

DEPARTMENT: World Languages Course: Advanced French IV

Week	Marking Period 1	Week	Marking Period 3
1	<b>Unit 1:</b> Prehistoric France	21	<b>Unit 4:</b> The Crusades, Jeanne D'Arc
2	Political division of France into departments	22	Anonyme: La Farce de Maître Pathelin
3	Present tense of basic verbs: etre, aller, avoir, & faire	23	Villon: La ballade des pendus
4	Idiomatic expressions with être, avoir, & faire	24	Object pronouns: direct and indirect, stressed pronoun, placement of pronouns
5	Depuis & pendant	25	
6	<b>Unit 2 :</b> Roman France to Middle Ages	26	<b>Unit 5:</b> The Renaissance, Francois I <sup>er</sup> , the Reform, the great discoveries of the 15 <sup>th</sup> century
7	Earliest French literature (De Bello Gallico)	27	Rabelais: Pantagruel, Le Tiers Livre, De Montaigne: Contre le Colonialisme, Ronsard: Ode à Cassandre
8	Present tense of regular verbs : er, ir, re	28	Future & Conditional
9	Irregular verbs tenir, venir, ouvrir,	29	Devoir
10	Verbs with prepositions /without prepositions	30	<b>Unit 6:</b> The 16 <sup>th</sup> Century, l'Âge classique, Louis XIV, Richelieu, Versailles
Week	Marking Period 2	Week	Marking Period 4
11	Placement of adverbs	31	Molière: L'école des femmes
12	<b>Unit 3:</b> The Middle ages, Charlemagne, William the Conqueror	32	Madame de Sevigné : Vatel
13	La chanson de Roland, Tristan et Yseut	33	The Subjunctive, present and past, regular and irregular verbs
14	The past tenses: imperfect	34	
15	Le passé composé with avoir and être	35	
16	Le passé simple	36	<b>Literature:</b> Jean de Florette/Le château de ma mère
17	Le plus-que-parfait	37	
18	<b>Literature:</b> Les trois mousquetaires par Dumas/Le Fantôme de l'Opera par Leroux	38	
19	Review	39	Review
20	Midterm	40	Final exam

<b>Weeks</b>	<b>1-5</b>
<b>Topic</b>	<b>Unit 1:</b> Students learn about the geography, history, and art of Prehistoric France.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What was the prehistoric age of France like?</li> <li>• How did the prehistoric man in France express himself in art?</li> <li>• How France is divided into provinces and departments?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>• The need to know another language for travel, professional growth, entertainment, multimedia purposes 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>• Some of the earliest art is found in France</li> <li>• France is divided into different provinces with their own semi-autonomous governments</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS 7.1 IM.A. 1-8; 7.1 IM.B. 1-5; 7.1 IM.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. How to discuss the earliest history of man in France.</li> <li>2. To be able to discuss in the oral and written form the art of prehistoric man in France.</li> <li>3. To be able to discuss the divisions of France.</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Le verbe, être, avoir, aller, faire</li> <li>2. L'emploi de depuis avec le present</li> <li>3. L'emploi de pendant avec une expression de temps</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. The cave paintings of France</li> <li>2. The provinces of France</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>○ Audio activities</li> <li>○ Comprehension activities</li> <li>○ Cultural reading</li> <li>○ Prepare a news broadcast</li> <li>○ Watch a TV program or newscast in French</li> <li>○ Visual organizers</li> <li>○ Bell ringers</li> <li>○ Reading activities</li> <li>○ Writing activities</li> <li>○ Personal Journal entries</li> <li>○ Oral activities-class discussion of small business development</li> <li>○ Cooperative learning activities</li> </ul>	

DEPARTMENT: World Languages Course: Advanced French IV

- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Venn diagrams
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points
- Web quests

### Assessments

- ❖ Cooperative learning groups
- ❖ Personal journal
- ❖ Persuasive essay
- ❖ 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 presentation

### 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	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Mathematics, Sociology, English, Performing Arts, Visual Arts, Science, 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. **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
- ❖ Use of authentic websites
- ❖ Audacity

