



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 IV Advanced

Department: World Language

Supervisor: John Bosmans

Board Approval	Supervisor	Notes
August 2011	Loretta Kachmar-Will	Update Standards
July 2015	Loretta Kachmar-Will	Update Standards
December 2017	John Bosmans	Update Standards

Home of the Spartans!
#spartanlegacy



Week	Marking Period 1	Week	Marking Period 3
1-2	History & Geography of France <ul style="list-style-type: none"> • Yesterday's Kingdom: A Time Line • Today's Provinces: Regional Contrasts • How to Compare 	9	Global Issue: Environmental Protection <ul style="list-style-type: none"> • Eco-Tourism: Lascaux Caves • Endangered Species and the Islands • Climate Change • How to Debate Opinions
3	Paris/Marseilles: First Cities Then & Now <ul style="list-style-type: none"> • Historical Landmarks, Monuments • Shopping, Food, Transport, Fashion • Handling Emergency Situations • How to Ask for Help 	10-11	Global Issue: Public Health <ul style="list-style-type: none"> • Hot Zones in Francophone World • Access to Healthy Food, Clean Water • How to Complain/Encourage
4	Louis XIV: A Legacy of Art & Love <ul style="list-style-type: none"> • The Sun King's Cultural Legacies • The Power of the King's Women • How to Talk About Relationships 	12-13	Global Issue: Getting Along <ul style="list-style-type: none"> • Family Roles & Expectations • Friendship, Love & Religion • Immigration & Multi-Culturalism • How to Persuade/Convince
Week	Marking Period 2	Week	Marking Period 4
5-6	Spotlight on The Arts (Part I) <ul style="list-style-type: none"> • Theater: Moliere • Music: Edith Piaf • How to Make Plans/Accept Invitations 	14-15	Our Closest French Neighbor: Quebec <ul style="list-style-type: none"> • Geography/History • French Culture • Winter Carnival • How to Negotiate
7-8	Spotlight on The Arts (Part II) <ul style="list-style-type: none"> • The Quai D'Orsay Museum • Public Gardens & Spaces • How to Request Information/Make Reservations • How to Describe Sensory Perception 	16-17	Can I Live in a Francophone Country? <ul style="list-style-type: none"> • Studying Abroad • Moving Abroad: What's required • Working Abroad: International Jobs • How to Write/Respond to Official/Business E-Mails • Technology & Career Choices

Weeks	1-2
Topic	Geography and History of France
Essential Questions	
<ul style="list-style-type: none"> • What are France’s borders and topography? • What was the original territory of Gaul? • What cultures from other lands shaped France? • What was the relationship between the Romans and the Gauls? • Who were some of the early heroes of France? • What vestiges of the far past remain present today? • How did a monarchy shape the country? • How did the kings carve up France? What are the regions today, and how do they differ? 	
Enduring Understandings	
<ul style="list-style-type: none"> • French history is important to the understanding of the French culture, and of our own American history. • The French country is divided into regions that are as geographically and culturally different as the states in the United States. • The French people are fiercely proud of their past. 	
Alignment to NJSLS	
NJSLS WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able locate and identify all provinces of France. 2. Students will be able to compare/contrast cultural differences between those regions 3. Students will be able to trace France’s earliest history on a timeline. 4. Students will be able to list products/resources from these regions 5. Students will be able to reflect on the influence of the French language on English. 	
Grammar	
<ol style="list-style-type: none"> 1. How to compare and contrast 2. Review sentence structure: agreements 3. Review colloquialisms to describe location and placements 4. Review verb tenses 	
Culture	
<ol style="list-style-type: none"> 1. Differences among regions 2. The influence of bordering countries on different parts of France. 3. Importance of second language acquisition in today’s multi-cultural society. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ Map activities: Placement, identification, description of French regions. ❖ Listening Comprehension activities ❖ Picture prompt activities: France’s heroes ❖ Reading activities (Sequencing and paraphrasing) ❖ Writing activities (colloquialisms to describe locations, relational proximity) ❖ Video activities (You Tube importance of language acquisition) ❖ Oral activities : Compare and contrast different regions ❖ Cooperative learning activities 	

- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Time-line creation
- ❖ 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 regions of France
- ❖ Web Quest: Compare and contrast three different regions.
- ❖ Online assessment activities via Bon Voyage, Tresors du Temps, Quizlet, Quia, Yabla, UTex
- ❖ Homework
- ❖ Exit tickets
- ❖ Daily oral participation: Exchange information with others about your region.
- ❖ Oral and written assessments by teacher generated questions, paired/group activities.
- ❖ Voice Thread exchange/ comments on selected historical figures and events.

