

French 2 CP

Adopted

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The French 2 CP 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 French Language
Team

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French 2 CP

I. Course Synopsis

This course is composed of five thematic units. Each unit is anchored by an essential question. A 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 webquests. Assessment will be ongoing and will include performance based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills.

This course is intended for novice high 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 aspects of language acquisition that are stressed include oral and auditory skills with a greater 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 Spanish 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
- Selfassessing
- Providing evidence
- Reflecting before setting new goals

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. (www.actfl.org)

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, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are five thematic units (Units 15). Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: What is Fair Lawn High School All About?

What defines my identity, our class, and our immediate environment?

Unit 2: Exploring the Francophone World

How pervasive is the use of French in our world?

How does French identity change across various landscapes?

Unit 3: Open Spaces

What is life like in the open spaces?

What particular challenges does the wilderness present? What survival skills and tools are necessary in the wild?

Unit 4: Fashion Industry

How do fashion tastes vary across cultures? Does France dictate the fashion industry?

How do I express myself by how I dress?

Unit 5: Careers

What careers interest me and why?

How can French help me in the job market?

Why am I a valuable candidate for the profession of my choice? What qualities are necessary to secure a job in the 21st century?

IV. Unit Descriptions

Unit 1: What is Fair Lawn High School all about?

Essential Questions:

- 1) What defines my identity, our class, and our immediate environment?**

Can Do Statements:

- I can rephrase meaning via circumlocution.
- I can introduce myself and others.
- I can write essential data about myself.
- I can use adjectives to describe people.
- I can form questions to gather information about others.
- I can compare and contrast the educational systems in the US and France.
- I can form opinions and offer support to defend them.

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Describing objects
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting

Grammar:

- Commands
- Negatives

- Reflexives
- Regular and irregular present tense
- Numbers
- Time
- Use of the infinitive with double verbs
- Questions (est-ce que, inversion)

Suggested Vocabulary:

- Descriptive adjectives (agreement and location)
- Target language paraphrases
- Interrogatives
- Terms that describe the classroom
- Terms that narrate events (premier/d'abord, deuxième, puis/ensuite, etc.)
- Subjects of study
- Classroom commands, routines

Suggested Activities / Benchmark Assessments:

- Complete a questionnaire of three classmates and describe one
- Create a personal ad and then transpose it onto a newspaper section entitled, "Notre classe"
- Peer survey for school preferences

Cultural connections

- French grading system and schedule

Unit 2: Exploring the Francophone World

Essential Questions:

1. How pervasive is the use of French in our world?
2. How does French identity change across various landscapes?

Can Do Statements:

I can describe the landscape of the country of destination and the experiences encountered.

- I can narrate past events.
- I can interpret spoken directions.
- I can inform others by giving directions.
- I can interpret and follow a map.
- I can compare/contrast different hemispheres.
- I can offer and support opinions.
- I can debate selected topics about the Francophone world
- I can trace routes of famous explorers.

Language Functions:

- Asking for/Giving/Interpreting information
- Comparing/Contrasting
- Describing events
- Describing places
- Describing object

- Explaining
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving biographical information
- Giving/Receiving directions
- Identifying places
- Narrating
- Planning
- Recounting experiences/events
- Telling/Retelling stories

Grammar:

- Passé composé with avoir/être
- Demonstrative adjectives (ce/cet, cette, ces)
- Introduction to the imperfect tense
- Use of direct object pronouns

Suggested Vocabulary:

- Prepositions of direction
- Descriptive adjectives related to geography (sec, humide, aride, fertile, etc.)
- Geography of the French speaking world (montagnes, continents, rivières, etc.)
- Weather in different hemispheres
- Dates and numbers
- Authentic foods

Suggested Activities / Benchmark Assessments

- Creation and labeling of a topical map of the country/specific locale of destination
- Personal diary of an explorer's journey related in the past tense
- Creation of a skit depicting an experience from their travels

Cultural connections

- Francophone world – geography, customs, climate, foods, clothing, etc.
- History of famous French explorers/colonists

Unit 3: Open Spaces Essential Questions:

- 1) What is life like in the open spaces?
- 2) What particular challenges does the wilderness present?
- 3) What survival tools and skills are necessary in the wild?

Can Do Statements:

- I can compare how teens in the US vs. France spend their leisure time.
- I can compare how people in the US vs. France appreciate the countryside.
- I can recount past events of experiences faced in the wilderness.
- I can express future plans for a trip to the countryside.
- I can ask for and provide suggestions for preparing for the wilderness
- I can express encouragement/discouragement/complaints.
- I can ask for and provide directions.
- I can persuade others to follow sound environmental practices.

- I can analyze an environmental problem and propose a solution.

Language Functions:

- Analyzing/Interpreting
- Asking for/Giving information
- Comparing/Contrasting
- Defining
- Describing objects
- Evaluating
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories
- Expressing interest/lack of interest/indifference or boredom
- Making appointments, arrangements, reservations
- Offering alternatives/solutions

Grammar:

- Formulation of questions and imperatives

- Relative pronouns (qui/que)
- Direct object pronouns
- Past participle agreement
- Idiomatic expressions related to animals and with “avoir”

Suggested Vocabulary:

- Terms related to the countryside/camping (abeilles, moustiques, arbres, ruisseau, etc.)
- Animals and their sounds
- Animal movements, actions
- Camping equipment
- Terms that narrate events (premièrement, puis, plus tard, finalement/enfin, etc.)

