

French 5H

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The French 5 Honors course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

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

**Fair Lawn School District**

**Committee Credits  
French Language Team**

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# French 5 Honors

## I. Course Synopsis

This course is composed of 6 thematic units. Each theme includes sub-themes for exploration. Each unit is anchored by essential questions. 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 texts, graphics 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 on-going and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills.

French V Honors is a high level course intended for students who meet the requirements set forth by the school district. Eligible students will already have a strong command of the language. The class will focus on the three modes of communication – Interpersonal, Interpretive, and Presentational. The students will participate in learning activities and class work in order to demonstrate their competence in these three important modes. The class is conducted **exclusively in French**, encouraging students to participate daily in the target language, thereby building their confidence in communication and personal expression. By placing this emphasis on communication, the course also highlights the other important aspects of language learning: exploring

the Francophone culture, creating connections, building communities, and making comparison. During the year, the students will be exposed to the many French-speaking countries of the world through literature, authentic documents, presentations, and audio-visual materials. Through extensive reading, writing and discussions in the target language, students will have the opportunity to develop their skills in literary analysis, oral presentation and stylistics. Review and enhancement of increasingly difficult grammatical structures and syntax form a solid basis for approaching the advanced placement examination and advanced proficiency in the target language.

## **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

### **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, 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 1-5). Vocabulary, Language Functions, and Culture are embedded in each unit.

#### **Unit 1: Families and Communities**

1. What are the inherent problems and obstacles in relationships?
2. What constitutes a family in different societies?
3. How do the roles that family and communities assume differ in societies around the world?

#### **Unit 2 : Contemporary Life**

1. How does education impact our future?
2. What are the challenges of contemporary life?

#### **Unit 3: Global Challenges**

1. What are the causes leading to war?
2. How does war affect the quality of life?
3. How is society affected by vicariously experiencing violence in the media?

#### **Unit 4: Personal and Public Identities**

1. How does society affect the individual?
2. How does exploring worldwide issues affect my choices in my life?  
What is my impact on society?

### **Unit 5: Science and Technology**

1. How do developments in science and technology affect our lives?
2. What role do ethics play in scientific advancement?
3. How has technology made my generation unique?

### **Unit 6: Beauty and Aesthetics**

1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts challenge and reflect cultural perspectives?

## **IV. Unit Descriptions**

### **Unit 1: Families and Communities**

#### **Essential Questions:**

1. What are the inherent problems and obstacles in relationships?
2. What constitutes a family in different societies?
3. How do the roles that family and communities assume differ in societies around the world?

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

- I can list various type of love.
- I can discuss the meaning and importance of each type of love.

- I can examine the problems and obstacles inherent in relationships.
- I can analyze relationships in the excerpt *Cendrillon*
- I can explore and evaluate the themes of love and relationships in the story of “Tristan and Iseult”.
- I can compare/contrast the French and American version of “*Cinderella*”.
- I can debate the issue of the “ideal mate” found in fairy tales.
- I can visualize the impact of globalization on relationships and personal identity.
- I can explore a variety of traditions in French-speaking countries.
- I can compare/contrast holidays in French-speaking countries.

**Language Functions:**

- Agreeing/Disagreeing
- Analyzing
- Comparing/Contrasting
- Debating
- Describing
- Discussing
- Examining
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying

- Interpreting
- Listing
- Narrating
- Predicting
- Recommending
- Rephrasing
- Reporting
- Sequencing
- Synthesizing

**Grammar:**

- The Noun – formation of feminine and plural nouns
- Articles – usage of definite, indefinite and partitive articles; rules for use of feminine and masculine articles
- Review of relative pronouns
- Passé simple as a literary tense and comparison to passé composé
- Review and expansion of subjunctive mode (impersonal expressions, will, opinion and emotions)

**Suggested Vocabulary:**

- La Famille – Ensemble: Grammaire – Chapter 3, relevant to family dynamics and communication
- Vocabulary extracted from songs, poetry and/or readings

- Vocabulary related to Cendrillon- Theme 5, chapter 23
- Terms related to traditions

