

Week	Marking Period 1	Week	Marking Period 3
1	Global Environmental Issues	21	Family and Community
2	Human Rights	22	Friendship and love
3	Global Citizen Awareness	23	Traditions and Holidays
4	Global Economy	24	Childhood and Adolescence
5	Tolerance and Peacemaking	25	Social relationships
6	Higher Education	26	Artistic patrimony
7	Housing Accommodations	27	Performing Arts
8	Student Power	28	Literary Arts
9	Rights of Passage	29	Visual Arts
10	Labor Relations	30	Music
Week	Marking Period 2	Week	Marking Period 4
11	Alienation and assimilation	31	Intensive exam review
12	Belief value system	32	
13	Linguistic identity	33	
14	Nationalism and patriotism	34	
15	Politics and sexuality	35	
16	Science and Technology	36	Final project: Petit Prince
17	Discoveries and Inventions	37	
18	Ethics in Science	38	
19	Means of communication	39	
20	Intellectual property	40	Presentation of final project

Weeks	1-5
Topic	Unit 1: World Issues: nutrition, human rights, economy, environment, war and peace, tolerance.
Essential Questions	
<ul style="list-style-type: none"> ❖ What human rights issues are present in France? ❖ What human rights issues are present in Francophone countries? ❖ How does the local economy impact the global economy? ❖ How can communities improve people's access to basic human needs such as good nutrition, hygiene and clean water? ❖ How does society nurture tolerance towards minority ethnic groups? ❖ What steps must be taken to safeguard our environment? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ In today's multi-cultural society there is a great need for tolerance to promote peace in the global community. ❖ Respect for human rights is essential in a democratic society. ❖ The global economy is the result of the interaction of individual economies. ❖ Understanding other cultures creates cultural sensitivity and acceptance. ❖ Everyone has a part in protecting the environment. ❖ People's access to good nutrition, hygiene and clean water is the responsibility of the global community. 	
NJCCCS 7.1 IH. A. 1-8 7.1 IH. B. 1-6 7.1 IH. C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will discuss environmental issues such as pollution and global warming. 2. Students will discuss current human rights issues. 3. Students will research and discuss current economic trends in Europe and the effect on the global economy. 4. Students will self-assess their language acquisition. 	
Grammar	
<ol style="list-style-type: none"> 1. Review conjugation rules for subjunctive 2. Review sentence structure in passive voice 3. Expressing desires/wants 	
Culture	
<ol style="list-style-type: none"> 1. Issues that affect people's access to good nutrition, clean water and sound hygiene.. 2. Importance of global citizenship awareness 3. Being an active member of today's multicultural society 4. Increase cultural sensitivity 	

Learning Activities

- ❖ Comprehension activities
- ❖ Picture prompt activities
- ❖ Reading activities (Sequencing and paraphrasing)
- ❖ Writing activities (emails and op-ed submissions)
- ❖ Video activities
- ❖ Oral activities : opinions on issues in the news
- ❖ Cooperative learning activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Audio Activities: situational dialogue
- ❖ Dramatization
- ❖ Visual organizers
- ❖ Bell ringers
- ❖ Creation of online poster
- ❖ Grammar charts and organizers conjugation of verbs
- ❖ Authentic newspaper articles
- ❖ Venn diagram of idiomatic expressions
- ❖ Web quest

Assessments

- ❖ Cooperative learning groups
- ❖ Personal nutrition journal
- ❖ Persuasive essay: How to promote tolerance.
- ❖ Online assessment activities
- ❖ Homework
- ❖ Class notes
- ❖ Utilize Google Voice
- ❖ Daily oral participation
- ❖ Web quests
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Power Point presentationson different issues
- ❖ Finalized online poster

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Geography, Mathematics, Sociology, English, Performing Arts, Visual Arts, Science, Legal Studies

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Testing materials

- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia
- ❖ Printed media

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 collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**
C. Communication and Collaboration
- ❖ Student/ teacher created presentations using i.e. PowerPoint
- ❖ Use of Google Voice
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity

Weeks	6-10
Topic	Unit 2: Contemporary life: education and teaching, housing, sports and leisure activities, workplace, publicity and marketing, rites of passage, labor.
Essential Questions	
<ul style="list-style-type: none"> ❖ What is the higher education system in France? ❖ How does the higher education system in France differ than the one in the USA? ❖ What are some rites of passage in French and Francophone culture? ❖ What historical role have students played in educational demonstrations and rebellions? ❖ What are the most common housing arrangements for people in France? ❖ How are the housing arrangements in France different than in the USA? ❖ How is the current job market in France? ❖ What is the job application process in France? ❖ How does the job application process differ in France than the US? ❖ How do most young people in France enter the job market compared to the US? ❖ Is the job market in France similar to USA? ❖ How does marketing and publicity affect sales to different socio-economic groups? ❖ Why are labor unions so important in France? ❖ How do labor strikes affect French national infrastructure and lifestyle? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ Students will understand the different education system in other countries. ❖ Students will understand housing needs and accommodations in France. ❖ Career and job opportunities are influenced by the degree of one's education and training. ❖ Student groups can wield political and social power. ❖ The role and influence of labor unions differs greatly from country to country. ❖ The global workforce is influenced by the local economies. ❖ Labor strikes can greatly affect ease of transportation within the country. ❖ The rites of passage are important cultural celebrations. ❖ Geographical location influences travel and vacation destinations. 	
Alignment to NJCCCS	
<p>NJCCCS 7.1 IH. A. 1-8 7.1 IH. B. 1-6 7.1 IH. C. 1-6</p>	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will discuss the importance and relevance of education in finding employment. 2. Students will acquire useful vocabulary to inquire about a job position. 3. Students will discuss the impact of marketing and publicity in influencing public opinion. 4. Students will fill out a simulated job application and participate in a simulated job interview. 	
Grammar	
<ol style="list-style-type: none"> 1. Present tense of verbs. 2. Commands 3. Questions 4. Conditional /Conditional Past tenses 	

5. Future

Culture.

1. Rites of passage and relation to culture.
2. The current socio-economic landscape in France and Francophone countries.
3. Political power of youth in France and other francophone countries.
4. The influence of labor unions in France.

Learning Activities

- ❖ Comprehension activities: newspaper articles student demonstrations and protests.
- ❖ Picture prompt activities : job advertisements, and housing advertisements.
- ❖ Reading activities (sequencing and paraphrasing of current events)
- ❖ Video activities: you tube videos
- ❖ Foldablefor vocabulary
- ❖ Bell ringers
- ❖ Provide written driving directions
- ❖ Oral activities : compare and contrast cultural differences
- ❖ Grammar charts and organizers : future tense
- ❖ Writing and reading narratives
- ❖ Note taking
- ❖ Cooperative learning activities :skit creation (job interview)
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Power Point on historic student demonstrations
- ❖ Dramatization: Searching for an apartment in France.
- ❖ Writing activities (compositions, lists, journal entries)
- ❖ Teacher YouTube videos: How to make a good first impressions.
- ❖ Podcasting:TEDTalks
- ❖ Recordings of oral speaking

Assessments

- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Utilize Google Voice: Responding to a job application.
- ❖ Daily oral participation
- ❖ Vocabulary quizzes
- ❖ Skits
- ❖ Audio/ video programs
- ❖ Personal Journal creation: travel and leisure topics
- ❖ Persuasive essay: Why you are the right job candidate.
- ❖ Skit performance: Interviewing a landlord for an apartment.
- ❖

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Geography, Sociology, Language Arts, Reading, Visual Arts, Science

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Overhead transparencies
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia
- ❖ Printed media

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 collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**
C. Communication and Collaboration
- ❖ Student/ teacher created presentations using i.e. PowerPoint
- ❖ Use of Google Voice
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity

Weeks	11 – 15
Topic	UNIT 3: Self-discovery: alienation and assimilation, beliefs/ value system, linguistic identity, nationalism and patriotism, politics, sexuality.
Essential Questions	
<ul style="list-style-type: none"> ❖ What are some of the causes for cultural alienation? ❖ What are the consequences of cultural assimilation? ❖ What are some values in French society? ❖ How does the belief system influence the culture of a group? ❖ How does language unite a group? ❖ How are feelings of nationalism and patriotism developed and nourished? ❖ How is the political system in France different than the political system in the USA? ❖ How do interpersonal relations among young French teenagers develop? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ Students will be able to engage in conversations and discussions regarding cultural values. ❖ Students will compare and contrast the cultural differences between the French and the Americans. ❖ Students will discuss cultural alienation, immigration, and cultural assimilation. ❖ Students will discuss nationalism and patriotism. ❖ Students will compare and discuss the political systems in France and the USA. ❖ Students will discuss personal relationships, their consequences and implication. 	
NJCCCS	7.1.IH. A.1 -8 7.1.IH. B. 1-6 7.1.IH. C. 1-5
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How immigration impact the entire country. 2. Students will discuss how issues of assimilation influence immigrant communities in France. 3. Students will how cultural identity is shaped incorporating aspects from the country of origin and the adoptive country. 4. What it means to be French in today's world. 5. Students will research how French law has changed in reaction to the influx of very different immigrant groups. 	
Grammar	
<ol style="list-style-type: none"> 1. Regular and Irregular of comparatives and superlatives (inequalities) 2. Past tenses including Imperfect, Passé Composé. 	
Culture	
<ol style="list-style-type: none"> 1. Immigration 2. Stereotypes and discrimination 3. Cultural values of different groups 4. Separation of state and religion 	

Learning Activities

- ❖ Reading Comprehension-Recipes/Current Events/Menu/Travel Magazines
- ❖ Audio activities-Online newscast
- ❖ Create a map to identify country of origin of immigrant groups in Northern Africa and Middle East.
- ❖ Pair activity-E-mail to discuss cultural backgrounds.
- ❖ Power point vocabulary introduction
- ❖ Foldable (pocket book, vocabulary book, tab book etc.)
- ❖ Dramatization-meeting role-play
- ❖ Picture prompt activities- discuss immigrant issues.
- ❖ Visual organizers-where immigrants come from
- ❖ Bell ringers
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Writing activities (compositions, emails, journal entries)
- ❖ Personal journal family's cultural background
- ❖ Oral activities-Where to look for work?
- ❖ Cooperative learning activities-brochure
- ❖ Writing and reading narratives
- ❖ Note taking
- ❖ Venn diagram-compare and contrast immigration pattern
- ❖ Authentic newspaper articles
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Film reviews with persuasive arguments.
- ❖ Research: Traditional Dances
- ❖ Interactive game-guess which country?
- ❖ Recordings of oral speaking
- ❖ Midterm exam review

Assessments

- ❖ Skits-meeting role-play
- ❖ E-mail
- ❖ Personal journals
- ❖ Persuasive essay: Discuss problems faced by immigrants and suggest ways of dealing with them.
- ❖ International/intercultural menu creation
- ❖ Podcast-cooking show
- ❖ Class superlatives
- ❖ Audio/video programs
- ❖ Homework
- ❖ Class notes
- ❖ Oral presentations
- ❖ Online interactive activities
- ❖ Web quests
- ❖ Midterm exam

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

History, Geography, Physical Education, Performing Arts, Culinary Arts, Political Science and Social Sciences.

