

AP French

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The AP French 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**

Lise Simard
Hannah Hughes

AP French

I. Course Synopsis

This course is composed of 6 thematic units. Each theme includes sub-themes for exploration. 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 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 web quests. 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.

AP French Language and Culture is a college-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 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. How does the contemporary family unit confront and overcome conflict?

2. How has conflict affected families throughout history?
3. How is friendship conceptualized in different French-speaking countries?

Unit 2: Personal and Public Identities

1. What is my essence and how has it been formed by my existence?
2. How did history affect the development of existentialist thinking?
3. Are my actions based on my personal choices, or are they imposed by society?

Unit 3 : Global Challenges

1. What are the fundamentals of human rights?
2. How does war impact society?
3. How do people confront and overcome disaster?

Unit 4: Science and Technology

1. How does technology impact our lives?
2. Should the use of science or technology be limited? How can one identify when they are being over-used?
3. Do technology and science have an impact on relationships?

Unit 5: 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 both challenge and reflect cultural perspectives?

Unit 6: Contemporary Life

1. What are the challenges of contemporary life?
2. How do societies and individuals define the quality of life?
3. How is contemporary life influenced by cultural products, practices, and perspectives?

Ongoing: Preparation for the Advanced Placement Exam

IV. Unit Descriptions

Unit 1: Families and Communities

Essential Questions:

1. How does the contemporary family unit confront and overcome conflict?

2. How has conflict affected families throughout history?
3. How is friendship conceptualized in different French-speaking countries?

Can Do Statements:

- I can discuss the usage of fairy tales as a parenting tool.
- I can compare and contrast the French and American version of "*Little Red Riding Hood*" and evaluate the implications of these differences.
- I can interpret the morals and symbolism contained in "*Little Red Riding Hood*" and translate them into a parenting guide.
- I can envision and perform a modern day version of the tale "*Little Red Riding Hood*".
- I can debate the issue of violent images in cartoons.
- I can describe the influence of social and political situations on the family unit.
- I can transplant themselves into various historical periods and envision their reactions to various events.
- I can explore and analyze the religious and political conflicts encountered in various French-speaking regions of the world during different time periods via poetry, song and proses.

- I can compare and contrast greetings in different 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 and application of all verb tenses/modes
- Review of conditional sentences
- Passé simple as a literary tense and comparison to *passé composé*
- Review and expansion of subjunctive mode

Suggested Vocabulary:

- La Famille – *Ensemble: Grammaire* – Chapter 3, relevant to family dynamics and communication

- Vocabulary extracted from songs, poetry and readings
- AP – Thematic vocabulary
- Terms pertaining to apartheid
- Vocabulary related to religion
- Terms particular to war and violence

Suggested Activities / Benchmark Assessments:

- AP – Thematic vocabulary generation and practice; reading and listening comprehension activities; theme-related compositions
- Reading: *Le Bon usage des contes de fées* – Magazine article about psychotherapist Bruno Bettelheim’s use of fairy tales with autistic children; related discussion questions and analysis via specific fairy tales and/or excerpts from *Psychanalyse des Contes de fées*
(<http://expositions.bnf.fr/contes/cles/bettelh.htm>)
- Reading: *Le Petit chaperon rouge* (French version of “Little Red Riding Hood”) and symbolism/thematic analysis
- Creation of a parenting guide based on themes encountered in “Little Red Riding Hood” and other fairy tales

- Group project: Students create and present a modern version of “Little Red Riding Hood”
- Debate: Class debates the merits and/or disadvantage of violence in cartoons.
- Video: *La Belle et la Bête* (Jean Cocteau). Analysis of family relationships and parental themes.
- Rap song: *La Belle et le Bad Boy* (McSolaar). Compare/contrast with the movie and modern-day version.
- Readings: *Au-delà des barricades* from *Destinations*. Reading comprehension and discussion of impact of conflict on family relationships.
- Song: *Né en 17* (Jean-Jacques Goldman). Analysis of effects of conflict on human existence. Cloze dictation, vocabulary reinforcement and practice with conditional sentences.
- Written essay: Students choose a turbulent historical period and describe what they would have done in that situation, had they been born at that time.