<b>Weeks</b>	<b>6-10</b>
<b>Topic</b>	<b>Unit 2:</b> Students learn about the geography, history, art, and culture of France during the Roman occupation and the early middle ages.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Who were the people who lived in modern day France before the Roman invasion?</li> <li>• How did the Gaul's resist the Roman occupiers?</li> <li>• What was the effect of the Roman occupation on France?</li> <li>• When and how did Christianity come into France?</li> <li>• What is the origin of the fleur de lis?</li> <li>• How much of our understanding of ancient France comes from the Romans?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Latin becomes the root of the French Language.</li> <li>• Vercingetorix is a hero for the French in antiquity and the modern day.</li> <li>• Saint Denis introduced Christianity and was martyred in Paris</li> <li>• Clovis became the first Christian king of France</li> <li>• The edict of Milan legalized Christianity</li> </ul>	
<b>Alignment to NJCCCS</b>	
<b>NJCCCS 7.1 I.M.A. 1-8; 7.1 I.M.B. 1-5; 7.1 I.M.C. 1-5</b>	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. How to discuss the geography, history and culture of ancient France</li> <li>2. To discuss how Christianity was introduced into France</li> <li>3. To discuss how France became a monarchy.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. The regular verbs of the first, second, and third conjugation.</li> <li>2. L'imperatif</li> <li>3. Construction of verbs without prepositions</li> <li>4. Adverbs</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Vercingetorix and the occupation of Gaul by the Romans</li> <li>2. The introduction of Christianity into France</li> <li>3. The start of the monarchy of France</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>○ Audio activities</li> <li>○ Comprehension activities</li> <li>○ Cultural reading</li> <li>○ Prepare a news broadcast</li> <li>○ Watch a TV program or newscast in French</li> <li>○ Visual organizers</li> <li>○ Bell ringers</li> <li>○ Reading activities</li> <li>○ Writing activities</li> <li>○ Personal Journal entries</li> </ul>	

- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Venn diagrams
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points
- Web quests

### Assessments

- ❖ Cooperative learning groups
- ❖ Personal journal
- ❖ Persuasive essay
- ❖ 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 presentation

### 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	<b>x</b>	Information Literacy	<b>x</b>	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

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**C. Communication and Collaboration**

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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
- ❖ Use of authentic websites
- ❖ Audacity

<b>Weeks</b>	<b>9 weeks</b>
<b>Topic</b>	<b>UNIT 3:</b> Students learn about the geography, history, culture, and art of the middle Ages in France.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How were the French instrumental in stopping the progress of d' Abd-el-Rahman</li> <li>• How did Charlemagne unite much of Europe into the Holy Roman Empire?</li> <li>• How did the Normans influence France in the middle ages?</li> <li>• How did a French King conquer England?</li> <li>• What were the characteristics of the art of the middle ages in France?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>• Modern Day France is influenced by different cultures who have lived in the territory of France</li> <li>• Through Charles Martel and France, Europe retained a distinct identity from the Middle East and North Africa.</li> <li>• Via the conquest of England by William the Conqueror French was able to influence the English language.</li> <li>• The Art of France developed its own style and influenced art of other cultures.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<b>NJCCCS 7.1 I.M.A. 1-8; 7.1 I.M.B. 1-5; 7.1 I.M.C. 1-5</b>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. How to the history of France in the Middle Ages.</li> <li>2. Students will acquire useful vocabulary to discuss the history of France</li> <li>3. Students will discuss the importance of France in the middle ages.</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. L'imparfait</li> <li>2. Le Passé Composé</li> <li>3. Le passé littéraire</li> <li>4. Le plus-que-parfait</li> <li>5. Adverbs</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. The decline of the French monarchs</li> <li>2. Migration of Eastern groups</li> <li>3. The rise of Charlemagne and the impact of its reign in Europe</li> <li>4. The invasions of the northern groups: the Vikings/Normans</li> <li>5. William the Conqueror's claim to the British throne sets the grounds for the Hundred Years war</li> <li>6. William's conquest brings the French language to England, and modern English begins to develop</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>○ Audio activities</li> <li>○ Comprehension activities</li> <li>○ Cultural reading</li> </ul>	

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- Prepare a news broadcast
- Watch a TV program or newscast in French
- Visual organizers
- Bell ringers
- Reading activities
- Writing activities
- Personal Journal entries
- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Venn diagrams
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points
- Song analysis
- Web quests
- Midterm exam review

### Assessments

- ❖ Cooperative learning groups
- ❖ Personal journal
- ❖ Persuasive essay
- ❖ 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 presentation
- ❖ 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.