**Suggested Activities / Benchmark Assessments:**

- Analyze the messages conveyed in fairy tales.
- Reading : *Cendrillon*. Reading comprehension and discussion of conflict on family relationships. Analysis of characters and how they interact with each other.
- Role playing: Press conference- interview of Cinderella and the Prince.
- Write an article based on the information gathered during the interview of characters.
- Group project: Students create and present a modern version of “Cinderella”
- Exploration of Middle Ages’ traditions and customs
- Song : Je veux mourir pour etre à toi (Legendes Musicales : Tristan et Iseult) Analysis of love theme. Cloze dictation, vocabulary reinforcement and practice of grammatical points
- Readings: *Au-delà des barricades* and various selections from *Destinations: Nouveaux Horizons*. Reading comprehension and discussion of impact of conflict on family relationships.
- Reading: *La foire de la Sainte-Catherine*- Allons au-delà, chap.22.
- Reading comprehension and discussion on various holidays and celebrations.

- Podcast: listen and respond to questions on the origin of Halloween followed by discussion.
- Create a party explaining the purpose of the party, who will be invited, when and why, the necessary preparations, etc.
- Invent a holiday and explain the reasons for the celebration i.e. traditions, preparations, who it appeals to, is it regional, national or international, etc.
- Written essay: create a modern adaptation of *Tristan et Yseult* using related vocabulary and incorporating new grammatical points
- Skit: Groups create and perform a skit depicting a family preparing to celebrate a traditional event and one member refuses to participate .
- Debate: Traditions – important or not
- Compare/contrast modern traditions with those of our ancestors
- A quote or proverb on relationship is given to a group and each group must research the author, explain the quote or proverb, express their opinion if they approve or disapprove using specific examples to support their opinion

### **Cultural connections**

- Familiarity with French music
- Familiarity with medieval literature and traditions
- Explore variety of customs and traditions
- Evolution of the family unit

## **Unit 2: Contemporary Life**

### **Essential Questions:**

1. How does education impact our future?
2. What are the challenges of contemporary life?

### **Can Do Statements:**

- I can research and list various types of housing.
- I can compare/contrast housing availability in US vs France.
- I can examine the problems and obstacles of housing in different cultures.
- I can evaluate attitudes towards education.
- I can analyze the benefit of getting an education.
- I can discuss the preparedness of future graduates for the working world.
- I can discuss the importance of rites of passages.
- I can write a formal invitation.

### **Language Functions:**

- Analyzing
- Asking for/Giving/Interpreting information
- Comparing/Contrasting
- Debating
- Describing events
- Discussing
- Drawing conclusions

- Evaluation
- Explaining (graphic results, specifications, etc.)
- Identifying
- Narrating
- Recounting experiences/events
- Summarizing

**Grammar:**

- Adjectives – Formation of the feminine, agreement and position
- Personal pronouns and possessive adjectives/pronouns
- Demonstrative adjectives/pronouns and indefinite
- Adjectives / pronouns
- Negation
- Conditional structures
- Relative pronouns

**Suggested Vocabulary:**

- Vocabulary extracted from readings, songs and poems
- Terms pertaining to housing
- Terms related to rites of passage
- Vocabulary related to school system and education
- Terms to university studies (cramming for a test, skipping class, etc)

## **Suggested Activities / Benchmark Assessments**

- Explore and explain different type of housing in France based on graphics.
- Compare/contrast the American housing systems vs that of the French.
- Categorize living circumstances on a chart and using targeted vocabulary.
- PowerPoint: student is on a budget and looking for a place to live.
- Present various type of residences that you have seen including ads, prices, locations, etc. Explain your final choice.
- Write an email (formal) to your friend describing in details the where you will live using elaborate vocabulary and grammatical points.
- Discuss the challenges of adolescents with and without an education.
- Reading: Article: "*Allô maman, j'ai décroché mon bac...*".
- Reading comprehension questions, discussion , and analysis of the influence society play on those rites of passage.
- Create and present a timeline of rites of passage of a family member that you have interviewed.
- Songs
- Podcasts
- Internet documentaries

## **Cultural connections**

- Types of housing in France vs in the USA
- Role of government in education

- Differences between educational systems (i.e. pursuing a degree, university vs technical school, testing, etc.)
- Differences between educational systems in socialist vs capitalist societies

### **Unit 3: Global Challenges**

#### **Essential Questions:**

1. What are the causes leading to war?
2. How does war affect the quality of life?
3. How is society affected by vicariously experiencing violence in the media?