Suggested Activities / Benchmark Assessments:

- Creation of a survival guide for the wilderness
- Generation of a letter home relating the events of your stay in the wilderness
- Reenactment of a poem related to the wild (Anne Hébert)
- Mapping and labeling of an original campsite – providing directions to specific locations for visitors
- Research endangered species/ecological problems and solutions in the New Jersey region
- Create a poster for a campsite providing rules to respect the environment and the camper
- Analysis of importance of nature in French impressionist art (Monet/Manet/Renoir/Cézanne)

Cultural connections

- French love of nature

- Importance of nature in French romantic poetry/impressionist art

Unit 4: Fashion Industry

Essential Questions:

- 1) How do fashion tastes vary across cultures?
- 2) Does France dictate the fashion industry?
- 3) How do I express myself by how I dress?

Can Do Statements:

- I can describe clothes and accessories.
- I can compare/contrast French vs. US fashion trends.
- I can count and rank items in a series.
- I can make comparisons and express opinions.
- I can visualize and create a new line of fashion.
- I can critique a fashion show demonstration.

Language Functions:

- Analyzing/Interpreting
- Asking for/Giving information
- Comparing/Contrasting
- Defining

- Describing objects
- Evaluating
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories
- Expressing interest/lack of interest/indifference or boredom
- Making appointments, arrangements, reservations
- Offering alternatives/solutions

Grammar:

- Interrogative pronouns (lequel, laquelle)
- Demonstrative pronouns (celui, celle, ceux, celles)

- Comparative and superlative
- Meilleur vs. mieux
- Future tense
- Prepositional phrases (au lieu de, etc.)
- Imperatives with reflexive verbs

- Adverbs (vite, lentement, doucement, soigneusement, etc.)
- Expressions of quantity (beaucoup de, des tas de, peu de, etc.)

Suggested Vocabulary:

- Clothing/accessories
- Terms encountered in the store (soldes, rabais, taxes)
- Fabrics and patterns
- Body parts
- Shopping adjectives (cher, bon marché, à la mode)
- Size, cut and fit
- Categories of clothing (sports, élégant/chic, affaires)
- Different kinds of stores (grand magasin, magasin à rayon, entrepôts, etc.)

Suggested Activities / Benchmark Assessments

- Make a presentation comparing French and American styles of dress using magazines/catalogues for comparison
- Selection of a fashion designer and creation of a fashion line/catalogue for an upcoming fashion event
- Skit between a salesperson and client related to purchasing various clothes
- Critique of fashions for the upcoming season
- Analysis of clothing worn by individuals and impressions drawn based on their clothing
- Selection of a classmate and description of how that person's clothing expresses their personality
- Creation of a poem dedicated to what I wear and why

Cultural connections

- Comparison/contrast of fashion trends between French and US teens
- Influential French fashion designers

Unit 5: Careers

Essential Questions:

- 1) What careers interest me and why?
- 2) How can French help me in the job market?
- 3) Why am I a valuable candidate for the profession of my choice?
- 4) What qualities are necessary to secure a job in the 21st century?

Can Do Statements:

- I can discuss my personal career goals.
- I can explore and describe the pros and cons of certain jobs.
- I can apply and interview for a specific job of my choice.
- I can identify the necessary qualifications for specific jobs.
- I can describe why I am a suitable candidate for the job.
- I can classify skills needed for various careers.
- I can categorize careers based on potential benefits.
- I can critique and cross edit resumes.

Language Functions:

- Analyzing/Interpreting
- Asking for/Giving information
- Classifying/Categorizing
- Comparing/Contrasting
- Defining
- Describing objects
- Evaluating
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Expressing opinions
- Expressing interest/lack of interest/indifference or boredom
- Identifying
- Making appointments, arrangements, reservations

Grammar:

- Future tense (quand, dès que, aussitôt que, lorsque)
- Conditional tense
- “Si” clauses
- Omission of indefinite articles with professions

Suggested Vocabulary

- Trades, professions, careers
- Letter writing terminology
- Terms related to the work world (à temps plein, à temps partiel, etc.)
- Job terminology (embaucher/engager, renvoyer, démissionner, promotion, avantages sociaux, etc.)
- Job search terminology

Suggested Activities / Benchmark Assessments:

- Compare and contrast resumes with curriculum vitae
- Act out a job interview
- Write a cover letter requesting an interview for a job
- Create a curriculum vitae
- Address an envelope and a letter
- Complete a *Gouin* series sequencing the steps in finding a job
- Create a job poster to recruit new candidates to a given profession
- Research and interpret job ads as in print and online
- Debate the pros and cons for various careers
- Playing “Qui suisje?”
- Reading “Les jobs des jeunes,” “Les langues étrangères au travail,” “C’est fini ! Je démissionne ! »
- Create a poster depicting future career plans

