



# 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.*

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## **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School /  
Ocean Township High School

**Course:** French, Grade 8/French I

**Department:** World Language

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Greetings, Introductions, Time, Numbers, School, Family, Food, Culture	21	Sports and other Physical Activities
2	Greetings, Introductions, Time, Numbers, School, Family, Food, Culture	22	Sports and other Physical Activities
3	Greetings, Introductions, Time, Numbers, School, Family, Food, Culture	23	Sports and other Physical Activities
4	Greetings, Introductions, Time, Numbers, School, Family, Food, Culture	24	Sports and other Physical Activities
5	Greetings, Introductions, Time, Numbers, School, Family, Food, Culture	25	Sports and other Physical Activities
6	Greetings, Introductions, Time, Numbers, School, Family, Food, Culture	26	Summer and Winter Seasons
7	Shopping For Food	27	Summer and Winter Seasons
8	Shopping For Food	28	Summer and Winter Seasons
9	Shopping for Clothes	29	Summer and Winter Seasons
10	Shopping for Clothes	30	Summer and Winter Seasons
Week	Marking Period 2	Week	Marking Period 4
11	Travel to France	31	Travel with Family/Sports

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12	Travel to France	32	Travel with Family/Sports
13	Travel to France	33	The Daily Routine
14	Travel to France	34	The Daily Routine
15	Travel to France	35	The Daily Routine
16	Travel by Train in Europe	36	The Daily Routine
17	Travel by Train in Europe	37	Leisure Activities
18	Travel by Train in Europe	38	Leisure Activities
19	Travel by Train in Europe	39	Leisure Activities
20	Travel by Train in Europe	40	Leisure Activities

### Core Instructional & Supplemental Materials including various levels of Texts

*Bon Voyage Level 1B* Text/Workbook, Quizlet, Kahoot, Google Voice , Youtube, French is Fun, Teacher Generated Learning Tasks & Assessments-Tiered for Novice Mid & Novice High Learners

Time Frame

Weeks 1-6

### Topic

Greetings, introductions, describing other people, calendar, telling time, numbers 0-100, school objects/supplies/subjects, family tree/house, identify food/ going out to eat/ordering food/ using utensils.

### Essential Questions

- How do I greet my peers in the morning, in the afternoon, in the evening?
- How do I greet older people in the morning, in the afternoon, in the evening?
- How do I say goodbye?

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- What greetings are used in formal and informal situations?
- What are the customs associated with greetings?
- How do I introduce myself?
- How do I ask someone my own age for their name?
- How do I order simple food items?
- What kind of polite expressions do I need to know when dealing with people?
- How do I express the date to somebody else?
- How do I tell time?
- How do I describe myself or somebody else?
- How do I describe people and things?
- How do I describe and talk about objects related to school?
- How do I describe and talk about school supplies?
- How do I describe and talk about school subjects?
- How do I talk about school and after school activities?
- How do I shop for school supplies?
- How do I express likes and dislikes?
- How do I describe and talk about my family and my home?
- How do I describe and talk about somebody else's family and home?
- How do I order food at a café or a restaurant? How do I identify food items?
- How do I use expressions specific to ordering in a restaurant?
- How are eating customs in the United States different than eating customs in France and francophone countries?
- How does learning another language help me to become an active global citizen?

## Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communications and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

## Alignment to Standards

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[NJSL- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5,](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

Students will understand and communicate at the word level to independently

1. Greet others
2. Say good-bye
3. Ask how someone is
4. Express dates and seasons
5. Count from 1-100
6. Tell time, review time expressions
7. Identify and describe themselves and others
8. Find out where they are from and say their nationality
9. To obtain and provide information about their courses
10. To talk about themselves
11. To talk about school and after school activities

#### **Grammar**

1. Form appropriate syntax
2. State questions using interrogatives
3. Use the appropriate form of definite and indefinite articles and adjectives to describe people and things
4. Use the present tense of the verb **être** (to be) to describe people and things
5. Use the present tense of regular –er verbs to communicate in various situations
6. Negation
7. Use the present tense of the verb **avoir** (to have) to express possession
8. Use appropriate possessive adjectives
9. Use the present tense of the verb **aller** (to go) to express where people go
10. Use the present tense of the verb **aller** followed by the infinitive of another verb to indicate near future
11. Contraction of prepositions *a* and *de* + article
12. Use the present tense of the verb **prendre** (to take)

#### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American eating customs and French eating customs
3. Comparison of a French school day and an American school day
4. Comparison of afterschool life of a teen in the United States with that of a teen in Quebec and France

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### Assessments

#### **Formative:**

- Audio Activities:Situational Dialogues
- Picture Sequences
- Reading Activities
- Listening Activities
- Expressions of Courtesy
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice

#### **Summative:**

- Oral and Written Assessment by teacher generated questions, paired activities, and small group activities

#### **Benchmark:**

- Skills (speaking & writing)/Culture Content Assessment

#### **Alternative:**

- Quizlet, Kahoot, Flipgrid

### Career Education

CRP4- Students will communicate with each other in the target language to simulate an experience ordering food and asking how someone's day was.

### 21st Century Skills

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### Interdisciplinary Connections

English Language Arts:

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience

### 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 demonstrate oral proficiency.
  - Students will use flipgrid to create dialogues and collaborate with their peers in the target language.

Time Frame

7-8 Weeks

### Topic

Shopping for food at various stores, tell what you and others are doing, ask for the quantity of an item you want, talk about what you and others are able to do or want to do

### Essential Questions

- What do I buy in a *boulangerie*?
- How do I describe items sold in a *boulangerie*?

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- What do I buy in a *pâtisserie*?
- How do I describe items sold in a *pâtisserie*?
- What do I buy in a *crémèrie*?
- How do I describe items sold in a *crémèrie*?
- What do I buy in a *boucherie*?
- How do I describe items sold in a *boucherie*?
- What do I buy in a *poissonerie*?
- How do I describe items sold in a *poissonerie*?
- What do I buy in a *charcuterie*?
- How do I describe items sold in a *charcuterie*?
- What do I buy in an *épicerie*?
- How do I describe items sold in an *épicerie*?
- How do I express the quantity of the item I want to buy?
- How do I say that I only want some?
- How do I say what other people do not have?
- How do I say what I want to do?
- How do I ask what other people like to do?
- How do I say what I can/am able to do?
- How do I say what I want to do?

### Enduring Understandings

- In today's multi-cultural society there are several languages used to communicate in the global community.
  - The need to know another language for travel, entertainment and daily interactions is an essential tool in today's society.
  - Self-reflection is an important part of creating growth in language acquisition.
  - Understanding other cultures creates cultural sensitivity and acceptance.
  - Interpreting spoken and written language is essential to good communications and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

### Alignment to Standards

[NJSLs- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH.C. 1-5](#)

### Learning Activities & Key Concepts and Skills

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### **Communication**

Students will understand and communicate at the word level to independently

1. shop for food in small stores
2. shop for food in a supermarket
3. identify foods purchased in various stores

### **Grammar**

1. Use the present tense verb **faire** (to do/ make) to express what you and other people want to do
2. Use the partitive and definite article to indicate what you want to buy
3. Use the partitive in a negative sentence
4. Use the present tense of the verb **pouvoir** (to be able to do / can do) to express what you and other people can do
5. Use the present tense of the verb **vouloir** (to want) to express what you and other people want to do

### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American and French food shopping habits and customs.

## Assessments

### **Formative:**

- Google Voice
- Do Now Activity
- Exit Ticket
- Written Assessment
- Oral Assessment
- Class discussion
- Teacher observation
- Collaborative Dialogues
- Kahoot
- Quizlet

### **Summative:**

- Unit Oral and Written Assessment

### **Benchmark:**

- 

### **Alternative:**

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## **SPARTAN MISSION:**

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- Google Voice, Quizlet, Kahoot, Student generated skits on shopping for clothes in a store.

### Career Education

CRP4, CRP 6- Students will communicate clearly and effectively with reason and demonstrate creativity when creating their interpersonal and presentational skits on shopping for clothes.

### 21st Century Skills

### Interdisciplinary Connections

English Language Art:

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience

### 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.
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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 demonstrate oral proficiency.
  - Students will use flipgrid to create dialogues and collaborate with their peers in the target language.

