



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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

Curriculum Documents

School: Ocean Township High School

Course: French III

Department: World Language

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
November 2011	Loretta Kachmar-Will	Update Standards
September 2012	Loretta Kachmar-Will	
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 is French the official language in 29 countries worldwide? Mapping francophone world. Monarchy to colonialism to independence. France's neighbors in EU.	9	Out of Africa: How do francophone nations in NW Africa define themselves since independence from France? The struggle for civil harmony and economic security. The role of religion in cultural identity.
2	Leisure, Travel and Climate: Where do the French vacation? Travel destinations in francophone countries. Forecasting weather /traveling to those destinations from the US.	10	Immigration and Multi-Culturalism: The influence of African immigrants on French society, youth, economy. Merging of old traditions with modern lifestyles.
3	Work and Careers: Work culture in France vs. US, with career paths in both, starting with education systems.	11	In Search of Self: Teen culture in France vs. US. Emotions, beliefs, personal opinions, moral choices, gender equality, etiquette, heritage issues.
4	Family Ties/Generations: The traditional vs. modern family. Extended families in separated by work/education. The role of technology in maintaining family ties.	12	Defining Beauty: Comparison of standards and perceptions in personal presentation, body image, and fashion, between the US and various parts of the francophone world.
Week	Marking Period 2	Week	Marking Period 4
5	French Cultural Heritage: The national celebrations, the impact of war in defining national identity, historic monuments.	13	Personal Health: Nutrition, organic movement, food labeling, fitness standards, access to medical care, preventing disease.
6	Art 101: French museums, artists, and styles and their influence on international culture. Opportunities to enjoy/study them in US.	14	Environmental Challenges: Protection of resources/animals, water access, weather events abroad and in US.
7	Literary Heroes: French literature and its influence on the world. Famous adaptations in song and theater of French classics.	15	Freedom, Safety & Media (2 weeks): Compare how the US and France protect citizens' freedoms and security, and the role a free media plays.
8	French Cinema: France as leader in cinematic expression, trends and industry. The importance understanding cultural/historic references to plot development of popular school movies.	16	Freedom, Safety & Media (2weeks): Compare how the US and France protect citizens' freedoms and security, and the role a free media plays

Time Frame	Week 1 to 1.5
Topic	
Mapping the Francophone World	
Essential Questions	
<ul style="list-style-type: none">• Where in Europe is France? What other francophone countries are in Europe?• Why is French the official language of 29 countries around the world?• How did France work as a monarchy?• Why did France want to colonize these other countries around the world?• How did the French leave their cultural imprint on these countries besides through language?• How have these countries changed since their independence from France?• How does learning a new language help me to be a global citizen?	
Enduring Understandings	
<ul style="list-style-type: none">• French is one of the most important languages spoken outside of the US, and France plays a key role in the European Union, and in US-Euro relations.• French colonization has left a lasting cultural effect on other countries.• There are vast opportunities to use French in other countries. Being a global citizen requires that I speak more than one language.	
Alignment to NJSLs	
NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5	
Key Concepts and Skills	
<ul style="list-style-type: none">• Students will be able to identify all francophone countries in Europe.• Students will be able to compare/contrast cultural differences between those countries• Students will be able to locate and identify francophone countries in North America, the Caribbean, Africa, as well as island nations and protectorates..• Conjugate the present tense, regular and irregular• Review sentence structure: Agreements• Students will be able to reflect on the advantages of speaking French in the international community.• Identify the influence of bordering countries on different parts of France.• Determine what cultural traditions are shared in the entire francophone world today?	
Learning Activities	
<ul style="list-style-type: none">• Mapping activities: Placement, identification, description of European countries.• Listening Comprehension activities• Picture prompt activities• Reading activities (Sequencing and paraphrasing)• Writing activities (colloquialisms to describe locations, relational proximity)• Video activities (YouTube importance of language acquisition)• Oral activities : descriptions of different countries' profiles• Listening activities to reinforce pronunciation and diction• T-chart pros and cons of bilingualism• Dramatization• Visual organizers• Creation of maps with commercial resources• Grammar charts and organizers conjugation of verbs• Authentic newspaper articles• Venn diagram of idiomatic expressions	
Assessments	