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Overhead transparencies
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia
- ❖ Printed media

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 collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**
C. Communication and Collaboration
- ❖ Student/ teacher created presentations using i.e. PowerPoint
- ❖ Use of Google Voice
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity

Weeks	16-20
Topic	UNIT 4: Science and technology: moral choices, discoveries and inventions, means of communication, intellectual property, research and technology.
Essential Questions	
<ul style="list-style-type: none"> ❖ How has technology impacted the ways in which we communicate? ❖ How have the new discoveries in science impacted our daily lives? ❖ What are the most popular means of communication today? ❖ How have the new technological advancements impacted educations? ❖ How does technology impact research? ❖ How does one choose reliable sources on the internet? ❖ What is intellectual property? ❖ How is intellectual property protected? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ Students will be able to engage in conversations and discussions regarding the impact of technology on daily life. ❖ Students will discuss recent scientific discoveries. ❖ Students will discuss the moral implications when implementing treatments possible because of recent scientific discoveries. ❖ Students will compare and discuss modern means of communications. ❖ Students will research and discuss impact of technology on education in general. ❖ Students will research and discuss impact of technology in the study of foreign languages. ❖ Students will demonstrate proper internet intelligence and how to select reliable sources. ❖ Students will demonstrate proper internet etiquette. 	
NJCCCS	7.1.IH.A.1 – 8 7.1.IH.B. 1– 6 7.1.IH.C. 1– 6
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How new technological improvements impact communication tools. 2. Students research and discuss implementation of new scientific theories and treatments. 3. Students will acquire useful vocabulary to be able to discuss moral issues caused by scientific discoveries. 4. Students discuss proper internet etiquette. 5. Students discuss intellectual property, access and use of it. 	
Grammar	
<ol style="list-style-type: none"> 1. Adjectives and adverbs 2. Reflexive verbs 3. Pronouns 	
Culture	
<ol style="list-style-type: none"> 1. Impact of local culture on moral choices. 2. Generational culture regarding use of technology. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ Reading Comprehension- authentic newspaper articles ❖ Listening Comprehension activities 	

- ❖ Power point vocabulary introduction
- ❖ Foldable (pocket book, vocabulary book, tab book etc.)
- ❖ Debate: which communication tool is more practical?
- ❖ Picture prompt activities: possible solutions to issues in Francophone countries
- ❖ Video activities
- ❖ Visual organizers
- ❖ Bell ringers
- ❖ Interactive online quizzes and games
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Writing activities (poetry, compositions, lists, emails)
- ❖ CLOZE activity
- ❖ Cooperative learning activities
- ❖ Written biography of famous Francophone scientists
- ❖ Note taking
- ❖ Authentic newspaper
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Teacher tube videos-Music videos
- ❖ Recordings of oral speaking

Assessments

- ❖ Written essays
- ❖ Personal journal entry
- ❖ Persuasive essay- Childhood obesity is a problem in Western countries, caused in part by the availability of video games and other technological gadgets. How would you reverse the trend?
- ❖ Audio/video programs
- ❖ Homework
- ❖ Class notes
- ❖ Online assessment activities
- ❖ Web quests-foods
- ❖ Power point presentations-vocabulary

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Ecology, Mathematics, History, Culinary Arts, Geography, Social Studies, Sociology and Science.

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Overhead transparencies
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites

- ❖ Maps and other realia
- ❖ Printed media

Technology Integration

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- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity

Weeks	21 – 25
Topic	UNIT 5: Family and community: friendship and love, citizenship, traditions and holidays, childhood and adolescence, family, social relationships.
Essential Questions	
<ul style="list-style-type: none"> ❖ What is the basic society unit in Francophone culture? ❖ What is the difference between a friend and an acquaintance in Francophone culture? ❖ What are some cultural traditions typical of Francophone culture relating to family celebrations? ❖ How does the French government provide for its youngest citizens? ❖ What are expectations for adolescents in French society? ❖ What are the trends in French culture regarding social relationships? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ Students will be able to engage in conversations and discussions regarding the concept of friendship in French culture. ❖ Students will compare and contrast the cultural differences between French and American teenagers. ❖ Students will learn about the wealth of ethnic groups that make up French society today. ❖ Students will compare and discuss the family celebrations and traditions in the USA and France. ❖ Students will compare the concept of family in the USA and France. 	
NJCCCS	7.1.IH.A.1 - 8 7.1.IH.B. 1-6 7.1.IH.C. 1 -6
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. The special chemistry of the French family. 2. Students will be able to compare and contrast the trends and patterns of different immigrations in France. 3. Students will discuss how recent immigrant groups are perceived within France. 4. Students will compare the American and the French idea of friendship. 	
Grammar	
<ol style="list-style-type: none"> 1. Passive voice 	
Culture	
<ol style="list-style-type: none"> 1. French family 2. French concept of friendship 3. French family traditions 4. Discuss the important contributions by immigrants in France 5. Discuss Francophone communities near you 	