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Mathematics, Philosophy, 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, Elmo, Projector.

Weeks	3
Topic	Paris & Marseilles: The First Cities Then & Now
Essential Questions	
<ul style="list-style-type: none"> • What were the earliest and largest cities settled in France, and how did they compare? • What was the Roman influence on both, and what remnants can still be seen? • What are the arrondissements (neighborhoods) of Paris and how is the city laid out? • What is the history behind the key monuments of Paris? • How does one use the Paris Metro? • What are the different neighborhoods known for shopping, restaurants, arts? • Where are affordable places to stay and eat in Paris and Marseilles? • How to understand regional accents to find the common French sounds. • How to ask for help in emergency situations in a city. 	
Enduring Understandings	
<ul style="list-style-type: none"> • Paris and Marseilles are rich with historical monuments, landmarks and Roman ruins. • Both are multi-ethnic cities with neighborhoods defined by different characteristics. • Public transportation is very accessible and the easiest way for a visitor to get around. • It is important to try to recognize different regional accents. • Cities in France are accessible to visitors, regardless of budget 	
Alignment to NJSLs	
NJSLs WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able to identify landmarks in Paris and Marseilles and describe their history. 2. Students will be able to navigate the cities' public transportation, with a map. 3. Students will be able to compare affordable lodging and eating venues in both cities. 4. Students will be able orally ask for help in typical emergency situations. 5. Students will be able to recognize strong regional accents between the North/South of France. 	
Grammar	
<ol style="list-style-type: none"> 1. Commands: How to tell others what to do 2. Form questions: Ask for necessary information. 3. The Subjunctive Mood: How to say what is necessary and important for someone else to do. 	
Culture	
<ol style="list-style-type: none"> 1. Landmarks of Paris/Marseilles and their locations 2. History and Roman influence in both cities. 3. The characteristics of Paris' differing neighborhoods. 4. Planning an affordable trip to Paris and/or Marseilles. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ CLOSE Reading Comprehension activities: newspaper articles ❖ Picture prompt activities: Monuments and landmarks ❖ Mapping activities: Public transportation and how to get around ❖ Video activities: you tube videos of various neighborhoods ❖ Oral activities: Asking Questions 3 different ways 	

- ❖ Grammar charts and organizers: subjunctive mood
- ❖ Cooperative learning activities: skit creation (4 emergency scenarios in Paris)
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Writing activities (compositions, lists, journal entries)
- ❖ Oral activities: describe best places to eat and stay in your favorite neighborhood
- ❖ Voice Thread : What would you say in each of the emergency situations pictured?

Assessments

- ❖ Cooperative learning group projects
- ❖ PowerPoints: My Trip
- ❖ Utilize Google Voice
- ❖ Daily oral participation
- ❖ Vocabulary quizzes
- ❖ Audio/ video programs
- ❖ Personal Journal Creation: My Scrapbook
- ❖ Skit performance: 4 Emergency Situations and How to Ask for/Give Help.

21st Century Skills

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

Interdisciplinary Connections

History, Geography, Language Arts, Reading, Visual Arts, Science

Suggested Materials

- ❖ Textbook/Workbook: Bon Voyage 3, Tresors du Temps, Grammar
- ❖ Audio: Newscasts, Podcasts, Yabla, YouTube
- ❖ Video: Quia, Yabla, YouTube
- ❖ Online assessment materials: UTex, Quia and Yabla
- ❖ Teacher generated materials
- ❖ Internet travel and student sites
- ❖ Maps and other realia of monuments/landmarks
- ❖ Metro Maps

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, Elmo, Projector.