- Map identification: The francophone countries and territories
- Web Quest & Journal: Reflections on which European francophone countries to visit why?
- Persuasive essay: Why learn another language?
- Online assessment activities via Quia, Yabla, UTex
- Homework
- Class notes
- Daily oral participation: Describe locations and relative proximity of Euro countries.
- Exchange information with others about your heritage, nationality, languages spoken.
- Oral and written assessments by teacher generated questions, paired/group activities,
- Travel Poster of selected francophone country.

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Government, Legal Studies

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. **A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.**

- Student/teacher created presentations using Chromebooks, Google Apps.
- Use of Google Voice, Quizlet, Yabla, Quia, UTex.edu, Editions Didier Accord self-correcting exercises, and Kahoot as study and assessment tools.
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo

Time Frame	2-2.5
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Topic

Leisure, Travel and Climate

Essential Questions

- Why do people travel to different countries? What do they expect?
- What are some popular French vacation destinations?
- How does French law influence the amount of vacation time for working people?
- Why is the month of August an economic, political, social and educational block-out time frame in France?
- How do vacation habits differ from one Francophone country to another?
- What role does weather play in planning a trip? How to measure temperature using metric?
- How do you plan a trip from the United States to a francophone country?
- Who needs a passport? What happens at customs in a foreign country?
- Can the French travel freely to any francophone country?

Enduring Understandings

- Travel habits are influenced by one's culture.
- Vacation habits are influenced by one's culture.
- A country's infrastructure and leisure habits are often interdependent.
- Weather greatly influences travelers' choices and plans.
- There is a certain amount of government control in international travel

Alignment to NJSLs

NJSLS	WL 7.1.IM.A .1, .2, .3, .4, .5, .7, .8 WL 7.1.IM.B .1, .2, .3, .4, .5 WL.7.1.IM.C .1, .2, .3, .4, .5
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Key Concepts and Skills

Key Concepts

- Throughout the world, there are many francophone travel destinations.
- Within France, there are several popular vacation destinations with international appeal.
- French work laws influence people's choice and time for vacation.
- Amount of vacation time varies in different countries.
- Destination choices vary depending on time of year and weather.
- The French travel via many different forms of transportation.
- Planning a trip involves things that may be uncertain, necessary, and possible.
- Weather events play a big role in planning a trip abroad
- Various news media is used to access weather conditions
- Weather is measured differently in the US than in other countries.

Skills

- Identify vacation destinations on a map within France and other francophone countries.
- Discuss personal vacation preferences
- Navigate in airports, train stations, and taxi stations, customs, passport control
- Use past tenses to describe past vacations.
- Convert from Celsius to Fahrenheit
- Choose a hotel.
- Interpret a weather report.
- Predict the weather

Learning Activities

- Grammar competitions: to instill difficult concepts
- Online and hardcover workbook activities
- Reading authentic texts about Francophone destinations

- Summarize main ideas using graphic organizers
- Compare cultures using Venn Diagram
- Journal entry describing past vacation
- Virtual class trip to the French Riviera/Alps
- Virtual class trip to NW Africa
- Online scrapbook / vacation itinerary
- Listening CD semi-authentic conversation to interpret main idea
- Use speaking stations to simulate predictable travel mishaps
- Decipher authentic newspaper weather reports
- Weather webquest
- Passé Composé charts for regular and irregular verbs.
- Journal entry describing the last weather emergency
- In-class presentation of a weather report
- Book a simulated trip online using various electronic travel tools.

Assessments

- 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
- Portfolio entries
- Class Blog
- Holistic rubric for skits and on-line projects
- Project: Plan a simulated trip to a francophone destination, including transportation, hotel, and passport acquisition, etc.

