



# 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 Documents**

**School:** Ocean Township High School

**Course:** French II

**Department:** World Language

**Supervisor:** John Bosmans

Board Approval	Supervisor	Notes
July 2011	Loretta Kachmar-Will	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



Week	Marking Period 1	Week	Marking Period 3
1	Why learn a foreign language?	21	
2		22	Flight safety
3	Interests, Family, Diet, Home,	23	
4	Daily activities, Childhood	24	
5		25	Mardi Gras and Carnaval
6	Parts of a computer	26	
7	Parts of a phone	27	14 <sup>th</sup> of July
8	Web applications	28	
9	Technology tutorials	29	
10		30	New Years Eve
Week	Marking Period 2	Week	Marking Period 4
11		31	Christmas and Hanukah
12		32	Marriage
13	Phone conversations	33	
14		34	French geography
15	TGV and Acela express	35	French topography
16		36	Topography and cuisine
17		37	
18	At the airport	38	Food preparation
19	On the plane	39	
20	Air France	40	Regional cuisine

<b>Time Frame</b>	<b>1 – 4</b>
<b>Topic</b>	
Unit 1: Who am I?	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What do I have in common with others?</li> <li>• What are people from French-speaking countries like? How are they different from and similar to me?</li> <li>• What made me who I am?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• All people have basic common connections between one another.</li> <li>• Each person is unique and influenced by his or her culture and origins.</li> <li>• A person’s family and home has influenced who they are.</li> </ul>	
<b>Alignment to NJSL</b>	
<b>7.1.IM.A.2,.3,.4; 7.1.IM.B.1,.2,.3,.4,.5; 7.1.IM.C.2,.5</b>	
<b>Key Concepts and Skills</b>	
<b>Concepts</b>	
<ul style="list-style-type: none"> <li>• Culture, family and values determines priorities</li> <li>• Culture influences a person’s diet.</li> <li>• Home, family, and friends are an intrinsic part of all peoples’ lives</li> <li>• Location and culture influences a person’s leisure time.</li> <li>• People of many cultures complete the same daily activities.</li> <li>• Each person’s past has influenced their present.</li> </ul>	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• List, discuss, compare, contrast, and formulate questions regarding their immediate world (including school).</li> <li>• Discuss, compare, and contrast similarities and differences between French and American everyday life.</li> <li>• Discuss, compare, and contrast similarities and differences between themselves and classmates.</li> <li>• Describe themselves and others</li> <li>• Tell where they go every day</li> <li>• Describe their family and their home</li> <li>• Explain food preferences</li> <li>• Discuss what they like to do in their free time</li> <li>• Compare what they want to do with what they can do</li> <li>• Describe their daily routine</li> <li>• Narrate in the past tense.</li> <li>• Narrate complex thoughts using object pronouns</li> </ul>	
<b>Learning Activities</b>	
<b>Interpersonal tasks:</b>	
<ul style="list-style-type: none"> <li>• Discuss your daily routine with a classmate</li> <li>• Describe a sport without mentioning the name (Password)</li> <li>• Window shopping interview</li> <li>• Activities graph</li> <li>• Infogap: thief</li> <li>• Infogap: famous French people</li> <li>• Describe what someone is wearing</li> <li>• Infogap: recreate a house</li> <li>• Infogap: geography</li> </ul>	
<b>Interpretive tasks:</b>	
<ul style="list-style-type: none"> <li>• C’est qui?</li> <li>• Clothing store webquest</li> </ul>	

- Go food shopping
- Flashcards
- TPRS
- Swat
- Dictation
- Article or website about francophone teens

**Presentational tasks:**

- Describe your weekend activities and compare them to your daily activities
- Explain your favorite season and why
- Tell what you are going to do in school this year
- Letter to an exchange student
- Plan what you are going to buy for an exchange students visit
- Sing songs from quiche CD

**Assessments**

**Performance assessments:**

- Emails to your friends back home as a foreign exchange student in France
- School newspaper interview of French exchange student
- Describing others at a café
- Dating board card
- Describe what your childhood was like
- Vocabulary quizzes (Physical response, Oral and written)
- Holistic assessment of Facebook posts
- Holistic assessment of blog activity
- Holistic assessment of Class participation
- Cooperative Assessment: TALK rubric

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills		Information Literacy	<b>x</b>	Media Literacy		

**Interdisciplinary Connections**

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

**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:**

8.1.8.A.1, 8.1.12.A.3, 8.1.8.C.1, 8.1.8.D.4, 8.1.12.E.1,

- 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
- Use of Authentic websites

**Time Frame** | 5 - 13**Topic***Unit 2: La Technologie***Essential Questions**

- What type of technology is part of your daily life?
- How is technology similar and/or different in target countries?
- How does technology influence pop culture?
- How does technology impact communication?