Weeks	4
Topic	Louis XIV: A Legacy of Art & Love
Essential Questions	
<ul style="list-style-type: none"> • Why was Louis XIV called the “Sun King?” • Why did he want to build Versailles? Why is it considered the greatest of the palaces? • What purpose did court life serve, in terms of centralizing power? • Who were the women in Louis’ life and how did they establish their power? • What role did the Church play in Louis’ love life? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Versailles is considered one of the greatest palaces of the world. • Louis XIV contributed vastly to our understanding of French culture through his aesthetic choices. • Women in the royal court cemented their power by becoming a “favorite” of the King. • The Church played an enormous role in the outcome of the King’s amorous liaisons. • Love and romance are essential elements of French culture. 	
Alignment to NJSLs	
NJSLs WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able describe Versailles, and create a presentation of favorites sections. 2. Students will be able to identify at least 3 women in Louis’s life, and describe the role they played in history. 3. Students will be able to talk about love and romance, using idiomatic expressions. 4. Students will be able to give dating advice to a friend. 	
Grammar	
<ol style="list-style-type: none"> 1. Review prepositions 2. Review comparatives and superlatives 3. Use past tenses effectively, switching between imperfect and passe compose. 	
Culture	
<ol style="list-style-type: none"> 1. Court life at Versailles. 2. The rooms of Versailles and their influence on decorative arts. 3. The gardens of Versailles and their influence on design today. 4. The etiquette and symbolism of courtly affairs. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ Design activities: the gardens of Versailles ❖ Listening Comprehension activities: YouTube videos of simulated court life. ❖ Picture prompt activities ❖ Reading/Writing activities: Love Letters & Advice. ❖ Online research and electronic : Profiles of Louis’ women ❖ Mini skits from the musical, “Le Roi Soleil.” ❖ Dramatization of court life ❖ Visual organizers ❖ Grammar charts and organizers conjugation of verbs ❖ Authentic advice columns and blogs. 	
Assessments	
<ul style="list-style-type: none"> ❖ Vocabulary quizzes ❖ Performance of a group song from “Le Roi Soleil.” ❖ Oral Debate: My Favorite of Louis’ Loves ❖ Letter writing: Lonely Hearts Advice 	

- ❖ Homework
- ❖ Oral: Describe court life, and the features of Versailles that are used today in decorative arts..
- ❖ Web quests
- ❖ Written assessments by teacher generated questions, paired/group activities,

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Political Science, Performing Arts, Science, Legal Studies, Psychology

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, Elmo, Projector.

Weeks	5-8
Topic	Spotlight on The Arts (Part I & II) / Theater: Moliere / Music: Edith Piaf / Literature: Victor Hugo / Visual Arts: Masterpieces at the Quai D'Orsay
Essential Questions	
<ul style="list-style-type: none"> • How has France contributed to – and been a major leader of – the art world over time? • What are the universal themes in all forms of French art that appeal to all? • What does art tell us about time/place in a culture? Why is it important to protect art works? • Is art itself a language? 	
Enduring Understandings	
<ul style="list-style-type: none"> • France has always placed great value and importance on all forms of artistic expression. • Some of the most important art in the world is housed in French museums. • Public access to art is important to a civilized society. • Language and art forms share common structures. • Art crosses boundaries. 	
Alignment to NJSLs	
NJSLs WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able to identify important French artists, and describe their major works. 2. Students will be able to articulate their interpretation of various works of art. 3. Students will be able to perform in French various works of theater and musical literature. 	
Grammar	
<ol style="list-style-type: none"> 1. Effectively use different compound tenses in the past. 2. Use comparatives and superlatives to describe sensory perception 3. Develop a bank of adjectives to use to describe the arts and one's sensory reaction to it. 	
Culture	
<ol style="list-style-type: none"> 1. Students will be able to describe how particular works of art reflect a society in time/place. 2. Students will be able to identify universal themes in French art. 3. Students will be able to compare/contrast how the French and Americans view art preservation public access to it. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ Reading authentic works by French authors. ❖ Picture prompt activities ❖ Writing activities post film analysis ❖ Listening Comprehension activities ❖ Pronunciation exercises. ❖ Dramatization of plays and musicals in French. ❖ Digital tours of different museums in France. ❖ Art projects that mimic works of French art. ❖ Touring Grounds for Sculpture to see replicas of major French art works. ❖ Oral activities: tours of castles. 	
Assessments	
<ul style="list-style-type: none"> ❖ Image identification and descriptions ❖ Skits/musical performances. ❖ Reading analysis ❖ Research reports. ❖ Oral and written assessments by teacher generated questions, paired/group activities 	