21st Century Skills

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

Interdisciplinary Connections

Geography, Mathematics, Science, Sociology, Meteorology

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. **A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.**
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- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Chromebooks, audio, podcasts, CDS
- Video, YouTube, Broadcasts
- Testing Materials

- Teacher generated materials
- Internet-based exercises for grammar, vocabulary and spelling
- Internet-based travel planning sites: airlines, hotels, passports, etc.
- Maps and other reliable resources
- Printed media

Weeks	3-3.5
Topic	Work and Careers
Essential Questions	
<ul style="list-style-type: none"> • What does the work week/year in France compare to the United States? • What kind of blue collar and white collar work is available in France? • What is involved in getting a job in France or Canada if you are American? • What does unemployment mean? What are unions? What is a strike? • How does a country’s government influence work schedules, job security, salaries? • How does the educational system in the US affect career choice vs. the system in France? • What decisions must I make to determine my future career path? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Work expectations and traditions differ from country to country. • Career paths are determined at different points during the education process. • Working in many francophone countries is restrictive by law to Americans. • There are differences between how the US and France view educational tracking toward vocational training vs. college prep. • Unions and their right to strike can affect the infrastructure of a country and the quality of life for citizens. 	
Alignment to NJSLs	
NJSLs	WL 7.1.IM.A .1, .2, .3, .4, .5, .7, .8 WL 7.1.IM.B .1, .2, .3, .4, .5 WL.7.1.IM.C .1, .2, .3, .4, .5
Key Concepts and Skills	
<p>Concepts</p> <ul style="list-style-type: none"> • The French education system is very different from the American, especially at the high school level. • High-school graduation requirements differ among countries: the “bac” vs. testing. • French students are tracked toward their specific career fields beginning in high school. • There are many similar jobs in the US and France/Canada, but there are challenges to securing employment abroad for an American. • Unions can play more or less important roles in the everyday life of citizens <p>Skills</p> <ul style="list-style-type: none"> • Compare and contrast high-school/college life in France and the United States • Identify and describe careers/jobs that would allow you to work abroad. • Defend a pro/con position on an employment issue • Create advocate/protest media materials to create a position on a work issue. • The formation of the future tense, regular and irregular. • Predict your career path, and the educational steps necessary to achieve it. • Negation in present, past and future tenses. • Object pronouns and their placements in French grammar and syntax. • The interrogative in formal and informal formats. 	
Learning Activities	
<ul style="list-style-type: none"> • Vocabulary activities with Quizlet • Grammar concepts through oral and written practice • Electronic and hardcover workbook activities • Create persuasive media materials to defend a work position • Search for jobs on authentic French websites • Search for French-speaking jobs in the United States via Indeed.com, Monster.com, etc. 	

- Create a help-wanted ad
- Answer an employment ad in writing, using persuasive writing to sell self.
- Simulate the taking of the French baccalaureate as a national student activity
- Conduct an oral job interview, with Q&A in both employer/employee positions.

Assessments

- Advocate Posters: Labor rights
- Oral job interview, with Q & A
- Written responses to employment notices.
- Vocabulary, Culture and Grammar tests and quizzes (Oral and written)
- Holistic assessment of personal journal entries
- Online assessment activities
- Web quests for a job search in the United States and France
- Class participation
- Portfolio entries
- Class Blog

21st Century Skills

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

Interdisciplinary Connections

Law, Government, Mathematics, Economics, Sociology, English

Suggested Materials

- YouTube videos of job interviews in French
- News broadcasts of French strikes and their international effects
- Audio, podcasts, CDS
- Poster-making materials, using electronic sources and hands-on creative activities.
- Testing Materials
- Teacher generated materials
- Internet-based exercises for grammar, vocabulary and spelling
- Printed media
- Textbook

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. **A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.**
- Student/teacher created presentations using Chromebooks, Google Apps.
- Use of Google Voice, Quizlet, Yabla, Quia, UTex.edu, Editions Didier Accord self-correcting exercises, and Kahoot as study and assessment tools.
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure

Weeks	4-4.5
Topic	Personal Relations/Generations
Essential Questions	
<ul style="list-style-type: none"> • Is the family structure the same around the world? • How do different countries view the importance of extended families? • How has the heritage of the nuclear family changed? • How do different countries define “family?” • How do far-flung families maintain communication and closeness? • How do cultural and religious traditions help unify or separate families? • What role does new technology play in keeping families close? • Why is it so important to distinguish between the formal and informal speaking modes when addressing a French-speaking person? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The nuclear family does not define the meaning of “family.” • Family members often live in different households, and even different countries. • Communication between family members who live apart is aided by technology. • Extended multi-generational families have different importance according to one’s culture. • Cultural and religious traditions can unify or separate families. 	
Alignment to NJSLs	
NJSLs	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
Key Concepts and Skills	
<p>Concepts:</p> <ul style="list-style-type: none"> • It is important to recognize, identify and describe different structures for families other than “nuclear family.” • There are challenges to living in different households (or countries) than loved ones. • New technology can help create solutions to those challenges through virtual communication. • There are pros and cons of living with extended, multi-generational families. • Cultural and religious traditions that can unify or separate families. • Tolerance and patience are necessary to bridge generational gaps. <p>Skills:</p> <ul style="list-style-type: none"> • Compare/ contrast family structures, in the United States and other francophone countries. • Identify all the new types of relatives one may gain in life through lifestyle commitments. • Create a New Family Tree that focuses on <i>proximity/distance</i> to family members. • Debate pros and cons of living with multi-generational family members • Retell a family story through age-relevant electronic publishing media. • Distinguish when to use the <i>passé composé</i> vs. the imperfect. • Comparatives and superlatives • Possessive pronouns 	
Learning Activities	
<ul style="list-style-type: none"> • Bon Voyage CD Vocabulary Listening activities • Google Slides for explanation of grammar concepts • Story telling: Favorite family stories told around a circle. • Authentic readings about families in francophone countries • Venn Diagram to compare cultures • Journal entry describing favorite family story. • Create and orally explain your family tree in terms of distance and proximity. 	

- Create the family you hope to have in the future by creating multi-media rich presentations.
- Investigate the family traditions and celebrations of a specific francophone country's family.
- Predict what changes you would have to make in yourself if you married into the family.

Assessments

- Vocabulary, Culture and Grammar tests and quizzes (Oral and written)
- Holistic assessment of personal journal entries
- Project assessment rubric
- Homework
- Online assessment activities
- Web quests
- Class Discussions
- Class participation
- Portfolio entries
- Class Blog

21st Century Skills

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

Interdisciplinary Connections

Geography, Sociology, English, Performing Arts, Visual Arts, History

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. **A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.**
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- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Audio, podcasts, CDS
- Video, YouTube, Broadcasts
- Testing Materials
- Teacher generated materials
- Internet-based exercises for grammar, vocabulary and spelling
- Maps and other reliable resources

