



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

Course: French IV

Department: World Cultures

Board Approval	Supervisor	Notes
July 2011	Steve Sarles	Born Date
July 2012	Steve Sarles	Revisions
June 2015	Chris Wilson	Revisions
December 2017	John Bosmans	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Geography and History of France	11	Global Issues:Public Health/Environmental Protection
2	Geography and History of France	12	Global Issues:Public Health/Environmental Protection
3	Paris & Marseilles:The First Cities Then & Now	13	Global Issues:Getting Along
4	Paris & Marseilles:The First Cities Then & Now	14	Global Issues: Getting Along
5	Louis XIV:Legacy of Arts & Love	15	Our Closest Neighbor: Quebec
	Marking Period 2		Marking Period 4
6	Louis XIV:Legacy of Arts & Love	16	Our Closest Neighbor:Quebec
7	Spotlight on the Arts	17	Can I Live Abroad
8	Spotlight on the Arts	18	Can I Live Abroad
9	Spotlight on the Arts	19	Can I live Abroad
10	Global Issues:Public Health/Environmental Protection	20	Final Exams

Core Instructional & Supplemental Materials including various levels of Texts

Bon Voyage 3 Textbook (College prep/ADV) Kahoot, Quizlet, Quia, Lingt, French websites, you-tube videos, EdPuzzle, TPR Books like *Ma voiture a moi*, University of Texas online

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grammar exercises *Bien Dire* & Audio activities (ADV). Lingt speaking and oral response recorded activities.. Le Petit Prince as a reader (ADV/AP). French newspaper infographics (College Prep/ADV) Teacher generated materials tired for College Prep and Advanced students.

Time Frame	Weeks 1-2
Topic	
Geography and the History of France	
Essential Questions	
<ul style="list-style-type: none">● What are France's borders and topography?● What was the original territory of Gaul?● What cultures from other lands shaped France?● What was the relationship between the Romans and the Gauls?● Who were some of the early heros of France?● What vestiges of the far past remain present today?● How did a monarchy shape the country?● How did the kings carve up France? What are the regions today, and how do they differ?	
Enduring Understandings	
<ul style="list-style-type: none">● French history is important to the understanding of the French culture, and of our own American history.● The French country is divided into regions that are as geographically and culturally different as the states in the United States.● The French people are fiercely proud of their past.	

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Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able locate and identify all provinces of France.
2. Students will be able to compare/contrast cultural differences between those regions
3. Students will be able to trace France's earliest history on a timeline.
4. Students will be able to list products/resources from these regions
5. Students will be able to reflect on the influence of the French language on English.

Grammar

1. How to compare and contrast
2. Review sentence structure: agreements
3. Review colloquialisms to describe location and placements
4. Review verb tenses

Culture

1. Differences among regions
2. The influence of bordering countries on different parts of France.
3. Importance of second language acquisition in today's multicultural society.

- Listening Comprehension activities
- Picture prompt activities: France's heroes
- Reading activities (Sequencing and paraphrasing)
- Writing activities (colloquialisms to describe locations, relational proximity)
- Video activities (You Tube importance of language acquisition)
- Oral activities : Compare and contrast different regions
- Cooperative learning activities

Assessments

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Formative:

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Venn Diagrams/Graphic organizers
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment
- Quizlet
- Google Voice
- Class participation

Summative:

- Unit Oral and written assessment

Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

-

Career Education

21st Century Skills

Interdisciplinary Connections

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English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language.

Social Studies- 6.2.12.A.2.b- Students will determine the reasons for, and consequences of the rise of powerful, centralized nations in Europe (i.e., the French absolute monarchy and the English limited monarchy)

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to demonstrate oral proficiency.

Time Frame	Weeks 3-4
Topic	
Paris & Marseilles: The First Cities Then & Now	
Essential Questions	
<ul style="list-style-type: none"> ● What were the earliest and largest cities settled in France, and how did they compare? ● What was the Roman influence on both, and what remnants can still be seen? 	