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

- I can research the term “xenophobia” and explain it using a wide variety of examples and illustrations.
- I can compare/ contrast various stereotypes in society.
- I can explore the “Besson Law” and research an American law that shares similarities or differences.
- I can interpret the emotional aspects of war expressed in Jacques Prevert’s poem “La Familiale”.
- I can evaluate the messages of various media images.

#### **Language Functions:**

- Analyzing/Interpreting
- Comparing/Contrasting

- Debating
- Defining
- Evaluating
- Expressing opinions
- Identifying
- Predicting
- Reenacting
- Reporting
- Summarizing

**Grammar:**

- Adjectives – pertaining to stereotyping
- Interjections
- Demonstrative adjectives/pronouns and indefinite
- Adjectives / pronouns
- Negation
- Conditional structures
- Relative pronouns

**Suggested Vocabulary:**

- Vocabulary extracted from readings, songs and poems
- Terms pertaining to war/ peace/ violence
- Terms related to the media

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

- Envision what life will be like after the 3<sup>rd</sup> World War
- Explore, analyze, and discuss violence in cartoons and video games
- Guest speaker from history department: prepared topic
- Movie: Joyeux Noël, except from La Haine
- Analyze poem : « Dormeur du Val »
- Reading : learn about Rimbaud/ biography, create a poem using the technique of Rimbaud
- Poem of Victor Hugo: “Demain dès l’Aube”, on daughter’s death by drowning.
- Analysis of varied poetry (Rimbaud, Hugo, Prévert) and the poets’ perspectives of loss and grievance
- Examine symbolism of “le coquelicot” (poppy) and ceremony including Armistice Day, Nov. 11, and World War I
- View and discuss video clip from Imaginez: Le Facteur/ “Le Télégramme”
- Reading comprehension and questions of cartoon “Tintin”
- Venn Diagram (compare/ contrast) stereotypical adjectives
- Research and discuss the “Besson law”
- Paired activity: discuss images from the media

### **Cultural connections**

- Authentic images from francophone media sources

- History of war and prejudice
- French stereotype
- Evolution of the family unit

#### **Unit 4: Personal and Public Identities**

##### **Essential Questions:**

1. How does society affect the individual?
2. How does exploring worldwide issues affect my choices in my life?
3. What is my impact on society?

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

- I can discuss the meaning and importance of society.
- I can examine social issues and offer solutions.
- I can make comparisons of cultural issues.
- I can debate different rights issues/ immigration issues.
- I can explore the evolution of social changes over time.
- I can compare/ contrast political correctness in various French-speaking countries and in the USA.

##### **Language Functions:**

- Analyzing/Interpreting

- Comparing/Contrasting
- Debating
- Defining
- Discussing
- Evaluating
- Expressing opinions
- Identifying
- Offering alternatives/solutions
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories

**Grammar:**

- Comparative structures
- Use of past, present, future
- Review of conditional tense
- Review personal pronouns

**Suggested Vocabulary:**

- Immigration-related vocabulary (Imaginez, Chap. 4-5)
- Rights/ law (avoir le droit de...) expressions
- Terms related to laws, rights, politics

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

- Research current French-speaking problem and discuss the impact on society.
- Write an article based on current societal problem.
- Audio-dramatic recording: Chien maigre et chien gras.
- Create a T-chart/ columns to identify tone, characters, and personal connections based on audio-text.
- Viewing of video-clip: Samb et le Commissaire (cultural diversity)
- Role-Play: The courtroom (Judge, Jury) based on the video-clip: create a dialogue and decide on a verdict, punishment and/or recommendation to parents of Samb.
- Imagine that you are granted three wishes for world harmony. Present them and their cultural impact on the world.
- Discuss: In a multi-cultural society, who must adapt? The immigrant or the resident?
- Reading: “Un demi-siecle d’indépendance (Imaginez pp. 186-187), reading comprehension and discussion.
- Reading “Le Marche de l’Espoir” (Imaginez pp. 190-191).

### **Cultural connections**

- Explore variety of customs and traditions
- Familiarity immigration issues throughout French speaking countries
- Discover social norms and customary practices

## **Unit 5: Science and Technology**

### **Essential Questions:**

1. How do developments in science and technology affect our lives?
2. What role do ethics play in scientific advancement?
3. How has technology made my generation unique?