Weeks	5-8
Topic	French Cultural Heritage, Art 101, Literary Heroes, Cinema
Essential Questions	
<ul style="list-style-type: none"> • Why are people worldwide so strongly attracted French artistic heritage and history? • What cultural and historic monuments characterize Paris? • What role did royalty play in the development of French artistic culture? • What role did war play in the development of iconic structures in France? • What is Impressionism in art? Who are the great French Impressionist artists? • Where can these French masterpieces be seen in the United States? • Who are the great French writers that influence American culture through music and theater? • What major contributions has France made to the birth and growth of cinema? • What parts of French history are key to understanding French movie plots? 	
Enduring Understandings	
<ul style="list-style-type: none"> • All cultures have famous songs and plays, and famous musicians and playwrights who have contributed to the cultural enrichment of their societies. • Creativity is expressive of the time in which it occurs. • Artistic expression reflects the events, people, and traditions of the times. • Historically, class and royalty had an enormous influence on the design of gardens, building, palaces, churches, museums. • Societies commemorate their victories and losses in war through artistic and creative expression. • Impressionism is an art style that can easily be reproduced by non-artists. • The names of French Impressionists are household names in America. • Some of America’s favorite songs and theater pieces come from legendary French writers. • France played a founding role in the development of cinema. • Interpreting a French movie often requires some knowledge of French history. 	
Alignment to NJSL	
NJSLS	7.1.IM.A. .2, .3, .4, .5, .6, .7, .8 7.1.IM.B. .1, .2, .3, .4, .5 7.1.IM.C. .3, .4, .5
Key Concepts and Skills	
<p>Concepts:</p> <ul style="list-style-type: none"> • French art and design are appreciated worldwide, and influence creative expression in America. • Many monuments in Paris are global icons that represent past rulers and their tastes. • Americans and the French commemorate important war events in their country’s development through artistic and creative expression in architecture and design. • France and the United States have shared creativity in some landmarks here and there. • Impressionism is can be achieved through the use of color and light. • The music we enjoy often comes from theatrical productions based on French novels. • France played a founding role in the birth and development of film. • Historical events greatly influence French cinema. • Geographic prepositions • The pronoun y • The conditional <p>Skills:</p> <ul style="list-style-type: none"> • Identify by sight iconic Parisian monuments. • Link the influence of royalty to the lavishness of artistic expression in France. • Relate the significance of war on national monuments in France and the United States. 	

- Link the creative efforts between the two countries in cooperative projects.
- Discern by sight an Impressionist painting from other styles.
- Describe major French Impressionist artists.
- Sing songs in French and English that come from productions based on French literature or history.
- Refer to places or things already mentioned.

Learning Activities

- Identify by sight major French monuments through online activities.
- Interpret the implied meaning of poetry through song.
- Web Quest project on La Comédie Française
- Class trip to presentation of a Molière play or other French play from same time period
- Class trip to Grounds for Sculpture.
- Painting watercolors in the Impressionist style.
- Using picture prompts, describe and compare refernces of cultural icons
- Read about French musical icons and use graphic organizers to summarize main ideas
- Listen to Les Feuilles Mortes and interpret for meaning
- Watch La Vie En Rose and complete comprehension packet.
- Sing the songs from the movie, “La Vie En Rose” and “Les Choristes.”
- Analyze the musical “Les Miserables” and relate it to French history.
- Online French reading cloze activity
- Read authentic magazine interview about francophone singers and use Graphic organizers to summarize main ideas

Assessments

- Vocabulary, Culture and Grammar tests and quizzes (Oral and written)
- Holistic assessment of personal journal entries
- Song performances
- Picture identification of monuments.
- Painting an Impressionist picture.
- Online assessment activities
- Web quests
- Class Discussions
- Class participation
- Bell ringers
- Portfolio entries
- Class Blog

21st Century Skills

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

Interdisciplinary Connections

Geography, Sociology, English, Performing Arts, History

- Audio, podcasts, CDS
- Video, YouTube, Broadcasts
- Testing Materials
- Teacher generated materials
- Internet-based exercises for grammar, vocabulary and spelling
- Maps and other realia
- Printed media

Technology Integration

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- Use of videos, movies as appropriate and available
- Use of data projector and Elmo
- Use of authentic French websites for cultural exposure
- Audio, podcasts, CDS
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- Internet-based exercises for grammar, vocabulary and spelling
- Maps and other realia
- Printed media

