><i>- I can present or narrate using a variety of language about personal experiences or about information from cultural contexts .</i></p>	<p><b>I can write briefly about most familiar topics and present information in various time frames using a series of simple sentences with limited support. I can write with greater fluency, including a wider variety of language and details than in Novice High writing.</b></p> <p><i>- I can write a series of simple sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).</i></p> <p><i>- I can write using a variety of language and details from cultural</i></p>	<p><b>I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.</b></p> <p><i>- I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail)</i></p>	<p><b>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</b></p> <p><i>- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.</i></p> <p><i>- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words).</i></p>

<p><i>about level-appropriate texts or readers.</i></p>	<p><i>- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.</i></p>	<p><i>contexts (e.g., write stories, summarize main events).</i></p> <p><i>- I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school).</i></p> <p><i>- I can write about cultural topics mentioned in texts/literature.</i></p> <p><i>- I can write to request information with limited support.*</i></p>	<p><i>-I can understand message</i></p> <p><i>s or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).</i></p> <p><i>-I can make inferences and draw conclusions based on messages.</i></p>	<p><i>- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).</i></p> <p><i>- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.</i></p>
<p><b><i>*Support may include gestures, pictures, props, and word walls.</i></b></p>				

<p align="center"><b>Communicative Skills</b> <i>Students will be able to do...</i></p>				
<p align="center"><b>Intermediate Mid</b></p>				
<p align="center"><b>Interpersonal Communication</b></p>	<p align="center"><b>Presentational Speaking</b></p>	<p align="center"><b>Presentational Writing</b></p>	<p align="center"><b>Interpretive Listening</b></p>	<p align="center"><b>Interpretive Reading</b></p>
<p><b>I can participate in conversations and expand on a variety of themes.</b></p>	<p><b>I can communicate orally at the sentence level on a variety of themes.</b></p>	<p><b>I can write with greater fluency, including a wider variety of language and details than Intermediate Low writing.</b></p>	<p><b>I can understand increasingly complex messages, stories, conversations, and</b></p>	<p><b>I can understand increasingly complex texts in a variety of situations based on</b></p>

<p><i>-I can handle social interactions in everyday situations by asking and answering a variety of questions.</i></p> <p><i>-I can ask for clarification, use circumlocution, self correct when not understood, paraphrase, repeat and ask for repetition.</i></p> <p><i>-I can use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</i></p> <p><i>-I can ask and respond to factual and interpretive questions. I can ask and answer questions related to everyday life.</i></p> <p><i>-I can understand and use some idiomatic expressions and culturally authentic expressions.</i></p>	<p><i>-I can speak about a wide variety of familiar topics using connected sentences.</i></p> <p><i>-I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</i></p> <p><i>-I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.</i></p>	<p><i>-I can communicate in written form at the sentence level on a variety of themes.</i></p> <p><i>-I can write on a wide variety of familiar topics using connected sentences.</i></p> <p><i>-I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each in my writing.</i></p> <p><i>-I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.</i></p>	<p><b>presentations related to a variety of familiar topics in a variety of time frames.</b></p> <p><i>-I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i></p> <p><i>-I can understand the main idea in conversations that I hear.</i></p>	<p><b>familiar vocabulary in a variety of time frames.</b></p> <p><i>-I can use my knowledge of my own culture and target culture to deduce meaning.</i></p> <p><i>-I can identify the main idea and supporting details when reading.</i></p> <p><i>-I can derive meaning by examining familiar and unfamiliar structures</i></p> <p><i>-I can synthesize information found in age- and level-appropriate culturally authentic materials.</i></p>
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### C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

#### D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, integrative and developmental in nature, . IPAs are designed to be used with scoring rubrics to show expectations.

### **III. Scope & Sequence**

There are four thematic units (Units 1-4); Vocabulary, Language Functions, and Culture are embedded in each unit.

#### **Unit 1: Relationships I (Love)**

How have gender roles in couples changed in the 21st century?

What are the inherent problems and obstacles in romantic relationships?

What are the traits or qualities that I seek in a life partner?