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							
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 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.</p> <ul style="list-style-type: none"> • 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, Elmo, Projector. 							

Weeks	9
Topic	<p>Global Issue: Environmental Protection</p> <ul style="list-style-type: none"> • Eco-Tourism: Lascaux Caves • Endangered Species and the Islands • Climate Change
Essential Questions	
<ul style="list-style-type: none"> • What are the French speaking islands around the world? • What are some major natural resources of these islands and how are they threatened? • How has Haiti survived natural disasters? What is our relationship w/ the island nation? • How has France set the example for eco-tourism through the example of the Lascaux caves? • Why is it critical to search for and cite credible sources when compiling research? How do you properly order food in a French speaking country? • What are the popular pastimes and sports in the Caribbean? 	
<ul style="list-style-type: none"> • Students will be able discuss the geography and culture of French speaking islands. • Students will compare and contrast the environmental threats affecting each area. • Students will be able to talk about Haiti’s natural disasters, and their effect on immigration to the United States. • Students will be able to develop creative solutions to balancing environmental preservation and tourism. 	
Alignment to NJSLs	
NJSLs WL.7.1 I.H.A.1-8; 7.1 I.H.B. 1-7; 7.1 I.H.C. 1-6	
Key Concepts and Skills	
<p>Communication</p> <ol style="list-style-type: none"> 1. How to discuss the geography, weather and culture of Francophone islands. 2. Students acquire vocabulary to describe natural resources, disasters/ threats to environment. 3. Students understand how disasters in Haiti have led to the immigrant population in the US. 4. Team work and creativity are essential to develop solutions to environmental threats. <p>Grammar</p> <ol style="list-style-type: none"> 1. How to narrate a dramatic story. 2. Sequence of narrative. 3. How to express an opinion, and defend it in a debate. <p>Culture</p> <ol style="list-style-type: none"> 1. International aid to Haiti 2. How to cultivate a culture of preservation in a community. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ Map creation: Francophone islands around the world ❖ Audio activities: Online newscasts about eco-threats ❖ Eco-tourism: Create travel brochure for an island whose environment is threatened. ❖ Pair activity-E-mail creation with travel suggestions ❖ Create a Podcast or a Voice Thread presentation ❖ Visual organizers: where to and not to travel ❖ Reading activities (sequencing and paraphrasing) ❖ Writing activities (alerts, emails, journal entries) ❖ Cooperative learning activities ❖ Oral debates (using opinion vocabulary, and citing sources) ❖ Authentic newspaper articles ❖ Graphic organizer information on 3 francophone islands and their ecological threats ❖ Listening activities to reinforce pronunciation and diction 	

- ❖ Web quests
- ❖ Research project with credible, reliable sources cited.
- ❖ Recordings of oral speaking: how French sounds different in the islands

Assessments

- ❖ Research project with citations
- ❖ Finalized travel brochure
- ❖ E-mail creation with travel suggestions
- ❖ Personal journals
- ❖ Oral debates: How to balance tourism with preservation?
- ❖ Podcast
- ❖ Audio/video programs
- ❖ Homework
- ❖ Online interactive activities
- ❖ Web quests

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, Sciences, 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 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.**
(see above)