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- What are the arrondissements (neighborhoods) of Paris and how is the city laid out?
- What is the history behind the key monuments of Paris?
- How does one use the Paris Metro?
- What are the different neighborhoods known for shopping, restaurants, arts?
- Where are affordable places to stay and eat in Paris and Marseilles?
- How to understand regional accents to find the common French sounds.
- How to ask for help in emergency situations in a city.

Enduring Understandings

- Paris and Marseilles are rich with historical monuments, landmarks and Roman ruins.
- Both are multi-ethnic cities with neighborhoods defined by different characteristics.
- Public transportation is very accessible and the easiest way for a visitor to get around.
- It is important to try to recognize different regional accents.
- Cities in France are accessible to visitors, regardless of budget

Alignment to Standards

[NJSLS WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able to identify landmarks in Paris and Marseilles and describe their history.
2. Students will be able to navigate the cities' public transportation, with a map.
3. Students will be able to compare affordable lodging and eating venues in both cities.
4. Students will be able orally ask for help in typical emergency situations.
5. Students will be able to recognize strong regional accents between the North/South of

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France.

Grammar

1. Commands: How to tell others what to do
2. Form questions: Ask for necessary information.
3. The Subjunctive Mood: How to say what is necessary and important for someone else to do.

Culture

1. Landmarks of Paris/Marseilles and their locations
2. History and Roman influence in both cities.
3. The characteristics of Paris' differing neighborhoods.
4. Planning an affordable trip to Paris and/or Marseilles

Assessments

Formative:

- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Quizlet
- Kahoot
- Journal Entry
- Webquest

Summative:

- Unit oral and written assessment

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Benchmark:

-

Alternative:

-

Career Education

CRP4, CRP6- Students will communicate clearly and effectively while also demonstrating creativity and innovation to create a simulated trip to France and present to their peers.

21st Century Skills

Interdisciplinary Connections

English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will complete a French webquest using their chromebooks.

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Time Frame	Weeks 5-6
Topic	
Louis XIV: Legacy of Arts & Love	
Essential Questions	
<ul style="list-style-type: none">• Why was Louis XIV called the “Sun King?”• Why did he want to build Versailles? Why is it considered the greatest of the palaces?• What purpose did court life serve, in terms of centralizing power?• Who were the women in Louis’ life and how did they establish their power?• What role did the Church play in Louis’ love life?	
Enduring Understandings	
<ul style="list-style-type: none">• Versailles is considered one of the greatest palaces of the world.• Louis XIV contributed vastly to our understanding of French culture through his aesthetic choices.• Women in the royal court cemented their power by becoming a “favorite” of the King.• The Church played an enormous role in the outcome of the King’s amorous liaisons.• Love and romance are essential elements of French culture.	

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Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able describe Versailles, and create a presentation of favorites sections.
2. Students will be able to identify at least 3 women in Louis's life, and describe the role they played in history.
3. Students will be able to talk about love and romance, using idiomatic expressions.
4. Students will be able to give dating advice to a friend.

Grammar

1. Review prepositions
2. Review comparatives and superlatives
3. Use past tenses effectively, switching between imperfect and passe compose.

Culture

- 1 Court life at Versailles.
 2. The rooms of Versailles and their influence on decorative arts.
 3. The gardens of Versailles and their influence on design today.
 4. The etiquette and symbolism of courtly affairs.
- Design activities: the gardens of Versailles
 - Listening Comprehension activities: YouTube videos of simulated court life.
 - Picture prompt activities
 - Reading/Writing activities: Love Letters & Advice.
 - Online research and electronic : Profiles of Louis' women
 - Mini skits from the musical, "Le Roi Soleil."
 - Dramatization of court life

Assessments

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Formative:

- Do Now Activity
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Google voice
- Teacher observation

Summative:

- Student generated presentations on the gardens of Versailles

Benchmark:

-

Alternative:

- Student generated presentations on the gardens of Versailles, mini musical skits from the musical "Le Roi Soleil"

Career Education

CRP4, CRP6-Students will communicate clearly and effectively with reason and demonstrate creativity and innovation during their presentations of the gardens of Versailles and mini musical skits.

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Interdisciplinary Connections

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Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
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 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrate their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to complete oral assessments.
 - Students will use Google slides to synthesize and present information.