- Skit: Groups create and perform a skit depicting a family in one of the situations represented in the song, *Né en 17*. One member of the family must announce a decision that will be contrary to the family's opinion.
- Poem: *Familiale*. Poem by Jacques Prévert. Reading and interpretation (*Destinations*).
- Written/Listening: Students write an original parody of the poem, *Familiale*, focusing on a contemporary family issue.
- Song: *Morts les enfants*. (Renaud) Contemporary song dealing with the influence of political situations on children. Cloze dictation, analysis and discussion (*Destinations*).
- Song: *Jonathan*. (Renaud) Contemporary song dealing with apartheid policy in South Africa. Cloze dictation and expansion via *A six heures du matin* from *Destinations*.
- Song: *Ethiopie*. Song by 36 French artists dealing with the drought and famine in Ethiopia.
- Debate of the good vs evil found in the story: *Tristan et Iseult*
- 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 20th century French cinema
- Connections to various social and political situations throughout history
- Evolution of the family unit
- Variety of greetings based on the country of origin

Unit 2: Personal and Public Identities

Essential Questions:

1. What is my essence and how has it been formed by my existence?
2. How did history affect the development of existentialist thinking?
3. Are my actions based on my personal choices, or are they imposed by society?

Can Do Statements:

- I can discuss and explore the basic ideas of existentialist philosophy as viewed by Sartre.
- I can analyze Sartre's biography and how his life/historical events impacted his existentialist thinking.
- I can relate existentialist ideas to his/her own life and re-create his/her approach to life based on realizations made.
- I can elaborate upon the concept of hell (in this world and the next) and explore Sartre's viewpoint via teenage life.
- I can extract existentialism from Sartre's literary work (*La Torture/Huis clos*).
- I can perform in-depth analyses of Sartre's characters exploring their human weaknesses.
- I can apply existentialist philosophies to novel characters and situations.
- I can compare and contrast the perception of the Burqa in USA vs France.
- I can discuss and explore the reasons for wearing the Burqa: choice or imposition?
- I can analyze and interpret results of poll on the wear of the Burqa.

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
- Continuous review of all previously learned verb tenses / past participle agreement
- Relative pronouns

Suggested Vocabulary:

- Vocabulary extracted from AP thematic vocabulary lists
- Vocabulary extracted from readings, songs and poems
- Terms pertaining to existentialist philosophy
- Terms related to morals and ethics
- Terms relevant to choice and human weaknesses
- Terms pertaining to *Huis clos (No Exit)* – setting, character development, etc.
- Vocabulary related to the reading and audio on the wear of the Burqa

Suggested Activities / Benchmark Assessments

- Research: Students research the life and works of Jean-Paul Sartre
- Analysis: *Défense de l'existentialisme.* (Sartre)

- Extraction/discussion of primary existentialist philosophies
- Pre-reading: Students read the short story, *La Torture*, by Jean-Paul Sartre. Vocabulary expansion, reading comprehension and preliminary analysis of Sartre's means of applying philosophies to existence and choices (can one act spoil an entire life?)
- Song: *A nos actes manqués* (Jean-Jacques Goldman). Cloze dictation, vocabulary expansion, application of existentialist philosophies.
- Follow-up to *A nos actes manqués* – personal regrets and predictions of how life would be different if past actions could be corrected.
- Personalization of existentialism – creation of a musical, poetic or artistic piece expression the student's personal essence, "in-self" and "for-self"
- Anticipatory set: Groups or pairs of students compose their concept of hell and depict their visualization via art/description
- Reading: *Huis clos* (Sartre) – reading comprehension, vocabulary expansion, philosophical/quotation analysis
- Obituary – students write an obituary for one of *Huis clos*' three characters describing their lives, crimes and faults (as seen by Sartre)

- Tribunal of Hell – students depict a court scene in which the characters defend their acts and lawyers attack the characters for their human faults
- Group project: Students re-create *Huis clos* at FLHS via three students locked in a classroom
- Written: Final composition based on *Huis clos* chosen from a list of options
- Debate: Should we impose a ban on the wear of the Burqa?
- Create an interview
- Write a persuasive essay on why women should or shouldn't wear the burqa or any other clothes or accessories related to a specific belief, value or religion
- Create and explain graphics demonstrating poll results
- Respond to specific blogs online
- Prepare and present a skit

Cultural connections

- 20th Century existentialist philosophy
- Contemporary French music
- 20th Century French theater
- Impact of French history on existentialist thinking

- Multiculturalism in French-speaking countries (Canada, France, Maghreb)

Unit 3: Global Challenges

Essential Questions:

1. What are the fundamentals of human rights?
2. How does war impact society?
3. How do people confront and overcome disaster?