### **Can Do Statements:**

- I can decipher meaning from authentic realia (articles, film clips, etc.).
- I can talk about importance and impact of science and technology.
- I can discuss the presence of media and technology in their daily lives.
- I can use persuasive language to make arguments and express opinions.
- I can compare French and American viewpoints towards science and technology.
- I can debate the effect of the use of technology on everyday life and society.

### **Language Functions:**

- Analyzing/Interpreting
- Classifying/Categorizing
- Comparing/Contrasting
- Defining
- Describing events

- Evaluating
- Expressing when events occurred
- Expressing opinions
- Identifying
- Paraphrasing
- Retelling

**Grammar:**

- Use of future tense
- Superlatives
- Adverbs
- Review of use of subjunctive
- Review of narration in the past

**Suggested Vocabulary:**

- Vocabulary related to technology and sciences
- Expression and terms related to opinions, arguments and comparisons
- Terminology related to research and progress.

**Suggested Activities / Benchmark Assessments:**

- Mini clip: viewing of “Dépendence”. (Imaginez, Lesson 7).
- Debate : the computer: instrument of freedom or slavery to technology?

- Compare/ contrast various French-speaking countries on how technology impacts their modern life (Ex. Brussels, Geneva, Luxembourg)
- Reading: “Solitude Numerique” (Imaginez pp. 268-269) Reading comprehension and discussion.
- Describe situation where technology has a negative affect on personal life.
- Role-play: Counselor who advises on technology addictions.
- Persuasive essay based on the viewpoint of future technology.
- Research on Jules Verne literary piece and his vision of the future
- Discussion on various medical/ ethical issues.
- Vocabulary games on scientific terms

### **Cultural connections**

- Familiarity with French discoveries
- Exploration of science-fiction writers/ directors

## **Unit 6: Beauty and Aesthetics**

### **Essential Questions:**

1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts challenge and reflect cultural perspectives?

**Can Do Statements:**

- I can express personal definition of beauty and how it is reflected in a culture.
- I can analyze beauty in songs and poetry: Ballade des Pendus, Francois Villon; La Vie en Rose, Edith Piaf.
- I can research to explain and elaborate on an image of beauty.

**Language Functions:**

- Analyzing/Interpreting
- Classifying/Categorizing
- Comparing/Contrasting
- Debating
- Defining
- Describing events
- Evaluating
- Expressing opinions
- Identifying
- Paraphrasing
- Retelling

**Grammar:**

- Adjectives and adverbs
- Comparative/ superlatives

- Expressions of opinion (subjunctive)
- Continued review of verb tenses
- Demonstrative adjectives and pronouns

**Suggested Vocabulary:**

- Terminology related to art and music.
- Vocabulary pertaining to plastic surgery, beauty-enhancing
- Expressions, terms related to domains of art forms

**Suggested Activities / Benchmark Assessments:**

- Debate: youth expressing individuality: tattoos, piercing and plastic surgery..
- Role-play :Parent / teen discussion on future cosmetic surgery
- Survey: student will create a survey based on other students opinion on beauty and present results using graphic organizers and charts
- Reading: “Ballade du Pendu” (Villon) analysis of poetry and reading comprehension.
- Analysis of beauty via music: La Vie en Rose
- Research modern song that includes beauty as focal point and present to class with commentaries and explanations
- Listening comprehension : « Canal Académie » Life and Composer Ravel

- Group work: pick 2-3 songs from francophone country and analyze various types of instruments used, main topic of lyrics, who the artist(s) are. Present to class presenting visual and providing lyrics.
- My Life Playlist :
  - a. Pick a title
  - b. Refrain for personal advertisement
  - c. Musical slogan of your life tv show
  - d. The Song for your most memorable party/ event
  - e. A song for your school life/ subject matter
  - f. Piece of classical music

### **Cultural connections**

- Familiarity with various forms of French speaking arts
- Exploring Francophone music

### **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>
- *Imaginez. Vista* (2012)
- *Une fois pour toute*, Longman
- *Tableaux culturels de la France*. Ravisé. National Textbook Company
- *Ensemble: Grammaire/Littérature*, Comeau/Lamoureux.
- French dictionaries (Larousse/Amsco)