#### **Unit 2: Relationships II (Family)**

What values should parents instill in their children?

What effects do changing family structures have on children and society?

### **Unit 3: Gearing up for Success**

How would my teenage years be different if I were a French student?

How well do the French and US school systems prepare students for success in the future?

### **Unit 4: Le Petit Prince (Friendship, Careers, Ecology, Perspective, Necessary Losses)**

Are children more perspective than adults in the arena of relationships?

How does someone who perceives life through his heart live differently than someone who sees everything with only his eyes?

Love: Bitter or sweet?

## **IV: Unit Descriptions**

### **Unit 1: Relationships I (Love)**

**Enduring Understanding:**

As human beings we interact with the world around us in various ways: at school, at home, at summer camp, work, etc. Students will reflect, analyze and express how they relate to others around them and how people may interact with one another in different relationships.

**Essential Questions:**

1. How have gender roles in couples changed in the 21st century?
2. What are the inherent problems and obstacles in romantic relationships?
3. What are the traits or qualities that I seek in a life partner?

**Can Do Statements:**

- I can list various types of love.
- I can discuss the meaning and importance of each type.
- I can examine the problems and obstacles inherent in loving relationships.
- I can compare/contrast male/female attitudes and perceptions of love relationships.
- I can make predictions concerning my future life and the lives of my friends and family members.
- I can visualize the impact of globalization on loving relationships.
- I can analyze the changing nature of gender roles in relationships.
- I can identify and survey ideal qualities in a male/female partner.
- I can compare/contrast the single life vs. the “coupled” life.

**Language Functions:**

- Agreeing/Disagreeing
- Analyzing
- Comparing/Contrasting
- Describing
- Discussing
- Examining
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Narrating
- Predicting
- Recommending
- Rephrasing
- Reporting
- Sequencing
- Synthesizing

### Grammar:

- Comparative/superlative – review of regular/irregular adjectives
- Review of future tense – regular and irregular
- Use of future tense with *quand, lorsque, dès que, aussitôt que*
- Review of future tense in “*si*” clauses
- Imperatives
- Expressions: *être en train de, venir de, depuis*, etc.
- Pronouns: subject, direct object, indirect object, reflexive, stress

### Suggested Vocabulary:

- Vocabulary extracted from song, “*Tous les garçons...*”
- Vocabulary extracted from song, “*C’est écrit...*”
- Chapter 2: *Ensemble: Grammaire* – “*Les femmes*”

### Suggested Activities / Benchmark Assessments:

- Listening activities: Songs (“*Tous les garçons*” de Françoise Hardy and “*C’est écrit*” de Francis Cabrel)
- Written essay on the importance of being a couple
- Cloze dictation recreating lyrics of a song
- Group activity: Interpret a song from point of view of various people providing advice to the narrator.
- Pair dialogues discussing relationships while employing thematic vocabulary

- Respond to composition prompts in Chapter 2 of *Ensemble: Grammaire*
- Recreation/dramatization of a scenario depicting a fight between a couple at a party and the creation of an original ending
- Debate: Single vs. married life (pros and cons), changing nature of gender roles: good or bad
- Readings/discussion: Chapter 2: *Ensemble: Littérature*
- Fortune Teller: Predicting the future of one's peers

### **Cultural connections**

- Familiarity with popular French music
- Dating practices in American and French societies
- Feminist movements in France vs. US

## **Unit 2: Relationships II (Family)**

### **Enduring Understanding:**

Continuing on the theme of relationship, students will step out of their immediate family structure while paying attention to other family patterns around them.

### **Essential Questions:**

1. What values should parents instill in their children?
2. What effects do changing family structures have on children and society?

**Can Do Statements:**

- I can analyze various family relationships.
- I can discuss the influence of money on family relationships.
- I can compare/contrast roles of family members.
- I can discuss family values and generation gaps.
- I can compare/contrast differences in roles, family structure and values in American vs. French society.
- I can analyze the importance of family stability in society/economy/politics.
- I can visualize the future family life of children from divorced vs. traditional homes.