Weeks	10-11
Topic	Global Issue: Public Health <ul style="list-style-type: none"> • Hot Zones in Francophone West Africa • Access to Healthy Food, Clean Water
Essential Questions	
<ul style="list-style-type: none"> • What are the Francophone countries in West Africa? • What are some major health threats in Francophone countries in West Africa? • Why is access to healthy food and clean water a world issue? • How have health issues put West Africa on the map? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand that public health is a global issue – disease knows no borders. • Students will be able to analyze and discuss the health threats to the West African countries.. 	
Alignment to NJSLs	
NJSLs WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How to discuss the geography, history and culture of Francophone countries in Africa. 2. Students will be able to analyze and discuss the health threats to West African countries. 3. Students will be able to offer creative solutions to public health threats. 	
Grammar	
<ol style="list-style-type: none"> 1. Geographical prepositions 2. Impersonal statements using the subjunctive. 	
Culture	
<ol style="list-style-type: none"> 1. The role of international relief agencies in West Africa: Doctors without Borders. 	
Learning Activities	
<ul style="list-style-type: none"> ❖ Map creation: Francophone countries in West Africa ❖ Reading Comprehension- authentic newspaper articles ❖ Listening Comprehension activities ❖ Power point vocabulary introduction ❖ Video activities ❖ Visual organizers ❖ Audio activities: Distinguish the continental French accent from the African ❖ Interactive online quizzes and games ❖ Reading activities ❖ Writing activities (poetry, compositions, lists, emails) ❖ Oral debates: Solutions to world health threats stemming from Africa. ❖ CLOZE activity ❖ Cooperative learning activities ❖ Listening activities to reinforce pronunciation and diction ❖ Web quests ❖ Recordings of oral speaking 	
Assessments	
<ul style="list-style-type: none"> ❖ Research project on West African country its public health threats. ❖ Persuasive essay: How to convince international officials to send help? ❖ Oral debates: Solutions to health issues stemming from West Africa ❖ Homework ❖ Mini skits: The tragedy of one African family struck by Ebola. ❖ Online assessment activities ❖ Web quests 	

❖ Power point presentations

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, Health, Medicine, Ecology, Science, Politics, Economy.

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.**

Weeks	12-13
Topic	Global Issue: Getting Along
Essential Questions	
<ul style="list-style-type: none"> • How do different cultures define “family?” • What do family roles and expectations differ between cultures? • How do cultural and religious traditions help unify or separate families? • What role does new technology play in keeping families close? • How do cultural and religious beliefs affect friendship, love, and marriage? • Immigration and its role in developing a new multi-culturalism 	
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. • Cultural and religious traditions can unify or separate families. • Friendship, love and marriage are affected by religious traditions and beliefs. • Immigration plays a leading role in defining a new multi-culturalism 	
Alignment to NJSL	
NJSLS WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Concepts:	
<ul style="list-style-type: none"> • It is important to recognize and describe different structures for families. • There are challenges to living in different households (or countries) than loved ones. • New technology can help create solutions to challenges through virtual communication. • There are pros and cons of living with extended, multi-generational families. • Friendships and romances can be affected by cultural and religious traditions • Tolerance and patience are necessary to bridge cultural gaps. 	
Skills:	
<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 • Define the challenges to friendships and romances posed by cultural and religious traditions. • 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. • Imagine what challenges and opportunities might present themselves in a multi-cultural 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