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Time Frame	Weeks 9-10
<b>Topic</b>	
Clothing, Shopping, Ordering, Sizes, Colors	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How do I describe garments worn by males?</li><li>● Where can I buy men's clothing?</li><li>● How do I choose size for a European manufactured garment?</li><li>● How do I describe garments worn by females?</li><li>● Where can I buy women's clothing?</li><li>● How do I choose size for European manufactured footwear?</li><li>● How do I express colors?</li><li>● How do express my opinion about articles of clothing?</li><li>● How do I describe what I and others are wearing?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● In today's multicultural society there are several languages used to communicate in the global community.</li><li>● The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li><li>● Self-reflection is an important part of creating growth in language acquisition.</li><li>● Understanding other cultures creates cultural sensitivity and acceptance.</li><li>● Interpreting spoken and written language is essential to good communications and building rapport.</li><li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li></ul>	
<b>Alignment to Standards</b>	
<a href="#"><u>NJSLS- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5</u></a>	
<b>Learning Activities &amp; Key Concepts and Skills</b>	

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### **Communication**

Students will understand and communicate at the word level to independently

1. Shop for clothes
2. Choose the right size
3. Choose the desired color
4. Compare garments

### **Grammar**

1. Use the present tense verb **mettre** (to wear/put) to express what you and other people are wearing
2. Use the present tense of the verb **voir** (to see) to express what you and other people see
3. Use the present tense of the verb **croire** (to believe/ to think) to express what you and other people think
4. Use the comparative forms to express your opinion of articles of clothing

### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American and French clothing sizing systems
3. Comparison of American and French style in clothes

## Assessments

### **Formative:**

- Situational Dialogues
- Reading Comprehension Activities
- Flash Cards
- Do Now
- Exit Ticket
- Teacher Observation
- Oral Expressions
- Homework Review
- Writing Task in target language
- Quizlet
- Kahoot

### **Summative:**

- Google Voice Oral Assessment, Target Language Writing Assessment

### **Benchmark:**

- 

### **Alternative:**

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- Google Voice, Quizlet, Kahoot, Student Generated Dialogue and Presentation of a interaction between a salesperson and a customer using green screen technology

### Career Education

### 21st Century Skills

### Interdisciplinary Connections

#### English Language Arts:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly 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
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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 demonstrate oral proficiency.
  - Students will use green screen technology to record a dialogue between a salesperson and a customer to present to their peers.

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Time Frame	Weeks 11-15
Topic	
Travel to France	
Essential Questions	
<ul style="list-style-type: none"><li>• How do I check in at the airport?</li><li>• How do I talk about services offered onboard?</li><li>• What kind of documentation do I need to travel by plane?</li><li>• How do I talk about more activities related to traveling?</li><li>• How do I ask questions regarding traveling on a plane?</li><li>• How do I talk about things and people as a group?</li><li>• How do I talk about air travel in France?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>• In today's multicultural society there are several languages used to communicate in the global community.</li><li>• The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li><li>• Self-reflection is an important part of creating growth in language acquisition.</li><li>• Understanding other cultures creates cultural sensitivity and acceptance.</li><li>• Interpreting spoken and written language is essential to good communications and building rapport.</li><li>• Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li></ul>	
Alignment to Standards	
<a href="#"><u>NJSLS- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5</u></a>	
Learning Activities & Key Concepts and Skills	

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### **Communication**

Students will understand and communicate at the word level to independently

1. Check in at the airport
2. Go through security
3. Find the departure gate
4. Ask about activities and services offered onboard the airplane
5. Talk about traveling in France

### **Grammar**

1. Use the present tense of regular –ir verbs like finir and choisir
2. Use *quel* and *tout* to describe people and things as a group
3. Use the present tense of irregular –ir verbs like servir, partir, sortir, dormir

### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American and French national air travel

## Assessments

### **Formative:**

- Picture Sequences
- Reading Activities (sequencing & paraphrasing)
- Listening Activities
- Oral/Written Assessment using the verbs finir, choisir, partir, servir, sortir, domir
- Do Now
- Exit Ticket
- Teacher Observation
- Quiz
- Class participation

### **Summative:**

- Unit Oral/Written assessment

### **Benchmark:**

- 

### **Alternative:**

- Student generated Google slide presentations of French speaking countries.

## Career Education

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CRP4- Students will communicate clearly and effectively with reason when presenting their Google slide presentations.

### 21st Century Skills

### Interdisciplinary Connections

English Language Arts:

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience in the target language.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

### Technology Integration

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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 demonstrate oral proficiency.
  - Students will use Google slides to synthesize and present information on French speaking countries

Time Frame

Weeks 16-20

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### Topic

Travel By Train in Europe

### Essential Questions

- How do I purchase a train ticket?
- How do I request information about traveling by train in France?
- How do I talk about services offered onboard?
- What kind of documentation do I need to travel by train?
- How do I talk about more activities related to traveling by train?
- How do I ask questions regarding traveling by train?
- How do I talk about an interesting train trip in a French speaking country?
- How do I talk about train travel in France?
- How do I point out specific people and things?
- Is there specific protocol regarding traveling by train?

### Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
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- Interpreting spoken and written language is essential to good communications and building rapport.
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### Alignment to Standards

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Learning Activities & Key Concepts and Skills

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### **Communication**

Students will understand and communicate at the word level to independently

1. Check in at the train station
2. Go through security
3. Find the departure gate
4. Ask about activities and services offered onboard the train
5. Talk about train traveling in France and Western Africa

### **Grammar**

1. Use the present tense of regular –re verbs like **vendre, attendre, descendre, répondre, entendre, padre**
2. Use demonstrative adjectives to point out people and things
3. Use the present tense of irregular verbs like **dire, écrire, and lire**

### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American and French train travel

- Picture sequences
- Flashcards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilie interrogatives
- Utilize negative
- Utilize the verbs **vendre, attendre, descendre, répondre, entendre, perdre**
- Utilize the verbs **dire, écrire, and lire**
- Master vocabulary and expressions related to train travel
- Identify train personnel
- Google Earth to map trip to Paris, France
- Google Earth to view famous landmarks in Paris.
- Google maps to plan trip on metro system in Paris

### Assessments

### **Formative:**

- Do Now Activity
- Exit Ticket
- Kahoot Review

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- Quizlet
- Google Voice
- Flipgrid
- Teacher Observation
- Oral Presentation
- Written Assessment in target language
- Quiz

### **Summative:**

- Student generated collaborative presentations in the target language on Paris and traveling to its famous landmark using the metro system.

### **Benchmark:**

- 

### **Alternative:**

- Student generated collaborative presentations in the target language on Paris and traveling to its famous landmark using the metro system. Kahoot, Quizlet, Google Earth, Google Maps

## Career Education

CRP2- Students will utilize their understanding of the French language to travel through Paris using the metro system in a simulated travel experience in the country of France.

## 21st Century Skills

9.3.HT- TT.1- Students will apply information about time zones, and international maps when traveling to Paris, France in a simulated experience to see the famous tourist destinations in the city.

## Interdisciplinary Connections

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### Technology Integration

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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 demonstrate oral proficiency.
  - Students will use Google slides to synthesize and present information on traveling to Paris, France.
  - Students will use Google Earth and Google Maps to view and travel to famous landmarks in Paris.

Time Frame	Weeks 21-25
<b>Topic</b>	
Sports and Other Physical Activities	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● What is the most popular team sport in France?</li><li>● What is the most popular team sport in Canada?</li><li>● How do I talk about soccer?</li><li>● What kind of equipment do I need to play a team sport like soccer or basketball?</li><li>● What is the most popular individual sport in France?</li><li>● What is the most popular individual sport in Canada?</li><li>● How do I talk about something that happened yesterday, or last week?</li><li>● How do I talk about more activities related to sports?</li></ul>	
<b>Enduring Understandings</b>	

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# Township of Ocean Schools

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Office of Teaching and Learning

## **SPARTAN MISSION:**

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- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communications and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

### Alignment to Standards

NJSLS- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, [7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

Students will understand and communicate at the word level to independently

1. Talk about team sports
2. Talk about individual sports
3. Express likes and dislikes regarding sports and physical activities
4. Compare sports and express preference

#### **Grammar**

1. Use the past tense of regular verbs (-er, -ir, & -re)
2. Use relative pronouns qui, quoi and est-ce-que to ask questions
3. Use the present tense of irregular verbs like **boire, devoir, and recevoir**

#### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American, Canadian, and French sport preferences

### Assessments

#### **Formative:**

- Practice Exercises in text/workbook
- Do Now Activity

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- Exit Ticket
- Oral and Written Quizzes
- Google Voice
- Homework Assessment
- Class Notes
- Teacher Observation

### **Summative:**

- Oral and Written Unit Assessment-Tiered, World Cup Project

### **Benchmark:**

- 

### **Alternative:**

- World Cup Project

## Career Education

CRP4- Students will communicate clearly and effectively with reason when presenting their World Cup projects.

## 21st Century Skills

## Interdisciplinary Connections

## 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 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 demonstrate oral proficiency.
- Students will use Google Slides to generate World Cup presentation to present in the target language.