Time Frame	Weeks 7-9
Topic	
Spotlight on the Arts	

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Essential Questions

- How has France contributed to – and been a major leader of – the art world over time?
- What are the universal themes in all forms of French art that appeal to all?
- What does art tell us about time/place in a culture? Why is it important to protect art works?
- Is art itself a language

Enduring Understandings

- France has always placed great value and importance on all forms of artistic expression.
- Some of the most important art in the world is housed in French museums.
- Public access to art is important to a civilized society.
- Language and art forms share common structures.
- Art crosses boundaries.

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able to identify important French artists, and describe their major works.
2. Students will be able to articulate their interpretation of various works of art.
3. Students will be able to perform in French various works of theater and musical literature.

Grammar

1. Effectively use different compound tenses in the past.
2. Use comparatives and superlatives to describe sensory perception

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3. Develop a bank of adjectives to use to describe the arts and one's sensory reaction to it.

Culture

1. Students will be able to describe how particular works of art reflect a society in time/place.
2. Students will be able to identify universal themes in French art.
3. Students will be able to compare/contrast how the French and Americans view art preservation public access to it.

- Reading authentic works by French authors.
- Picture prompt activities
- Writing activities post film analysis
- Listening Comprehension activities
- Pronunciation exercises.
- Dramatization of plays and musicals in French.
- Digital tours of different museums in France.
- Art projects that mimic works of French art.

Assessments

Formative:

- Class notes
- Do Now Activity
- Exit Ticket
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet
- Class participation

Summative:

- Unit Oral and Written Assessment

Benchmark:

-

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Alternative:

- Digital Tour of various French museums. French Art project.

Career Education

CRP6- Students will demonstrate creativity and innovation when creating and presenting their French Art project.

21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures when studying the arts and museums in France and the United States.

Interdisciplinary Connections

VPA- 1.2.8.A.3- Students will analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts with a focus on France and the Palace of Versailles.

Technology Integration

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 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their

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learning, growth, and reflection on the key concepts presented.

- Students will use Google slides to present their French Art projects.
- Students will use Canva to generate an authentic work of art.

Time Frame	Weeks 10-12
Topic	
Global Issues:Public Health/Environmental Protection	
Essential Questions	
<ul style="list-style-type: none">● What are some major natural resources of these islands and how are they threatened?● How has Haiti survived natural disasters? What is our relationship w/ the island nation?● How has France set the example for eco-tourism through the example of the Lascaux caves?● Why is it critical to search for and cite credible sources when compiling research?● How do you properly order food in a French speaking country?● What are the popular pastimes and sports in the Caribbean● What are the Francophone countries in West Africa?● What are some major health threats in Francophone countries in West Africa?● Why is access to healthy food and clean water a world issue?● How have health issues put West Africa on the map?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will be able discuss the geography and culture of French speaking islands.● Students will compare and contrast the environmental threats affecting each area.● Students will be able to talk about Haiti's natural disasters, and their effect on immigration to the United States.● Students will be able to develop creative solutions to balancing environmental preservation and tourism.● Students will understand that public health is a global issue – disease knows no borders.● Students will be able to analyze and discuss the health threats to the West African	

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countries

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. How to discuss the geography, weather and culture of Francophone islands.
2. Students acquire vocabulary to describe natural resources, disasters/ threats to environment.
3. Students understand how disasters in Haiti have led to the immigrant population in the US.
4. Teamwork and creativity are essential to develop solutions to environmental threats.

Grammar

1. How to narrate a dramatic story.
2. Sequence of narrative.
3. How to express an opinion, and defend it in a debate.
4. Impersonal statements using the subjunctive

Culture

1. International aid to Haiti
2. How to cultivate a culture of preservation in a community.
3. The role of international relief agencies in West Africa: Doctors without Borders.
 - Research project on West African country its public health threats.
 - Persuasive essay: How to convince international officials to send help?
 - Oral debates: Solutions to health issues stemming from West Africa
 - Homework
 - Mini skits: The tragedy of one African family struck by Ebola.
 - Online assessment activities
 - Webquests
 - Map creation: Francophone islands around the world
 - Audio activities: Online newscasts about eco-threats
 - Eco-tourism: Create travel brochure for an island whose environment is threatened.