Learning Activities

- ❖ Audio activities
- ❖ Comprehension activities
- ❖ Cultural reading
- ❖ Prepare a news broadcast
- ❖ Watch a TV program or newscast in French
- ❖ Bell ringers
- ❖ Carousel
- ❖ Reading activities (immigration trends)
- ❖ Writing activities (poetry, compositions)
- ❖ Personal Journal entries
- ❖ Oral activities-class discussion on friendship
- ❖ Cooperative learning activities
- ❖ Writing and reading narratives
- ❖ Note taking
- ❖ Authentic newspaper articles
- ❖ Venn diagrams-Compare Americans vs. French family
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Teacher tube videos
- ❖ Web quests-searching immigration trends

Assessments

- ❖ Present a news broadcast
- ❖ Present video interview
- ❖ Analyze video interview information
- ❖ Create poem about ethnic pride
- ❖ Journal completions
- ❖ Audio/video program
- ❖ Reports/projects
- ❖ Class notes
- ❖ Online assessment activities

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Sociology, History, Geography, Media, Social Studies, Literature

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Overhead transparencies
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia

❖ Printed media

Technology Integration

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- ❖ Student/ teacher created presentations using i.e. PowerPoint
- ❖ Use of Google Voice
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity

Weeks	26-30
Topic	UNIT 5: Art: Architecture, performing arts, literary arts, visual arts, music, and artistic patrimony.
Essential Questions	
<ul style="list-style-type: none"> ❖ Where are the major contributions made to art by France and Francophone countries? ❖ What are the major French literary masterpieces? ❖ What are the most important movements initiated by French artists? ❖ What is the French influence in the cinematic world? ❖ Who are important French performers who went on to achieve world fame? ❖ How do the French feel about their artistic patrimony? ❖ How does the French government nurture the people's pride in their artistic heritage? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ Students will be able to engage in conversations and discussions regarding the artistic patrimony held in France. ❖ Students will research and learn about influential French artists. ❖ Students will research and learn about architectural aspects of French monuments and cities. ❖ Students will research and discuss France's contributions to cinema. ❖ Students will research and discuss France's contributions to the world of music. 	
NJCCCS	7.1.IH.A.1- 8 7.1.IH.B. 1-6 7.1.IH.C. 1-6
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will discuss and compare French artists and their work. 2. Students will discuss and compare French writers and their work. 3. Students will discuss and compare French musicians and singers and their work. 4. Students will discuss how France artists have influenced the world of art. 	
Grammar	
<ol style="list-style-type: none"> 1. Subjunctive 	
Culture	
<ol style="list-style-type: none"> 1. Authentic literature by Francophone writers 2. Research well-known Francophone figures in art, music, theater, cinema, and television. 3. Discuss the important contributions by French artists to the global community. 4. Discuss works of art students are familiar with. 	