**Enduring Understandings**

- Although all individuals are unique, all cultures throughout the world are influenced by technology
- Communication to different cultures has been made easier through the aid of technology.

**Alignment to NJSL****7.1.IM.A.2,,3,,4; 7.1.IM.B.1,,2,,3,,4,,5; 7.1.IM.C.2,,5****Key Concepts and Skills****Concepts**

- Different cultures have different habits of communication, i.e., phone, text, email etc.,
- Technology advancements are seen in daily lives and all forms of media
- Technology helps further advance technology

**Skills**

- Compare and contrast a type of technology in the United States and France
- Talk on the phone
- Communicate electronically in the target language using authentic modern language
- Instruct someone on how to use technology
- Ask for help with technology

**Learning Activities**

- Bon Voyage CD Vocabulary Listening activities
- PowerPoint for explanation of grammar concepts
- Workbook activities
- TPR vocabulary
- Speaking and writing stations
- Video tutorial interpretation
- Blog posts

**Assessments****Performance assessments:**

- Technology tutorial
- Phone conversation
- Texting and Facebook messages
- Webquest interpretive task
- Volunteer task: help someone with technology
- Vocabulary, Culture and Grammar tests and quizzes (Oral and written)
- Holistic assessment of personal journal entries
- Homework
- Online assessment activities
- Web quests
- Class Discussions
- Class participation
- Bell ringers

DEPARTMENT: World Language Course: French II

- Portfolio entries
- Class Blog
- Cooperative TALK rubric
- Oral skits to role play situations

### 21<sup>st</sup> Century Skills

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

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### Technology Integration

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<b>Time Frame</b>	<b>14 - 22</b>
<b>Topic</b>	
Unit 3: Bon Voyage!	
<b>Essential Questions</b>	
How does one's culture affect travel?	
<b>Enduring Understandings</b>	
Location and culture affect how people travel	
<b>Alignment to NJSL</b>	
7.1.IM.A .1, .2, .3, .4, .5, .6, .7, .8 7.1.IM.B .1, .2, .3, .4, .5 7.1.IM.C .1, .2, .3, .4, .5	
<b>Key Concepts and Skills</b>	
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Travel in France is similar and different to travel in the United States</li> <li>• Modes of transportation in France are similar to those in the United States.</li> <li>• The TGV is a modern and comfortable way to travel.</li> <li>• Safety is important in French planes.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast travel in the United States and France</li> <li>• Describe a trip on the train and plane.</li> <li>• Recount an event that took place in the past.</li> <li>• Interpret written and spoken safety tips.</li> <li>• Prepare for a trip on an airplane</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Bon Voyage CD Vocabulary Listening activities</li> <li>• PowerPoint for explanation of grammar concepts</li> <li>• Workbook activities</li> <li>• Read about French and American travel and use Graphic organizers to summarize main ideas</li> <li>• Venn Diagram to compare cultures</li> <li>• Journal entry describing past event</li> <li>• Web Quest project on airline websites</li> <li>• Picture prompts speaking</li> <li>• Blog writing</li> <li>• Speed dating speaking</li> <li>• Collaborative interpretation of website</li> <li>• Google Doc note-taking on website</li> <li>• TPRS</li> </ul>	
<b>Assessments</b>	
<p><b>Performance assessments:</b></p> <ul style="list-style-type: none"> <li>• Email to Air France explaining problems in airport and plane</li> <li>• Voicemail to travel agent comparing TGV to Acela</li> <li>• Interpretation of in-flight safety video</li> <li>• Presentation of group interpretation of website</li> <li>• Vocabulary, Culture and Grammar tests and quizzes (Oral and written)</li> <li>• Holistic assessment of personal journal entries</li> <li>• Project assessment rubric</li> <li>• Homework</li> <li>• Online assessment activities</li> </ul>	

- Web quests
- Class Discussions
- Class participation
- Bell ringers
- Portfolio entries
- Class Blog

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Skills		Information Literacy	<b>x</b>	Media Literacy		