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Assessments

Formative:

- Homework assessment
- Teacher observation
- Class participation
- Do Now Activity
- Exit Ticket
- Journal Entries
- Class blog
- Quizlet
- Picture prompts
- Writing Activities
- Speaking Assessments including Google voice

Summative:

- Research Project on West African countries and the various health threats they face.

Benchmark:

- .

Alternative:

- Podcast

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Interdisciplinary Connections

English Language Arts- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language. W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
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 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google slides to synthesize and present information.
 - Students will work in the media center to produce and publish podcast.

Time Frame	Week 13-14
Topic	
Global Issues: Getting Along	
Essential Questions	
<ul style="list-style-type: none">● How do different cultures define “family?”● What do family roles and expectations differ between cultures?● How do cultural and religious traditions help unify or separate families?	

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- What role does new technology play in keeping families close?
- How do cultural and religious beliefs affect friendship, love, and marriage?
- Immigration and its role in developing a new multiculturalism

Enduring Understandings

- The nuclear family does not define the meaning of “family.”
- Family members often live in different households, and even different countries.
- Communication between family members who live apart is aided by technology.
- Cultural and religious traditions can unify or separate families.
- Friendship, love and marriage are affected by religious traditions and beliefs.
- Immigration plays a leading role in defining a new multiculturalism

Alignment to Standards

[NJSLS WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5](#), [WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Concepts:

- It is important to recognize and describe different structures for families.
- There are challenges to living in different households (or countries) than loved ones.
- New technology can help create solutions to challenges through virtual communication.
- There are pros and cons of living with extended, multi-generational families.
- Friendships and romances can be affected by cultural and religious traditions
- Tolerance and patience are necessary to bridge cultural gaps.

Skills:

- Compare/ contrast family structures, in the United States and other francophone countries.
- Identify all the new types of relatives one may gain in life through lifestyle commitments.
- Create a New Family Tree that focuses on *proximity/distance* to family members.
- Debate pros and cons of living with multi-generational family members
- Define the challenges to friendships and romances posed by cultural and religious traditions.

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- Google Slides for explanation of grammar concepts
- Story telling: Favorite family stories told around a circle.
- Authentic readings about families in francophone countries
- Venn Diagram to compare cultures
- Journal entry describing favorite family story.
- Create and orally explain your family tree in terms of distance and proximity.
- Create the family you hope to have in the future by creating multi-media rich presentations.
- Investigate the family traditions and celebrations of a specific francophone country's family.
- Predict what changes you would have to make in yourself if you married into the family.

Imagine what challenges and opportunities might present themselves in a multi-cultural family.

Assessments

Formative:

- Do now activity
- Exit ticket
- Teacher observation
- Class discussion
- Journal entry
- Class blog
- Writing assignment
- Oral Assessment
- Story Telling

Summative:

- Unir Oral/Written Assessment

Benchmark:

-

Alternative:

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Career Education

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21st Century Skills

Interdisciplinary Connections

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Time Frame

Weeks 15-16

Topic

Our Closest Neighbor: Quebec

Essential Questions

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- Where is Québec, and what is its history?
- Where is Acadia and what is its link to Louisiana in the United States?
- What are some of the landmarks in Québec?
- What is the essential vocabulary for car rental and car travel in Québec?
- What are some specific driving skills needed to drive in Québec?
- What is the significance of Winter Carnival and how can I participate in it?
- What are the most popular sports in Québec?
- What is useful vocabulary for renting winter sports gear?

Enduring Understandings

- Students will understand geographical landmarks and culture of Québec
- Describe the link between the Acadians and the Cajuns of Louisiana
- Québec is a close neighbor, and easily accessible by car for vacations.
- Winter Carnival is an event popular worldwide, and one that is easily accessible to Americans.