**Language Functions:**

- Analyzing
- Asking for/Giving/Interpreting information
- Comparing/Contrasting
- Debating
- Describing events
- Discussing
- Drawing conclusions
- Explaining (graphic results, specifications, etc.)
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Identifying

- Narrating
- Recounting experiences/events

**Grammar:**

- Nouns – plurals, compound nouns
- Articles – definite, indefinite, partitive, omission
- Review of all verb tense
- Past participle agreement

**Suggested Vocabulary:**

- Family members (immediate and extended)
- Vocabulary extracted from *Le Petit Nicolas: La Valeur de l'argent*
- Chapter 3 Vocabulary, *Ensemble: Grammaire*, “La Famille”
- Vocabulary extracted from readings found in *Ensemble: Littérature*, Chapter 3
- Vocabulary extracted from *Le Monde* article on maternity pay

**Suggested Activities / Benchmark Assessments**

- Poem: “*Demain, dès l'aube*”(Victor Hugo)–recognition of use of future tense, cloze dictation, interpretation, memorization and presentation

- Reading: “*La Valeur de l’argent*” from *Les Aventures du Petit Nicolas* – reading comprehension and vocabulary expansion, questions/answers for comprehension, character analysis related to family roles and the influence of money on family relationships
- Written essay responding to the prompt: How I learned the value of money
- Debate: Should parents completely fund their children’s college education? Pros and cons.
- Various discussion and composition topics – Chapter 3, *Ensemble: Littérature*
- Reading of contemporary newspaper article from *Le Monde* on the topic of maternity pay

### **Cultural Connections**

- Family structure, roles and values in American and Francophone societies
- The role of money in the family
- How young people earn and spend money in American vs. French society
- Changes in monetary system – old francs to new francs to euros

### **Unit 3: Gearing up for Success**

#### **Enduring Understanding:**

By understanding and comparing the life of a French speaking teenager, students better relate to French speaking peers.

#### **Essential Questions:**

1. How could I compare myself to my French speaking peer?
2. How well do the French and US school systems prepare students for success in the future?

#### **Can Do Statements:**

- I can compare/contrast school life in the US and France.
- I can discuss the causes and effects of the FrancoPrussian War ( "*La Dernière classe*").
- I can evaluate attitudes towards education.
- I can explain nationalism and the attitude towards one's heritage and language.
- I can list the consequences of procrastination ( "*La Dernière classe*").
- I can assess and expound upon educational qualifications.

- I can predict future educational goals.
- I can describe school life at various levels (elementary, junior high, etc.).

### **Language Functions**

- Analyzing/Interpreting
- Asking for/Giving information
- Comparing/Contrasting
- Defining
- Describing object
- Evaluating
- Expressing how often, how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Predicting
- Reenacting
- Reporting
- Summarizing

### **Grammar:**

- Use and formation of the *passé simple*

- Selection of *passé composé*, *imparfait* or *passé simple*
- Review and reinforcement of all previously learned tenses, notably the subjunctive
- Related idiomatic expressions

**Suggested Vocabulary:**

- “*Les Jeunes et l’école*”
- Vocabulary extracted from “*La Dernière classe*”
- Terms related to WWII and the German occupation of Alsace-Lorraine
- Vocabulary related to the school system
- Terms relevant to university studies (cramming for a test, skipping class, etc.)
- Persuasive terms related to personal skill sets and educational qualifications

**Suggested Activities / Benchmark Assessments:**

- Written: Write a persuasive letter to the college of your choice explaining why you would be an asset to their program
- Prepare a summary of the FrancoPrussian War
- Prereading and postreading activities from *I mages III*: Biography of Alphonse Daudet
- Reading “*La Dernière classe*” (Alphonse Daudet)

- Oral presentation: dramatization of student-selected passage from story accompanied by illustrations
- Written: final essay on readings selected from choice of topics
- Skit/Dialogue: Dramatize a conversation between student and advisor, etc.