Can Do Statements:

- I can discuss the philosophy of Rousseau: *Du contract social ou les principes du droit politique*.
- I can compare and contrast the *La déclaration d'Indépendance* vs *La Constitution américaine*.
- I can explore and analyze the impact of war in various regions of the world during various time periods via poetry, song, audio and prose.
- I can discuss evidence of conformism at FLHS.
- I can debate the issue on illegal immigration.
- I can envision and perform a cause that is worth fighting for.

- I can transplant themselves into historical and/or contemporary situation and envision their reaction to various events and or situations.
- I can analyze the structure of a poem (sonnet, rhyme scheme), themes, messages and symbolism (Jacques Prevert: *Soyez polis*).
- I can personally react to a poem and express opinions of the messages conveyed.

Language Functions:

- Analyzing/Interpreting
- Comparing/Contrasting
- Debating
- Defining
- Evaluating
- Expressing opinions
- Identifying
- Predicting
- Reenacting
- Reporting
- Summarizing

Grammar:

- Adverbs – formation and position
- Passive Voice/Auxiliary Verbs
- The Infinitive – without a preposition, with “à” or “de”
- The Preposition
- Continued reinforcement of all previously learned tenses
- Idiomatic expressions

Suggested Vocabulary:

- Terms related to: war, tolerance, racism,
- Personal lexicon of vocabulary extracted from readings
- AP: Continued expansion of thematic vocabulary
- Terms pertaining to the Theater of the Absurd
- Terms indicating conformism or non-conformism
- Terms relevant to societal demands
- Terms pertaining to environment and natural disaster
- Nature-related terminology

Suggested Activities / Benchmark Assessments:

- Pre-reading: based on an illustration of a manifestation, students brainstorm on various controversial topics related to human rights
- Pre-reading: Students research the life and works of Jean-Jacques Rousseau
- Analysis of how Aristotle and Rousseau's perspectives of slavery have had an influence on our society
- Compare and contrast the Declaration of Independence vs the American Constitution
- Theme related audio activities
- *Manhattan Kaboul (Renaud & Axelle Red)*. Analysis of effects of war on human existence. Cloze dictation, vocabulary reinforcement and practice of specific grammatical point
- Create an advertisement for a world peace organization (la Croix Rouge, Médecins sans Frontières, etc.)
- Create the « Déclarations des droits de l'élève » : in groups create your rights, pick the five most important and explain to the class your choices using references and explicit examples.

- Written essay: persuasive: explain why a specific cause is worth fighting for using various sources (text, audio, graphics, etc.)
- View and discuss the video: la mobilisation en faveur des Roms
- Interpretation of war via art : Picasso : Guernica
- Introduce the theme with the paintings and how it can be interpreted
- Using any form of art, how can you express one of the themes depicted in the work?
- Song: *Des hommes pareil* (Francis Cabrel) Analysis of multiculturalism and acceptance of others. Cloze dictation, vocabulary reinforcement and practice of specific grammatical points
- Create and recite a poem based on the themes of the unit
- Write an email to a friend telling him/her about the new environmental club, describing activities that will be done in details, and encouraging him/her to join

Cultural connections

- French-speaking countries facing war
- International world peace organizations
- French- speaking various literary work

- French human rights
- International environmental issues

Unit 4: Science and Technology

Essential Questions:

1. How does technology impact our lives?
2. Should the use of science or technology be limited? How can one identify when they are being over-used?
3. Do technology and science have an impact on relationships?

Can Do Statements:

- I can discuss the influence of technology from a personal perspective.
- I can identify positive and negative results of texting.
- I can view and analyze various societal conflicts caused by technology.
- I can discuss the impact of technology on plagiarism, illegal copies of reading material, music, etc.
- I can analyze themes, messages and symbolism in an authentic literary work.