### 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;**  
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<b>Weeks</b>	<b>5 Weeks</b>
<b>Topic</b>	<b>UNIT 4:</b> Students learn about the geography, history, art, and culture of France in the Gothic Period.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What were the characteristics of French Gothic Cathedrals?</li> <li>• What were the consequences of the Crusades for France?</li> <li>• How did Joan of Arc become a national hero for the French?</li> <li>• What was the effect of Hundred Years war on to the concept of patriotism for France?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• French concept of patriotism is a consequence of Joan of Arc and the Hundred Years war.</li> <li>• French architecture became influential in Northern Europe and eventually throughout Europe and America.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCS: 7.1.IM.A.1–8; 7.1.IM.B. 1-5; 7.1.IM.C. 1- 5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. How to discuss the geography, history and culture of France in the later Middle Ages</li> <li>2. To discuss/learn art, architecture and patriotism</li> <li>3. Students will acquire useful vocabulary to be able to discuss the history and art of France</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Indirect and Direct pronouns</li> <li>2. The verbs of communication</li> <li>3. L'imperatif (positive and negative)</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. The development of epic novels and romantic novels</li> <li>2. The beginning of French literature, written in French (not Latin)</li> <li>3. French Gothic Cathedrals</li> <li>4. The Hundred Years War</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>○ Audio activities</li> <li>○ Comprehension activities</li> <li>○ Cultural reading</li> <li>○ Prepare a news broadcast</li> <li>○ Watch a TV program or newscast in French</li> <li>○ Visual organizers</li> <li>○ Bell ringers</li> <li>○ Reading activities</li> <li>○ Writing activities</li> <li>○ Personal Journal entries</li> <li>○ Oral activities-class discussion of small business development</li> <li>○ Cooperative learning activities</li> <li>○ Writing and reading narratives</li> <li>○ Note taking</li> <li>○ Authentic newspaper articles</li> <li>○ Venn diagrams</li> </ul>	

- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points
- Web quests

### Assessments

- ❖ Cooperative learning groups
- ❖ Personal journal
- ❖ Persuasive essay
- ❖ 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 presentation

### 21st Century Skills

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

### Interdisciplinary Connections

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

### Technology Integration

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- ❖ Audacity

<b>Weeks</b>	<b>4 weeks</b>
<b>Topic</b>	<b>UNIT 5:</b> Students learn about the geography, history, art, and culture of France in the Renaissance.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How did the printing press affect literacy in France?</li> <li>• What were the effects of the Renaissance on France?</li> <li>• What was the effect of the Reformation on society of France?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to identify how France influenced the Renaissance and were influenced by it.</li> <li>• France remains a catholic country in the Reformation but large segments of the population leave the Catholic Church</li> <li>• Freedom of religion as a political need</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCS: 7.1.IM.A.1-8; 7.1.IM.B. 1- 5; 7.1.IM.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. How to discuss the geographical, historical and cultural influences of France on the Renaissance.</li> <li>2. Students will be able to discuss the transformation of France in the Renaissance</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. The Future tense</li> <li>2. The Conditional</li> <li>3. The verb devoir.</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. The Renaissance in art and literature in France.</li> <li>2. The Reformation in France.</li> </ol>	

### Learning Activities

- Audio activities
- Comprehension activities
- Cultural reading
- Prepare a news broadcast
- Watch a TV program or newscast in French
- Visual organizers
- Bell ringers
- Reading activities
- Writing activities
- Personal Journal entries
- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Venn diagrams
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points
- Web quests

### Assessments

- ❖ Cooperative learning groups
- ❖ Personal journal
- ❖ Persuasive essay
- ❖ 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 presentation

### 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

### Technology Integration

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- ❖ Use of authentic websites
- ❖ Audacity

<b>Weeks</b>	<b>11 Weeks</b>
<b>Topic</b>	<b>UNIT 6:</b> Students learn about the geography, history, art, and culture of France in the 16 <sup>th</sup> century.
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How did the Academies influence the arts and literature in France?</li> <li>• What were the positive and negative effects of the rule of Louis XIV?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will be able to identify how France influenced the Renaissance and were influenced by it.</li> <li>• France remains a catholic country in the Reformation but large segments of the population leave the Catholic Church</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCS: 7.1.IM.A.1-8; 7.1.IM.B. 1- 5; 7.1.IM.C. 1-5	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>3. How to discuss the geographical, historical and cultural influences of France in the 16<sup>th</sup> century.</li> <li>4. Students will be able to discuss the transformation of France in the 16<sup>th</sup> century</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>4. The Subjunctive</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>3. The Art of France in the 16<sup>th</sup> century.</li> <li>4. The reign of Louis XIV.</li> <li>5. The theatre in France in the 16<sup>th</sup> century.</li> </ol>	

### Learning Activities

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- Cultural reading
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- Visual organizers
- Bell ringers
- Reading activities
- Writing activities
- Personal Journal entries
- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Venn diagrams
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Power points
- Web quests
- Final exam review

### Assessments

- ❖ Cooperative learning groups
- ❖ Personal journal
- ❖ Persuasive essay
- ❖ 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 presentation

### 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

### 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



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**C. Communication and Collaboration**

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