## **VI. 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

**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 manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and	Kinesthetic activities	Use of graphic organizers

	demonstrative modeling	(Rhythm, music, body movements)	
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>			
<b><u>Speaking</u></b>  <u>Provide:</u>  -sentence starters  -processing time  -cues and prompts	<b><u>Groups/Pairs</u></b>  <u>Teach:</u>  -rules and expectations  -skills of independence – bridging phrases,	<b><u>Reading</u></b>  <u>Use:</u>  -peer tutoring  -label main ideas  -label 5 W's  -visual imagery	<b><u>Writing</u></b>  -Shorten task  -Require lists rather than sentences  <u>Allow:</u>  -note-taking

-embedded choices -practice time	disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher's attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles	-graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -'During' reading strategies -Post-reading strategies	-visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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**VIII. New Jersey Core Curriculum Content Standards**

- Common Core Curriculum Standards  
(<http://www.state.nj.us/education/cccs/2014/wl/WL-1-IL.pdf>)

**Characteristics of Intermediate-High/Pre-Advanced Learners:** Intermediate-level (high)/pre-advanced speakers are characterized by the ability to use simple discourse in a series of coherent paragraphs when speaking in diverse formal and informal contexts. They are able to understand most authentic spoken language, both orally and interpretively, and use this as a basis for creating a series of coherent paragraphs when writing or orally presenting information/ideas. In conversation, they can successfully express their thoughts with few significant patterns of error and use a wide range of appropriate vocabulary. With a sufficient amount of grammatical knowledge and vocabulary, they are able to circumlocute to effectively communicate their ideas when faced with difficulties.

Advanced–level speakers are characterized by the ability to:

1. Create with the language combining and recombining learned material to provide personal information
2. Engage in discourse on a variety of familiar topics to support and express opinions
3. Ask questions
4. Initiate, sustain and conclude a social or transactional task
5. Be generally understood by those accustomed to dealing with non native speakers

### **Unit 1 (Families and Communities)**

1. Interpretive Mode 7.1.IH.A1-8, 7.1.AL.A.1 – 8
2. Interpersonal Mode 7.1.IH.B1-8, 7.1.AL.B.1,2,3,4,6
3. Presentational Mode 7.1.IH. C3-5, 7.1.AL.C.3 – 5

## **Unit 2 (Contemporary Life)**

1. Interpretive Mode 7.1.IH.A1-8, 7.1.AL.A.1 – 8
2. Interpersonal Mode 7.1.IH.B1-8, 7.1.AL.B.1,2,3,4,6
3. Presentational Mode 7.1.IH. C3-5, 7.1.AL.C.3 – 5

## **Unit 3 (Global Challenges)**

1. Interpretive Mode 7.1.IH.A1-8, 7.1.AL.A.1 – 8
2. Interpersonal Mode 7.1.IH.B1-8, 7.1.AL.B.1,2,3,4,6
3. Presentational Mode 7.1.IH. C3-5, 7.1.AL.C.3 – 5

## **Unit 4 (Personal and Public Identities)**

1. Interpretive Mode 7.1.IH.A1-8, 7.1.AL.A.1 – 8
2. Interpersonal Mode 7.1.IH.B1-8, 7.1.AL.B.1,2,3,4,6
3. Presentational Mode 7.1.IH. C3-5, 7.1.AL.C.3 – 5

## **Unit 5 (Science and Technology)**

1. Interpretive Mode 7.1.IH.A1-8, 7.1.AL.A.1 – 8
2. Interpersonal Mode 7.1.IH.B1-8, 7.1.AL.B.1,2,3,4,6
3. Presentational Mode 7.1.IH. C3-5, 7.1.AL.C.3 – 5

## **Unit 6 (Beauty and Aesthetics)**

1. Interpretive Mode 7.1.IH.A1-8, 7.1.AL.A.1 – 8

2. Interpersonal Mode 7.1.IH.B1-8, 7.1.AL.B.1,2,3,4,6

3. Presentational Mode 7.1.IH. C3-5, 7.1.AL.C.3 – 5

### **VIII. 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/>)

Visual and Performing Arts

CCCS 1.1, 1.2, 1.5

Language Arts Literacy

CCCS 3.1, 3.2, 3.3, 3.4

Mathematics

CCCS 4.4

Social Studies

CCCS 6.2, 6.5

Technology

CCCS 8.1A 1-5, 8.1B 2-9, 8.2

21<sup>st</sup> Century Life and Careers

CCCS 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

CCCS 5.5, 5.10

Careers, Education and Consumer, Family, and Life Skills

CCCS 9.1A 4, 9.1A, 7, 9.1B 3, 9.2A 1