Time Frame	Weeks 26-30
<b>Topic</b>	
Summer and Winter Seasons	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How do I describe summer weather?</li><li>● How do I describe winter weather?</li><li>● What sports are most popular in the summer?</li><li>● What sports are most popular in the winter?</li><li>● What kind of clothes do I wear in the summer?</li><li>● What kind of clothes do I wear in the winter?</li><li>● How do I talk about something that happened yesterday, or last week?</li><li>● How do I make a negative statement?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● In today's multicultural society there are several languages used to communicate in the global community.</li><li>● The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li><li>● Self-reflection is an important part of creating growth in language acquisition.</li><li>● Understanding other cultures creates cultural sensitivity and acceptance.</li><li>● Interpreting spoken and written language is essential to good communications and building rapport.</li></ul>	

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- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

### Alignment to Standards

[NJSL- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH C. 1-5](#)

### Learning Activities & Key Concepts and Skills

#### **Communication**

Students will understand and communicate at the word level to independently

1. Talk about winter sports
2. Talk about summer sports
3. Talk about the weather in winter and summer
4. Express likes and dislikes regarding sports and physical activities
5. Talk about a ski trip to Quebec

#### **Grammar**

1. Use the past tense of irregular verbs (using avoir)
2. Use the past tense of verbs (using être)
3. Making negative statements using negative expressions

#### **Culture**

1. Increase in cultural sensitivity
2. Comparison of winter and summer sport preferences in the USA and in Francophone countries

- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize regular verbs to describe past actions
- Master vocabulary and expressions related to winter, summer, clothing, weather, and sports

### Assessments

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### **Formative:**

- Do Now Activity
- Exit Ticket
- Quizlet
- Teacher Observation
- Collaborative Dialogue
- Homework Assessment
- Turtle Game
- Class Participation
- Oral and Written Quizzes

### **Summative:**

- Oral/Written Unit Assessment- Tiered

### **Benchmark:**

- 

### **Alternative:**

- 

Career Education

21st Century Skills

Interdisciplinary Connections

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly in the target language.

Technology Integration

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- 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 demonstrate oral proficiency.

Time Frame	Weeks 21-32
Topic	
Travel With Family/Sports Activities	
Essential Questions	
<ul style="list-style-type: none"><li>● How do I check in at the airport?</li><li>● How do I talk about services offered onboard?</li><li>● What kind of documentation do I need to travel by plane?</li><li>● How do I talk about more activities related to traveling?</li><li>● How do I ask questions regarding traveling on a plane?</li><li>● How do I talk about things and people as a group?</li><li>● How do I talk about air travel in France?</li><li>● How do I purchase a train ticket?</li><li>● How do I request information about traveling by train in France?</li><li>● What kind of documentation do I need to travel by train?</li><li>● How do I talk about more activities related to traveling by train?</li><li>● How do I ask questions regarding traveling by train?</li><li>● How do I talk about an interesting train trip in a French speaking country?</li><li>● How do I talk about train travel in France?</li><li>● How do I point out specific people and things?</li></ul>	

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- Is there specific protocol regarding traveling by train?
- What is the most popular team sport in France?
- What is the most popular team sport in Canada?
- How do I talk about soccer?
- What kind of equipment do I need to play a team sport like soccer or basketball?
- What is the most popular individual sport in France?
- What is the most popular individual sport in Canada?
- How do I talk about something that happened yesterday, or last week?
- How do I talk about more activities related to sports?
- How do I describe summer weather?
- How do I describe winter weather?
- What sports are most popular in the summer?
- What sports are most popular in the winter?
- What kind of clothes do I wear in the summer?
- What kind of clothes do I wear in the winter?

## Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communications and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

## Alignment to Standards

[NJSL- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5](#)

## Learning Activities & Key Concepts and Skills

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### **Communication**

Students will understand and communicate at the word level to independently

1. Check in at the airport
2. Go through security
3. Find the departure gate
4. Ask about activities and services offered onboard the airplane
5. Talk about traveling by plane in France
6. Check in at the train station
7. Ask about activities and services offered onboard the train
8. Talk about train traveling in France and Western Africa
9. Talk about team sports
10. Talk about individual sports
11. Express likes and dislikes regarding sports and physical activities
12. Compare sports and express preference
13. Talk about winter sports
14. Talk about summer sports
15. Talk about the weather in winter and summer
16. Talk about a ski trip to Quebec