Learning Activities

- ❖ Audio activities
- ❖ Comprehension activities
- ❖ Cultural reading
- ❖ Prepare a news broadcast about an artist.
- ❖ Watch a TV program or newscast in French
- ❖ Bell ringers
- ❖ Carousel
- ❖ Reading activities
- ❖ Writing activities (poetry, compositions)
- ❖ Personal Journal entries
- ❖ Oral activities-class discussion
- ❖ Cooperative learning activities
- ❖ Writing and reading narratives
- ❖ Note taking
- ❖ Authentic newspaper articles
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Teacher tube videos
- ❖ Power points: famous Francophone artists

Assessments

- ❖ Present a news broadcast
- ❖ Present video interview
- ❖ Analyze video interview information
- ❖ Journal completions
- ❖ Audio/video program
- ❖ Reports/projects
- ❖ Class notes
- ❖ Online assessment activities

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Art, Sociology, Linguistics, Media, Literature, Performing Arts

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Overhead transparencies
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia
- ❖ Printed media

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 collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- ❖ Student/ teacher created presentations using i.e. PowerPoint
- ❖ Use of Google Voice
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity

Weeks	31-40
Topic	Exam Review and Final Project
Essential Questions	
<ul style="list-style-type: none"> ❖ How do we protect the environment for future generations? ❖ How do we inspire tolerance? ❖ What are favorite sports and leisure activities in France? ❖ How does technology impact our lives? ❖ How has communication improved because of the new technology? ❖ What is the French model of family? ❖ What is the French ideal of friendship? ❖ How have the French artists influenced the world of Art? ❖ What are the moral lessons in the “Petit Prince”? 	
Enduring Understandings	
<ul style="list-style-type: none"> ❖ Safeguarding the environment is a responsibility we all share. ❖ With the mobility caused by the global economy, tolerance needs to be nurtured and encouraged in all countries. ❖ Cultural values and traditions influence the choice of leisure activities. ❖ Immigration can sometimes lead to alienation within society. ❖ Immigrants who assimilate into a culture add their own traditions and values, and the result is a richer society. ❖ Students will compare preferences in sports and leisure activities. ❖ French concept of family is still a powerful force in French society. ❖ Students compare American and French concept of friendship. ❖ Children’s books are often a way to teach children moral values. 	
NJCCCS	7.1.IH.A.1 –8 7.1.IH.B. 1-6 7.1.IH. C 1-6
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will discuss human rights and environmental issues in France and Francophone countries. 2. Students will be able to compare and contrast the choice of leisure activities in France and the USA. 3. Students will discuss how recent immigrant group assimilate into French society. 4. Students will discuss the implications of modern scientific and technological discoveries and advances. 5. Students will discuss how the French concept of family and friendship shape French society. 6. Students will discuss the wealth of the French art patrimony. 	
Grammar	
<ol style="list-style-type: none"> 1. Intensive general grammar review as needed by students to prepare for exam. 	
Culture	
<ol style="list-style-type: none"> 1. Authentic French literature. 2. Discuss the important contributions by French artists to the world art patrimony. 3. Discuss the ideals of family and friendship. 	

Learning Activities

- ❖ Audio activities
- ❖ Comprehension activities
- ❖ Cultural reading
- ❖ Prepare a news broadcast
- ❖ Watch a TV program or newscast in French
- ❖ Bell ringers
- ❖ Reading activities
- ❖ Writing activities (poetry, compositions)
- ❖ Personal Journal entries
- ❖ Oral activities
- ❖ Cooperative learning activities
- ❖ Writing and reading narratives
- ❖ Note taking
- ❖ Authentic newspaper articles
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Teacher tube videos.

Assessments

- ❖ Journal completions
- ❖ Audio/video program
- ❖ Reports/projects
- ❖ Class notes
- ❖ Practice exam
- ❖ E-mails
- ❖ Persuasive essays
- ❖ Speaking exercises
- ❖ Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Sociology, Linguistics, History, Geography, Media, Social Studies, Literature, Performing Arts and Mathematics

Suggested Materials

- ❖ Textbook
- ❖ Workbook
- ❖ Audio
- ❖ Video
- ❖ Overhead transparencies
- ❖ Testing materials
- ❖ Teacher generated materials
- ❖ Internet sites
- ❖ Maps and other realia
- ❖ Printed media

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 collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- ❖ Student/ teacher created presentations using i.e. PowerPoint
- ❖ Use of Google Voice
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Audacity