- I can predict technology of the future and draw a new generation of future objects.
- I can research and present a revolutionary invention.
- I can analyze and interpret magazine article(Paris-Match: *La Mauvaise Surprise Kindle*).
- I can write essay based on article (L'Express 2010: *Tricher au bac comme un geek*).
- I can compare and contrast specific French and American laws to prevent illegal downloading.
- I can analyze a literary work and explore it based on his/her knowledge of the author's life and perspective of the future (Jules Vernes).

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:

- Verbal locutions
- Prepositional locutions
- Idiomatic expressions
- Advanced locutions
- Continued application of all verb tenses/modes
- Comparative/superlative
- Future tenses (simple et antérieur)

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:

- Create and present a poll on the use of technology
- Compare and contrast the life of adolescent with and without technology
- Envision and create skit on how “I” perceive the future
- Debate on the topic of *cloning*
- View RFI podcast on the performance of new scanners in public places
such as airports
- Read and explain results from the survey of Ipsos Marketing (Allons
au-delà, p.132)
- Create your personal survey and compare similarities and differences.

What are the comparisons telling me about the two cultures? Is my survey
credible?
- Listen and respond to a variety of podcasts, interviews and documentaries
- Write a reactive essay: How does technology influence your personal life?

- Group work: creation and presentation of a reality show
- Illustrate your idea on how a technical object that one uses daily could have positive and/or negative effects
- Research paper on specific science-fiction stories from various French writers such as: Voltaire, Jules Vernes, Albert Robida, Octave Uzanne, Pierre Boule, René Barjavel

Cultural connections

- French technology and inventions
- Science-fiction writers
- Cultural trends related to technology
- Impact of technology and sciences on French-speaking countries

Unit 5: 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 both challenge and reflect cultural perspectives?

Can Do Statements:

- I can research and present a French-speaking country or area that has been added to the UNESCO's list as a World Heritage.
- I can discuss the representation of beauty in society.
- I can explore and comment on various forms of beauty.
- I can analyze beauty in selected poems.
- I can extract references and images from poetry of Ronsard and Verlaine based on their perception of beauty, art, and/or aesthetics.
- I can respond to audio-text on Camille Claudel.
- I can compare and contrast *L'homme penché* of Claudel with *Le penseur* of Rodin.
- I can compare/contrast the French and U.S. perception of beauty.

Language Functions:

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

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

Grammar:

- Infinitives
- Prepositions with infinitives
- Review of use of conditional
- Review of subjunctive after indefinite antecedents and in superlative statements
- Review of prepositions with geographical names
- Terms related to period of time

Suggested Vocabulary:

- Geographical references and related terms

- Terminology associated to art, music, and architecture
- Vocabulary related to readings, audio-text, interviews and podcasts

Suggested Activities / Benchmark Assessments:

- Research and present a French-speaking country or area that has been added to the UNESCO's list as a World Heritage.
- Question/answer for reading comprehension
- Podcast activity on related topics
- Project(group): TV show where some of the most important historical figures will be interviewed and explains their contribution to the French society.
- Research music from a French-speaking culture describing instruments that are used, characteristics, who are the most popular musicians and so forth
- Guided visit of the Louvre: pick an artist and explain his art and what he/she is known for
- Videos: Excerpts from *Cirque du Soleil* , *La vie en Rose* and *Les Misérables*

- Become the critic of a play, movie, painting, dance recital or any other form of art
- Compare and contrast music from different French-speaking countries
- Write a poem or a fable
- Create an advertisement for a specific event

Cultural connections

- Development of major artistic and literary movements
- Understanding art as a reflection of society
- Discovering World Heritage

Unit 6: Contemporary Life

Essential Questions:

1. What are the challenges of contemporary life?
2. How do societies and individuals define the quality of life?
3. How is contemporary life influenced by cultural products, practices, and perspectives?