### **Grammar**

1. Use the present tense of regular –ir verbs like *finir* and *choisir*
2. Use *quel* and *tout* to describe people and things as a group
3. Use the present tense of irregular –ir verbs like *servir*, *partir*, *sortir*, *dormir*
4. Use the present tense of regular –re verbs like  **vendre, attendre, descendre, répondre, entendre, perdre**
5. Use demonstrative adjectives to point out people and things
6. Use the present tense of irregular verbs like  **dire, écrire, and lire**
7. Use the past tense of regular verbs (–er, –ir, & –re) using *avoir*
8. Use relative pronouns *qui*, *quoi* and *est-ce-que* to ask questions
9. Use the present tense of irregular verbs like  **boire, devoir, and recevoir**
10. Use the past tense of irregular verbs (using *avoir*)
11. Use the past tense of verbs (using *être*)
12. Making negative statements using negative expressions

### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American and French national air travel
3. Comparison of American and French train travel
4. Comparison of American, Canadian, and French sport preferences
5. Comparison of winter and summer sport preferences in the USA and in Francophone countries

- Picture sequences

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- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in textbook and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize regular verbs to describe past actions
- Master vocabulary and expressions related to winter, summer, clothing, weather, and sports

## Assessments

### **Formative:**

- Do Now Activity
- Exit Ticket
- Homework assessment
- Class Notes
- Google Voice
- Quizlet
- Kahoot
- Class Participation
- Teacher observation

### **Summative:**

- Oral/Written Unit Assessment

### **Benchmark:**

- 

### **Alternative:**

- Kahoot, Quizlet, Students generated Google Slide presentations on favorite summer and winter activities in the target language.

## Career Education

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<b>21st Century Skills</b>
<b>Interdisciplinary Connections</b>
English Language Arts: W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience
<b>Technology Integration</b>
<ul style="list-style-type: none"><li>● 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<ul style="list-style-type: none"><li>○ Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.</li><li>○ 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.</li><li>○ Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.</li><li>○ Students will use Google voice to demonstrate oral proficiency.</li><li>○ Students will use Google slides to present favorite winter and summer activities in the target language.</li></ul></li></ul>

Time Frame	Weeks 33-40
<b>Topic</b>	
The Daily Routine/Leisure Activities	

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### Essential Questions

- What do I do in the morning?
- How do I take care of myself?
- What does my family do in the morning?
- What do I eat for breakfast?
- What things do I do everyday?
- What do I do at night to prepare myself for bed?
- How do I talk about something that happened yesterday, or last week?
- What kind of movies do I like?
- What kind of play do I prefer?
- What kind of music do I listen to?
- What kind of art do I prefer?
- What museums have I visited?
- Who is my favorite actor/actress?
- Who is my favorite singer/group?
- Who are my favorite painter/ artist?
- How do I talk about who and what I know

### Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
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### Alignment to Standards

[NJSLS- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5](#)

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### Learning Activities & Key Concepts and Skills

#### **Communication**

Students will understand and communicate at the word level to independently

1. Talk about leisure activities
2. Talk about my daily routine
2. Talk about movie preferences
3. Talk about art and museums
4. Talk about personal grooming habits/routine of other family members
5. Talk about artist preferences
6. Talk about breakfast preferences

#### **Grammar**

1. Use the present tense of savoir and connaître (to know/to be acquainted with )
2. Use object pronouns

#### **Culture**

1. Increase cultural sensitivity
2. Comparison of preferences regarding leisure activities between Americans and French
3. Comparison of American and West African cultural activities and music traditional and modern
4. Comparison of breakfast foods in the USA and Francophone countries.

### Assessments

#### **Formative:**

- Collaborative Oral Dialogue
- Written Assessments
- Do Now
- Exit Ticket
- Class discussion
- Teacher observation
- Quizlet
- Kahoot

#### **Summative:**

- Unit Oral And Written Assessment

#### **Benchmark:**

- Skills (Oral & Written)/Culture Benchmark

#### **Alternative:**

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- Kahoot, Quizlet, Student generated Google Slide presentations on cultural differences in food consumed in the United States and Francophone countries.

### Career Education

CRP4- Students will communicate clearly and effectively with reason when presenting their Google slide presentations to their peers.

### 21st Century Skills

### Interdisciplinary Connections

English Language Arts:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly 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 demonstrate oral proficiency.
  - Students will use Quizlet and Kahoot to review key concepts presented in language acquisition.

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### 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
- 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

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- 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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