Cultural connections

- Part-time jobs for teenagers in the US and in France
- The role of women in the work force

VI. 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, www.teachertube.com, <http://www.richmond.edu/~jpaulsen/tourism4.html>, http://fr.wikipedia.org/wiki/Cat%C3%A9gorie:Explorateur_fran%C3%A7ais
- online game resources found on websites such as www.quia.com, www.quizlet.com, <http://lepointdufle.fr>
- Our World Language teacher website
- *Discovering French 2* (textbook/workbook)
- *Images*, McDougal Littell, Levels 1 and 2
- *Deuxième Livre*, Amsco
- French dictionaries (Amsco)

VII. Possible Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading

- Envelope activities
- A/B 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

VIII. Suggested Modifications and Accommodations for Special Education, ELL, At Risk, and Gifted Students

<u>ACCOMMODATIONS</u>

Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
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

MODIFICATIONS

<p><u>Speaking</u> <u>Provide:</u></p> <ul style="list-style-type: none"> -sentence starters -processing time -cues and prompts -embedded choices -practice time 	<p><u>Groups/Pairs</u> <u>Teach:</u></p> <ul style="list-style-type: none"> -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><u>Allow:</u> Flexible grouping</p>	<p><u>Reading</u> <u>Use:</u></p> <ul style="list-style-type: none"> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <p><u>Allow:</u></p> <ul style="list-style-type: none"> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <p><u>Teach:</u></p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> -Shorten task -Require lists rather than sentences <p><u>Allow:</u></p> <ul style="list-style-type: none"> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <p><u>Provide:</u></p>
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	Adequate/extra time Assign group roles	-Pre-reading strategies -'During' reading strategies -Post-reading strategies	-Model of writing -Structure for writing -Fill-in-blank form for note-taking
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IX. New Jersey Student Learning Standards

- New Jersey Student Learning Standards
(<http://www.state.nj.us/education/cccs/2014/wl/WL1NM.pdf>)

Characteristics of Novice Learners:

Novice 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.

Unit 1 (My Everyday Life)

1. Interpretive Mode 7.1.NM.A.15
2. Interpersonal Mode 7.1.NM.B. 15
3. Presentational Mode 7.1. NM.C.15

Unit 2 (Ready for Paris)

1. Interpretive Mode 7.1.NM.A.15
2. Interpersonal Mode 7.1.NM.B. 15
3. Presentational Mode 7.1. NM.C.15

Unit 3 (My Favorite Things to Do)

1. Interpretive Mode 7.1.NM.A.15
2. Interpersonal Mode 7.1.NM.B. 15
3. Presentational Mode 7.1. NM.C.15

VIII. Interdisciplinary Connections and Alignment to Technology 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/>)

A. New Jersey Student Learning Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL1NM.pdf>)

Characteristics of NoviceHigh Learners: Novicehigh 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.

Novice high–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 (What Is Fair Lawn High School All About?)

1. Interpretive Mode 7.1.NH.A.16
2. Interpersonal Mode 7.1.NH.B. 14
3. Presentational Mode 7.1. NH.C.15

Unit 2 (Exploring the Francophone World)

1. Interpretive Mode 7.1.NH.A.16
2. Interpersonal Mode 7.1.NH.B. 14
3. Presentational Mode 7.1. NH.C.15

Unit 3 (Open Spaces)

1. Interpretive Mode 7.1.NH.A.16
2. Interpersonal Mode 7.1.NH.B. 14
3. Presentational Mode 7.1. NH.C.15

Unit 4 (Fashion Industry)

1. Interpretive Mode 7.1.NH.A.16
2. Interpersonal Mode 7.1.NH.B. 14
3. Presentational Mode 7.1. NH.C.15

Unit 5 (Careers)

1. Interpretive Mode 7.1.NH.A.16
2. Interpersonal Mode 7.1.NH.B. 14
3. Presentational Mode 7.1. NH.C.15

X. Interdisciplinary Connections and Alignment to Technology standards The following New Jersey Core Curriculum Standards are integrated into the World Language Curriculum at various points throughout the year.
(<http://www.state.nj.us/education/cccs/>) Language Arts Literacy

NJSLS: ELA Literacy.R1.1112.4 & 1112.10

Health & Physical Education

2.1.12.B.13, 2.1.12.E.14,2.2.12.A.13,2.2.12.C.13,2.4.12.A.16

Mathematics:

NJSLS: Math.Content.HSN-RN.A.1, HSS 11D.A1

Social Studies:

6.1.4.D.13, 6.1.4.B.12, 6.1.4.B.45, 6.1.4.B.8, 6.1.4.B.10, 6.1.4.D.34,
6.1.4.D.1516, 6.1.4.D.1820, 6.1.4C.9

Technology:

8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.8.B.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3,
8.1.8.E.1

Visual and Performing Arts:

1.3.P.B.5, 1.1.12.A3, 1.4.P.A.3, 1.4.P.A.4, 1.4.2.A.3

21st Century Life and Careers:

9.1.8.A.12, 9.1.8.B.12, 9.1.8.C.13, 9.1.8.D.15, 9.1.8.E.4, 9.1.8.F.1