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<b>Time Frame</b>	<b>23 - 32</b>
<b>Topic</b>	
<b>UNIT 4: Les fêtes</b>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How does religion affect a culture's priorities?</li><li>• How are holiday celebrations affected by location and culture</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• People in all countries and cultures celebrate religious and cultural holidays.</li><li>• Cultural and religious holidays vary according to region.</li></ul>	
<b>Alignment to NJSLs</b>	
7.1.IM.A .1, .2, .3, .4, .5, .6, .7, .8 7.1.IM.B .1, .2, .3, .4, .5 7.1.IM.C .1, .2, .3, .4, .5	
<b>Key Concepts and Skills</b>	
<b>Concepts</b> <ul style="list-style-type: none"><li>• The French celebrate the 14th of July as their national holiday with a military celebration.</li><li>• All francophone cultures observe Carnaval and Mardi Gras, even in the United States.</li><li>• Marriages differ greatly in France from the United States.</li><li>• Christmas and Hanouka are important celebrations in France</li></ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"><li>• Bon Voyage CD Vocabulary Listening activities</li><li>• PowerPoint for explanation of grammar concepts</li><li>• Workbook activities</li><li>• Read about French leisure time and use Graphic organizers to summarize main ideas</li><li>• Venn Diagram to compare cultures</li><li>• Journal entry</li><li>• Web Quest project</li><li>• Interpretation of authentic newspaper articles, websites and videos on French celebrations</li><li>• Blog writing</li><li>• Stations</li><li>• Group brainstorming</li><li>• Speaking: Speed dating and picture prompts</li><li>• Poll everywhere</li><li>• Collaborative interpretation</li></ul>	
<b>Assessments</b>	
<b>Performance assessments:</b> <ul style="list-style-type: none"><li>• Invitation to Mardi Gras celebration</li><li>• Poster to celebrate the 14th of July</li><li>• Voice thread or Glogster scrapbook describing the 14th of July</li><li>• Describe how you will celebrate Mardi Gras</li><li>• Answer: If you were a French Jew or a French Christian, how would you celebrate?</li><li>• Describe how you would celebrate Mardi Gras or Carnaval if you were in a certain Francophone region. Vocabulary, Culture and Grammar tests and quizzes (Oral and written)</li><li>• Holistic assessment of personal journal entries</li><li>• Project assessment rubric</li><li>• Homework</li><li>• Online assessment activities</li><li>• Web quests</li></ul>	

- Class Discussions
- Class participation
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<b>Time Frame</b>	<b>33 - 40</b>
<b>Topic</b>	
<i>UNIT 4: La Gastronomie française</i>	
<b>Essential Questions</b>	
<p>What does a culture's cuisine show about its values and ideals</p> <p>How does geography influence cuisine?</p>	
<b>Enduring Understandings</b>	
<p>Cuisine is a product of cultural perspective.</p> <p>Geographical diversity contributes to regional cuisine.</p>	
<b>Alignment to NJSL</b>	
<p>7.1.IM.A .1, .2, .3, .4, .5, .6, .7, .8</p> <p>7.1.IM.B .1, .2, .3, .4, .5</p> <p>7.1.IM.C .3, .4, .5</p>	
<b>Key Concepts and Skills</b>	
<b>Concepts</b>	
<ul style="list-style-type: none"> <li>• Each region of France takes pride in regional specialties.</li> <li>• Food preparation methods differ in France.</li> <li>• France has a diverse geography.</li> </ul>	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Compare and contrast cuisine in France and the United States</li> <li>• Describe a French and American kitchen.</li> <li>• Identify various regions of France.</li> <li>• Describe the diverse geography of France and regional characteristics.</li> <li>• Explain how to cook a meal.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Bon Voyage CD Vocabulary Listening activities o PowerPoint for explanation of grammar concepts o Workbook activities</li> <li>• Read about French and American travel and use Graphic organizers to summarize main ideas</li> <li>• Venn Diagram to compare cultures o Journal entry describing past event o Web Quest project</li> <li>• Picture prompts speaking</li> <li>• Blog writing</li> <li>• Speed dating speaking</li> <li>• Collaborative interpretation of website</li> <li>• Google Doc note-taking on website</li> <li>• TPRS</li> </ul>	
<b>Assessments</b>	
<b>Performance assessments:</b>	
<ul style="list-style-type: none"> <li>• Podcast cooking video</li> <li>• Regional cuisine wiki</li> <li>• Vocabulary, Culture and Grammar tests and quizzes (Oral and written)</li> <li>• Holistic assessment of personal journal entries</li> <li>• Homework</li> <li>• Online assessment activities</li> <li>• Web quests</li> <li>• Class Discussions</li> <li>• Class participation</li> <li>• Bell ringers</li> </ul>	

- Portfolio entries
- Class Blog

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