Can Do Statements:

- I can compare/contrast the perception of marriage in the US vs French-speaking countries.
- I can reflect on the impact marketing/advertisement has on consumers.
- I can use circumlocution to summarize various audio-text (*Call Center,...*).
- I can analyze Frederic Beigbeder's text: *99 Francs*.
- I can make comparisons and examine differences of different types of housing in various French speaking countries.
- I can identify sports and leisure related to various Francophone areas.
- I can interpret graphics related to contemporary life themes.
- I can discuss means of transportation in various countries

Language Functions:

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

- Evaluating
- Expressing opinions
- Identifying
- Paraphrasing
- Retelling

Grammar:

- Review of verb tenses
- Synonyms/antonyms
- Comparative/superlative
- Prepositions with geographical names

Suggested Vocabulary:

- Vocabulary related to relationships
- Terminology pertaining to travel and transportation
- Specific terms used for sports events
- Vocabulary related to readings, audio-text, and movie clips (Marketing)
- Expression and acronyms pertaining to housing

Suggested Activities / Benchmark Assessments:

- Analyze and discuss excerpt *99 Francs*
- Analysis of various advertisement: based on the citation from reading
“Plus je joue avec votre subconscient, plus vous m’obéissez”
- Project: based on the quotation of the reading, search in French magazines ads that touches the subconscious . If possible, find graphs demonstrating who those ads touch and how people use the products. Show class the difference in French and American ads for the same or similar product.
- Essay: The effect of advertising on adolescents(finds advertisement targeting the target population and write on the positive and negative influence using two sources for references)
- Role-play: Tell a friend about a product he/she absolutely needs
- Audio-text “*Rester a la maison*” : listening comprehension and question related to audio.
- Graph analysis and interpretation of various housing in France
- Debate: pride in team sports
- Essay: Based on the proverb “*L’habit ne fait pas le moine*”

- Reading: *Le Chandail*
- Based on reading, create a T-chart and compare contrast the impact sport and religion has on the narrator of the story
- Survey: Value of sport : create a survey and present results with a graph

Cultural connections

- Familiarity with national sports representing various Francophone countries
- Explore the world of advertisement
- Variety of housing

Ongoing: Preparation for the Advanced Placement Exam

- Completion of individual grammar/vocabulary assignments in *Une fois pour toute* and *Cours supérieur*
- Listening comprehension activities using CD's from *Allons au-delà*, New AP French book
- Reading comprehension activities from new AP French Book and internet sources
- Practicing impromptu oral responses

- Monthly guided personal journal
- Weekly assigned thematically relevant compositions
- Presentation of current events in French for expansion of vocabulary, idiomatic expressions, reading comprehension and discussion
- Weekly vocabulary expansion, verb practice and testing

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, 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>
- *Imaginez. Vista* (2012)
- *Une fois pour toute*, Longman

- *Tableaux culturels de la France*. Ravisé. National Textbook Company
- *Allons au-delà : La Langue et les Cultures du Monde Francophone*. Richard Ladd. Pearson. (2012)
- *AP French : Preparing for the Language and Culture Examination*. Pearson. (2012)
- *Face-À-Face : conversation et rédaction*. Françoise Ghillebaert. Vista Higher Learning. (2011)
- Various literary Excerpts.(Huis Clos, Rhinocéros, Les Fables de la Fontaine, etc).
- 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

<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			
<u>Speaking</u>	<u>Groups/Pairs</u>	<u>Reading</u>	<u>Writing</u>
<u>Provide:</u>	<u>Teach:</u>	<u>Use:</u>	-Shorten task
-sentence starters	-rules and	-peer tutoring	-Require lists
-processing time	expectations	-label main ideas	rather than
-cues and	-skills of	-label 5 W's	sentences
prompts	independence –	-visual imagery	<u>Allow:</u>
-embedded	bridging phrases,	-graphic	-note-taking
choices	disagreeing	organizers	-visual
-practice time	agreeably, voice	<u>Allow:</u>	representation of
	level	-Highlighting of	ideas
	-strategies for	key	-collaborative
	moving in and out	words/concepts	writing
	of groups	-Silent	-Brainstorm word
		pre-reading	bank

	-signal for getting teacher's attention <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	-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.

Intermediate–high speakers/ pre-advanced 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 (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 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 (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 5 (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

Unit 6 (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

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

21st 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