### **Cultural Connections**

- Comparison of educational systems in US and France
- History of the French educational system
- History of the Franco-Prussian war and its influence on modern attitudes

### **Unit 4: Le Petit Prince (Friendship, Careers, Ecology, Perspective, Necessary Losses)**

#### **Enduring Understanding:**

Growing up is full of first time experiences in various arenas. Teenagers must learn to navigate throughout the highs and lows of getting older.

#### **Essential Questions:**

1. Are children more perspective than adults in the arena of relationships?

2. How does someone who perceives life through his heart live differently than someone who sees everything with only his eyes?
3. Love: Bitter or Sweet?

**Can Do Statements:**

- I can explain the concept of friendship and how an individual makes friends.
- I can identify and rank the qualities of a good friend.
- I can brainstorm conflicts that may occur in a friendship.
- I can discuss the importance of choosing one's career carefully.
- I can identify and describe current environmental issues.
- I can analyze possible solutions to environmental problems.
- I can identify biographical/historical connections in the novel.
- I can contrast perceptions of children and adults.
- I can discuss the emotional consequences of close relationships (loss, death).

**Language Functions:**

- Analyzing/Interpreting
- Comparing/Contrasting
- Defining
- Describing objects
- Discussing
- Evaluating
- Explaining (graphic results, specifications, etc.)

- Expressing opinions
- Identifying
- Offering alternatives/solution
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories

**Grammar:**

- Conditional sentences
- Reflexive verbs
- *Futur antérieur*
- Pronouns – relative, object, *y/en*, interrogative
- Possessive constructions : *de, être à*, adjectives, pronouns
- Expansion of subjunctive mood

**Suggested Vocabulary:**

- Terms extracted from the novel, chapter by chapter
- Ecologyrelated terms
- Careerrelated vocabulary
- Animals
- Transitional terms related to storytelling

- Terms related to the solar system

### **Suggested Activities / Benchmark Assessments:**

- Prereading: Song, “*Si fragile*” (*Luc de la Rochelière*)
- Prereading: *Êtes-vous mouton, serpent ou renard?*
- Written essay: Describe your ideal friend
- Written essay: The process of becoming friends
- Written: interpretation of various quotes from novel (“*Droit devant soi...*”, “*Il faut bien que je supporte deux ou trois chenilles...*”)
- Explain the allegory of the baobabs within the historical context of the 1940’s
- Group project (Chapters 10-15): Each group reads, analyzes and presents one chapter from the Little Prince’s travels among the planets Video: “*A mée*”/ “*Le Ballon Rouge*.” Comparison of themes from *The Little Prince*
- Graphic organizer: Character analysis and problems yet to be resolved Reading: newspaper article, “*New musical version of the Little Prince*”
- Written: final composition on *The Little Prince* chosen from a list of options Creation of individual planet with details outlining how it should be cared for, who lives there, significance of the planet, etc.
- Poem: “*Prends cette rose*” (Pierre de Ronsard) – analysis of metaphor of love behind the rose throughout the ages; comparison/contrast of poet’s treatment of the rose in *The Little Prince*

### **Cultural connections**

- Major topics in 16 and 20 Century French literature
- Major topics in 20 and 21 Century French cinema

### **V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as:
  - [www.youtube.com](http://www.youtube.com)
  - [www.teachertube.com](http://www.teachertube.com)
  - <http://www.richmond.edu/~jpaulsen/tourism4.html>
  - [http://fr.wikipedia.org/wiki/Cat%C3%A9gorie:Explorateur\\_fran%C3%A7ais](http://fr.wikipedia.org/wiki/Cat%C3%A9gorie:Explorateur_fran%C3%A7ais)
- online game resources found on websites such as:
  - [www.quia.com](http://www.quia.com)
  - [www.quizlet.com](http://www.quizlet.com)
  - <http://lepointdufle.fr>

- [www.conjuguemos.com](http://www.conjuguemos.com)
- FL World Language teacher website
- *Discovering French 3* (textbook/workbook)
- *Images*, McDougal Littell, Level 3
- *Une fois pour tout*, Longman
- *Tableaux culturels de la France*. Ravisé. National Textbook Company
- *Ensemble: Grammaire/Littérature*, Comeau/Lamoureux
- French dictionaries (Amsco)