Alignment to Standards

[NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. How to discuss the geography, history and culture of Québec
2. To discuss/ learn some driving skills particular to Québec
3. Students will acquire useful vocabulary to rent winter sports equipment/a vehicle in Québec

Grammar

1. Relative Pronouns
2. Conditional /Conditional Past tenses
3. Near Future vs. Simple Future

Culture

1. Foods of Québec
2. Winter sports and rentals

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3. The Acadian tragedy of Evangeline and the songs/poems written about her.
4. Authentic literature and television programs of Québec

- Literature and Poetry: Evangeline by recitation and by song.
- Video activities: YouTube videos
- Provide written driving directions
- Oral activities : compare and contrast cultural differences
- Grammar charts and organizers: future tense
- Writing and reading narratives
- Cooperative learning activities :skit creation (traveling scenario)
- Listening activities to reinforce pronunciation and diction

Assessments

Formative:

- Homework assessment
- Teacher observation
- Class participation
- Do Now Activity
- Exit Ticket
- Journal Entries
- Class blog
- Quizlet
- Picture prompts
- Venn Diagram
- Reading Activities
- Class participation

Summative:

-

Benchmark:

-

Alternative:

- Podcast: How would you spend your winter vacation in Quebec?
- Webquest:driving in Quebec/popular winter sports

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Career Education

CRP4, CRP6- Students will communicate clearly and effectively with reason, and demonstrate creativity and innovation in creating their podcasts on what they would do on their winter vacation in Quebec.

21st Century Skills

Interdisciplinary Connections

English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to complete oral assessments.
 - Students will use Google slides to synthesize and present information
 - Students will use their chromebooks and the internet to complete a webquest.
 - Students will work in the media center to produce a podcast.

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Time Frame	Weeks 17-20
Topic	
Can I live Abroad	
Essential Questions	
<ul style="list-style-type: none">• What plans and processes are necessary for an American to study in a francophone country?• What requirements must be met for an American to move to a francophone country?• How can I find a bilingual job abroad and in the United States?• How can I apply and interview for a bilingual job?	
Enduring Understandings	
<ul style="list-style-type: none">• Students will know what is required for an American to study, work or live in a francophone country.• Students will discover how to find/apply for a bilingual job anywhere.• Students will be able to interview for a bilingual job with a French speaker.• Students will compare immigration trends in the US vs. France.• Students will appreciate the long-term value of a committed study of a f language	
Alignment to Standards	
NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5, WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Learning Activities & Key Concepts and Skills	
Communication <ol style="list-style-type: none">1. Students will compare and contrast immigration trends and restrictions in U. S. vs. France.2. Students will be able to find a bilingual job through employment sites on the internet.	

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3. Students will understand the requirements to study abroad.
4. Students will be able apply and interview for a bilingual job.

Grammar

1. How to self-promote
2. Passive voice, adverbs
3. Job experience and desires

Culture

1. Trends in immigration here and in France.
2. Job applications for bilingual candidates in French
3. What to expect as a foreign student in a francophone country.
4. How becoming proficient in French in high school can lead to living abroad in college/beyond.

- Prepare a news broadcast
- Watch a TV program or newscast in French
- Visual organizers-different colleges with study-abroad programs in francophone countries.
- Written job application
- Oral job interview
- Writing activities (poetry, compositions)
- Cooperative learning activities
- Writing and reading narratives
- Authentic newspaper articles
- Listening activities to reinforce pronunciation and diction
- Song analysis-current bilingual Francophone pride
- Web quests-searching immigration trends

Assessments

Formative:

- Teacher observation
- Class participation
- Reading activities
- Writing activities
- Listening Comprehension
- Venn Diagrams

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- Geography Skillbuilder
- Grammar Chart
- Do Now
- Exit Ticket

Summative:

- Unit written assessment

Benchmark:

- Final skills (oral/written) benchmark assessment.

Alternative:

- Webquest, Student generated news broadcast.

Career Education

CRP4, CRP6, CRP2, CRP10- Students will communicate clearly and effectively, demonstrate innovation and creativity, apply appropriate academic and technical skills, and plan education and career paths aligned to personal goals while generating a news broadcast and examining different professions that they could pursue with their knowledge of the French language.

21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures

Interdisciplinary Connections

English Language Arts- English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

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collaborate and to create and communicate knowledge

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- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google voice to complete oral assessments.
- Students will use Google slides to synthesize and present information
- Students will access Youtube to view videos on global environmental issues.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

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- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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