Psychology, Sociology, Ethics

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

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	14-15
Topic	Our Closest French Neighbor: Quebec
Essential Questions	
<ul style="list-style-type: none"> • Where is Québec, and what is its history? • Where is Acadia and what is its link to Louisiana in the United States? • What are some of the landmarks in Québec? • What is the essential vocabulary for car rental and car travel in Québec? • What are some specific driving skills needed to drive in Québec? • What is the significance of Winter Carnival and how can I participate in it? • What are the most popular sports in Québec? • What is useful vocabulary for renting winter sports gear? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand geographical landmarks and culture of Québec • Describe the link between the Acadians and the Cajuns of Louisiana • Quebec is a close neighbor, and easily accessible by car for vacations. • Winter Carnival is an event popular worldwide, and one that is easily accessible to Americans. 	
Alignment to NJSLS	
NJSLS WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. How to discuss the geography, history and culture of Québec 2. To discuss/ learn some driving skills particular to Québec 3. Students will acquire useful vocabulary to rent winter sports equipment/a vehicle in Québec 	
Grammar	
<ol style="list-style-type: none"> 1. Relative Pronouns 2. Conditional /Conditional Past tenses 3. Near Future vs. Simple Future 	
Culture	
<ol style="list-style-type: none"> 1. Foods of Québec 2. Winter sports and rentals 3. The Acadian tragedy of Evangeline and the songs/poems written about her. 5. Authentic literature and television programs of Québec 	
Learning Activities	
<ul style="list-style-type: none"> • Comprehension activities: newspaper articles on traffic/driving rules • Picture prompt activities: winter sports • Literature and Poetry: Evangeline by recitation and by song. • Video activities: YouTube videos • Provide written driving directions • Oral activities : compare and contrast cultural differences • Grammar charts and organizers: future tense • Writing and reading narratives • Cooperative learning activities :skit creation (traveling scenario) • Listening activities to reinforce pronunciation and diction • Power Point on traffic signs and rules • Dramatization: American traveler stopped by Canadian officer • Writing activities (compositions, lists, journal entries) 	

- Podcasting : how would you spend your winter vacation in Quebec?
- Webquest driving in Québec popular winter sports
- Audio activities: trying to decipher the Canadian French accent

Assessments

- Utilize Google Voice
- Daily oral participation
- Sports vocabulary quiz
- Skits
- Audio/ video programs
- Personal Journal creation: travel and winter topics
- Persuasive essay: Convince your friend to participate in your favorite past time
- Skit performance: Cop/driver in Québec
- Skit performance : Taxi/client interactions with oral directions
- Conversations: winter sports rental in Québec

21st Century Skills

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

Interdisciplinary Connections

Geography, History, Language Arts, Reading, Visual Arts, Science, Math

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

Weeks	16-17
Topic	Can I Live Abroad?
Essential Questions	
<ul style="list-style-type: none"> • What plans and processes are necessary for an American to study in a francophone country? • What requirements must be met for an American to move to a francophone country? • How can I find a bilingual job abroad and in the United States? • How can I apply and interview for a bilingual job? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will know what is required for an American to study, work or live in a francophone country. • Students will discover how to find/apply for a bilingual job anywhere. • Students will be able to interview for a bilingual job with a French speaker. • Students will compare immigration trends in the US vs. France. • Students will appreciate the long-term value of a committed study of a f language. 	
Alignment to NJSLs	
NJSLs WL.7.1 IH.A.1-8; 7.1 IH.B. 1-7; 7.1 IH.C. 1-6	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will compare and contrast immigration trends and restrictions in U. S. vs. France. 2. Students will be able to find a bilingual job through employment sites on the internet. 3. Students will understand the requirements to study abroad. 4. Students will be able apply and interview for a bilingual job. 	
Grammar	
<ol style="list-style-type: none"> 1. How to self-promote 2. Passive voice, adverbs 3. Job experience and desires 	
Culture	
<ol style="list-style-type: none"> 1. Trends in immigration here and in France. 2. Job applications for bilingual candidates in French 3. What to expect as a foreign student in a francophone country. 4. How becoming proficient in French in high school can lead to living abroad in college/beyond. 	
Learning Activities	
<ul style="list-style-type: none"> • Audio activities • Cultural reading • Prepare a news broadcast • Watch a TV program or newscast in French • Visual organizers-different colleges with study-abroad programs in francophone countries. • Written job application • Oral job interview • Writing activities (poetry, compositions) • Cooperative learning activities • Writing and reading narratives • Authentic newspaper articles • Listening activities to reinforce pronunciation and diction • Song analysis-current bilingual Francophone pride • Web quests-searching immigration trends • Final exam review 	
Assessments	
<ul style="list-style-type: none"> • Present a news broadcast 	

- Present video interview
- Analyze video interview information
- Written job application
- Oral job interview
- Cover letter writing
- Audio/video program
- Reports/projects
- Online assessment activities
- Web quests
- Final 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

Sociology, Linguistics, History, Geography, Media, Social Studies, Literature, Arts and Math

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, Elmo, Projector.