## VI. Assessments

### Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- AB Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation

- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

**Summative Assessments**

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations
- Interpretive Reading
- Interpretive Listening

**VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

<b><u>ACCOMMODATIONS</u></b>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulative's

Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<b>MODIFICATIONS</b>			
<p><b><u>Speaking</u></b> <u>Provide:</u> -sentence starters -processing time -cues and prompts -embedded choices -practice time</p>	<p><b><u>Groups/Pairs</u></b> <u>Teach:</u> -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention</p>	<p><b><u>Reading</u></b> <u>Use:</u> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading</p>	<p><b><u>Writing</u></b> -Shorten task -Require lists rather than sentences <u>Allow:</u> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic</p>

	<u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles	-Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies	organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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**VIII. New Jersey Student Learning Standards**

- New Jersey Student Learning Standards

(<http://www.state.nj.us/education/cccs/2014/wl/WL1IL.pdf>)

**Characteristics of Intermediate Learners:** Intermediate level speakers are characterized by the ability to respond to simple questions on the most common features of everyday life. They can use language to satisfy a very limited number of immediate needs. They are able to convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases. Intermediate-level speakers are characterized by the ability to:

1. Create with the language combining and recombining learned material to provide personal information
2. Speak in sentences on a variety of familiar topics
3. Ask questions
4. Initiate, sustain and conclude a simple social or transactional task

5. Be generally understood by those accustomed to dealing with non native speakers

### **Unit 1 Relationships I (Love)**

World Languages NJSLS 7.1A 1-7, 7.1B 1-6, 7.1C 1-4; 7.2A 1-4, B 1-5, C 1-2

1. Interpretive Mode: 7.1.IM.A.1-8
2. Interpersonal Mode: 7.1.IM.B.1-6
3. Presentational Mode: 7.1.IM.C.1-6

### **Unit 2 Relationships II (Family)**

World Languages NJSLS 7.1A 1-7, 7.1B 1-6, 7.1C 1-4; 7.2A 1-2.

1. Interpretive Mode: 7.1.IM.A.1-8
2. Interpersonal Mode: 7.1.IM.B.1-6
3. Presentational Mode: 7.1.IM.C.1-6

### **Unit 3 (Gearing up for Success)**

World Languages NJSL 7.1A 1-7, 7.1B 1-6, 7.1C 1-4; 7.2A 1-4, B 1-5, C 1-2

1. Interpretive Mode: 7.1.IM.A.1-8
2. Interpersonal Mode: 7.1.IM.B.1-6
3. Presentational Mode: 7.1.IM.C.1-6

### **Unit 4 (*Le Petit Prince*)**

World Languages NJSL 7.1A 1-7, 7.1B 1-6, 7.1C 1-4; 7.2A 1-4, B 1-5, C 1-2

1. Interpretive Mode: 7.1.IM.A.1-8
2. Interpersonal Mode: 7.1.IM.B.1-6
3. Presentational Mode: 7.1.IM.C.1-6

### **VIII. Interdisciplinary Connections and Alignment to Technology standards**

The following New Jersey Student Learning Standards are integrated into the World Language Curriculum at various points throughout the year.

(<http://www.state.nj.us/education/cccs/>)

Visual and Performing Arts : NJSLS 1.1, 1.2, 1.5

Language Arts Literacy: NJSLS 3.1, 3.2, 3.3, 3.4

Mathematics: NJSLS 4.4

Social Studies: NJSLS 6.2, 6.5

Technology: NJSLS 8.1A 15, 8.1B 29, 8.2

21 Century Life and Careers: NJSLS 9.1.12.A.1, 9.1.12.B.1, 9.1.12.D.1 – 3, 9.1.12.E.1, 9.2.12.A.2

Science: NJSLS 5.5, 5.10

Careers, Education and Consumer, Family, and Life Skills: NJSLS 9.1A 4, 9.1A, 7, 9.1B 3, 9.2A 1