Weeks	9-10
Topic	Out of Africa: Immigration, and Multi-Culturalism
Essential Questions	
<ul style="list-style-type: none"> • How has Francophone Africa changed in the last century? • What lasting impact has colonization had in the French-speaking world today? • How does immigration affect the changing face of France? • How does our religion affect our traditions? • What effect has immigration to France from Africa had on French culture? • What is the role of music and dance in Francophone Africa popular culture? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Effects of colonization can be seen long after independence has been declared. • French demographics continue to be increasingly influenced by immigration trends. • Religion influences cultural practices in all cultures • Understanding other cultures creates cultural sensitivity and acceptance. • The influx of immigrants from former French colonies profoundly impacts the make-up of French society and its views on tolerance 	
Alignment to NJSLs	
NJSLs	7.1.IM.A. .2, .3, .4, .5, .6, .7, .8 7.1.IM.B. .1, .2, .3, .4, .5 7.1.IM.C. .3, .4, .5
Key Concepts and Skills	
<p>Concepts:</p> <ul style="list-style-type: none"> • French culture is still present in many countries in Northwestern Africa due to former colonization. • Traditional African customs are still maintained to this day. • Ramadan is the highest Muslim holiday. • French culture is changing rapidly due to waves of immigration from former colonies. • The subjunctive to express doubt and uncertainty <p>Skills:</p> <ul style="list-style-type: none"> • Identify countries in Africa that are Francophone. • Refer to places or things already mentioned, and discuss events that might happen • Compare and contrast religious and cultural traditions in the United States and Francophone Africa. • Explain the difference between Islam and radical offshoots. • Create and respond to specific questions expressing doubt and uncertainty. • Interpret the implied meaning of poetry. • Discuss the importance of family in African culture. • Discuss events that might happen. • Discuss going somewhere and leaving from somewhere. 	
Learning Activities	
<ul style="list-style-type: none"> • Bon Voyage CD Vocabulary Listening activities • Powerpoint for explanation of grammar concepts • Workbook activities • Read about cultural Francophone groups and summarize main ideas. • Venn Diagram to compare cultures. • Journal entry planning future goals. • Class trip to the Metropolitan Museum of Art to view authentic African art. • Foldable for future and conditional. • Read about Ramadan and use Graphic organizers to summarize main ideas. 	

- Listen to a conversation about Ramadan on Bon Voyage CD.
- Read authentic magazine article about Les Touaregs, an African nomadic tribe, and use Graphic organizers to summarize main ideas
- Read and interpret authentic poem about the effects of European presence in Africa.

Assessments

- 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
- Portfolio entries
- Class Blog

21st Century Skills

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

Interdisciplinary Connections

Geography, Sociology, English, Performing Arts, History

Suggested Materials

- Audio, podcasts, CDS
- Video, YouTube, Broadcasts
- Testing Materials
- Teacher generated materials
- Internet-based exercises for grammar, vocabulary and spelling
- Maps and other realia
- Printed media

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- Use of authentic French websites for cultural exposure

Time Frame	Weeks 11 - 13
Topic	In Search of Self, Defining Beauty, Personal Health
Essential Questions	
<ul style="list-style-type: none"> • How does teen culture differ in France and the US? • How do my beliefs and moral choices define who I am? • Do people of all cultures express their emotions the same way? • How do I form personal opinions about controversial subjects? • How do different cultures view gender equality and gender identity? • Are the standards of beauty and aesthetics the same worldwide? What is the role of attire? • What differences are there in perceptions of beauty between the United States and francophone countries? • What is the role of diet and exercise in staying healthy and fit in France vs. America? • Comparison of standards and perceptions in personal presentation, body image, and fashion, between the US and various parts of the francophone world. Nutrition, organic movement, food labeling, fitness standards, access to medical care, preventing disease 	
Enduring Understandings	
<ul style="list-style-type: none"> • French teens identify themselves as a unique social group within the French society, and use language to distinguish themselves. • French teens will fight social injustice. • French teens manipulate the French language as a method of self-expression. • Standards of beauty and aesthetics are often influenced by culture, and can vary widely. • Fashion and clothing reflect personal and cultural identity. • Some cultures view exercise as a competitive sport, and others, as a way of life. • Teens are influenced by marketing and media in their food choices, both good and bad. • Cultural etiquette hinges on the correct use of informal and formal language 	
Alignment to NJSLS	
NJSLS WL. 7.1 I.M.A. 1-8; 7.1 I.M.B. 1-5; 7.1 I.M.C. 1-5	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Analyze the way teen slang is created in French, and the role North African languages play in its structure. • Gender equality and gender identity are critical issues for teens in the francophone world, but not all cultures see the issues the same way as Americans do. • People in all countries and cultures have favorite pastimes that involve exercise or sport, but some see these as competitive sports, and others as, leisure and health-driven activity. • Differentiate the standards of beauty and aesthetics of Francophone countries to American. 	
Learning Activities	
<ul style="list-style-type: none"> • Graffiti project to compare French and American slang • Create, and respond to specific questions using French slang. • Read authentic magazine article about teenage opinion about gender equality and use graphic organizers to summarize main ideas. • Select a social problem, and diagram all the different elements that influence your opinion, with weights for each category. • Illustrate the different standards of beauty, aesthetics and modesty in several francophone countries, looking for similarities and differences. • Listening Comprehension activities • Practice yoga in French • Create a typical French menu for a week, and compare it to an American one. • Debate the pros and cons of organic food, and non-GMO farming. • Write a persuasive essay about crowd behavior at international sports competitions. 	

- Compare marketing tools in France and the US aimed at teens' eating habits.
- Reading activities (Sequencing and paraphrasing)
- Writing activities (colloquialisms to describe locations, relational proximity)
- Video activities (YouTube importance of language acquisition)
- Oral activities : descriptions of different countries' profiles What are the favorite leisure activities of people in France, and how do they differ from other favorite activities in the United States?
- What is the role of sports in French popular culture, and how does it differ from the role in the United States? People in all countries and cultures have favorite pastimes
- French people see sports more as a leisure activity than a competitive activity.
- Refuse an invitation, express denial and dislike
- Read about French teens and use Graphic organizers to summarize main ideas
- Venn Diagram to compare cultures
- Journal entry describing childhood
- Discuss personal views of tolerance
- Indicate preferences in fashion trends.
- Express uncertainty of outcome
- Grammar charts and organizers conjugation of verbs
- Venn diagram of idiomatic expressions
- Create an advertisement for healthy lifestyle choices.
- Charts of emotions with causes.

Assessments

- Web Quest
- Journal writing
- Creating advertisement campaign
- Persuasive essay, using facts to support from research.
- Oral debates using opinion vocabulary.
- Online assessment activities
- Daily oral participation
- Create fashion illustrations
- Project: France vs. US on organic food movement.
- Compare and contrast cultural opinions/views of social issues that affect teens.

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Government, Psychology, Science, Physical Education

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. **A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.**

- Student/teacher created presentations using Chromebooks, Google Apps.
- Use of Google Voice, Quizlet, Yabla, Quia, UTex.edu, Editions Didier Accord self-correcting exercises, and Kahoot as study and assessment tools.
- Use of podcasts, news broadcasts and CDs for listening comprehension
- Use of videos, movies as appropriate and available
- Use of data projector and Elmo

Time Frame	14
Topic	
Environmental Challenges	
Essential Questions	
<ul style="list-style-type: none"> • What domestic animals are found here and in France? • Which francophone countries hold the most endangered animals, and what are they doing to protect them? • What problems do all peoples face in guaranteeing access to clean water? • What major natural resources are in danger in the francophone world? • Is there equal interest around the world to preservation efforts of the environment? • How does the United States compare to francophone countries in its efforts to protect and preserve? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Protecting endangered species has to be a worldwide effort. • Efforts must be made to guarantee access to potable water around the world. • A country's dedication to preservation and protection of the environment may vary greatly, depending on its economy, government, education 	
Alignment to NJSLs	
NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Many of the domestic animals in the US can be traced back to France, and other francophone countries in Europe. • The francophone world is home to many species of endangered animals, particularly in Africa, and in some island protectorates. • Explain the worldwide threats to people's access to clean water. • There are several concrete changes teens can make to help protect the environment. • International volunteerism is a way for teens to help francophone countries preserve their natural resources. 	
Learning Activities	
<ul style="list-style-type: none"> • Placement, identification, description of domestic animals from European countries. • Picture prompt activities with endangered species in francophone world • Reading activities (Sequencing and paraphrasing) • Writing activities (colloquialisms to describe locations, relational proximity) • Video activities (YouTube importance of language acquisition) • Research project : one francophone country's efforts and challenges to protecting its environment. • Listening comprehension: Film clips and videos, radio broadcasts about international poaching. Listening activities to reinforce pronunciation and diction • Venn Diagrams of environmental protection efforts of different countries. • Poster Advocates: Select a threatened resources to protect with persuasive language. • Visual organizers • Creation of maps with water supply threatened. • Grammar charts and organizers conjugation of verbs • Authentic articles/podcasts about environmental volunteerism for teens • Venn diagram of idiomatic expressions 	

Assessments

- Map and link threatened species to specific countries.
- Web Quest: Where is access to water threatened most? What efforts to preserve?
- Vocabulary through Quizlet
- Persuasive essay: What can one teen do to make one change?
- Debate: Whose responsibility is it to protect valuable and threatened resources.
- Homework
- Class notes
- Daily oral participation: Describe locations and relative proximity of Euro countries. Exchange information with others about your heritage, nationality, languages spoken.
- Oral and written assessments by teacher generated questions, paired/group activities,
- Travel Poster of selected francophone country for eco-tourism.

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Government, Legal Studies, Science, Environment, Financial Literacy

Technology Integration

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Use of videos, movies as appropriate and available

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Government, Legal Studies, Communications & 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. **A. Technology Operations and Concepts; B. Creativity and Innovation; C. Communication and Collaboration; E. Research and Information Fluency.**

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Time Frame	15 - 16						
Topic							
Freedom, Safety and the Media							
Essential Questions							
<ul style="list-style-type: none"> • Is there a free press in all francophone countries? • Should there be limits on what the media can satirize? 							
Enduring Understandings							
<ul style="list-style-type: none"> • A free press welcomes and defends different and conflicting opinions. 							
Alignment to NJSLs							
NJSLs WL. 7.1 IM.A. 1-8; 7.1 IMB. 1-5; 7.1 IMC. 1-5							
Key Concepts and Skills							
<ul style="list-style-type: none"> • Americans enjoy greater access to a free press than do citizens of some francophone countries. 							
Learning Activities							
<ul style="list-style-type: none"> • Compare and contrast the way a news item is portrayed in the media of different countries. • Listen to news broadcasts in from France and note how voice ranges and emphasis affect emotional reactions. • Picture prompts: Write straightforward and dramatic headlines. • Reading activities (Sequencing and paraphrasing) • Use humor and satire to create a newspaper illustration of a debatable issue. • Oral debate: Pros and cons of self-defense vs. collective defense. 							
Assessments							
<ul style="list-style-type: none"> • PP presentation or Prezi: Compare and contrast the way a significant news item is portrayed in the media of several different countries. • Listening comprehension: news broadcasts in from France, • Picture prompts: Write straightforward and dramatic headlines. • Use humor and satire to create a newspaper illustration of a debatable issue. • Oral debate: Pros and cons of self-defense vs. collective defense. • Create a news broadcast in French. • Persuasive essay: Why learn another language? • Daily oral participation • Research project: After a semester of study, using all considerations covered, in what francophone country would you most like to live and why? 							
21st Century Skills							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Skills		Information Literacy	x	Media Literacy		
Interdisciplinary Connections							
Geography, Mathematics, Sociology, English, Performing Arts, Visual Arts, Science							
Technology Integration							
<p>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,</p> <ul style="list-style-type: none"> • Student/ teacher created presentations using i.e. PowerPoint • Use of Google Voice • Use of CD listening materials 							

DEPARTMENT World Language

COURSE: French III

- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Use of Authentic websites