

PUBLIC SC  
SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**FRENCH 3-1**

Length of Course: Term

Elective/Required: Required

Schools: High Schools

Eligibility: Grades 9-12

Credit Value: 5 credits

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**Modifications will be made to accommodate IEP mandates for classified students.**

**WORLD LANGUAGES PROGRAM****STATEMENT OF PURPOSE**

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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## Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

### **The Edison Township School District Curriculum Template**

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

*Guiding Principles: What is Backward Design? What is Understanding by Design?*

'Backward design' is an increasingly common approach to planning curriculum and instruction. As its name implies, 'backward design' is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

**Stage I: Identifying Desired Results:** Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

**Stage II: Determining Acceptable Evidence:** Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

**Stage III: Designing Learning Activities:** Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

## DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational, and interpersonal modes.
2. The study of another languages leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

## NEW JERSEY CORE CURRICULUM STANDARDS INTRODUCTION

### World Languages Education in the 21<sup>st</sup> Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

**Vision:** An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has

historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### Language Proficiency Levels

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

### ***Realistic Grade-Level Targets for Benchmarked Proficiency Levels***

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

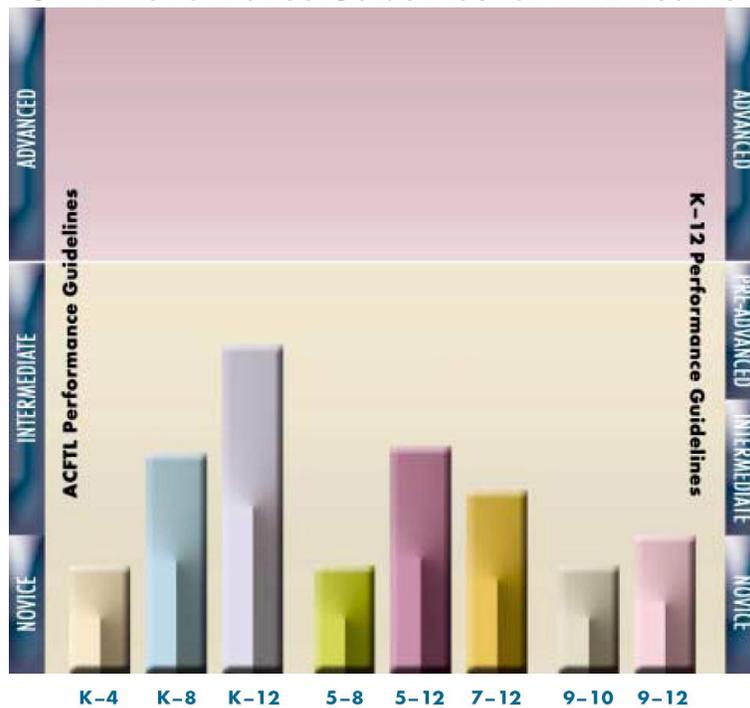
- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

**A Note About Preschool Learners:** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

**ACTFL Anticipated Performance Outcomes**

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the  
*ACTFL Performance Guidelines for K-12 Learners*



## Philosophy and Goals

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

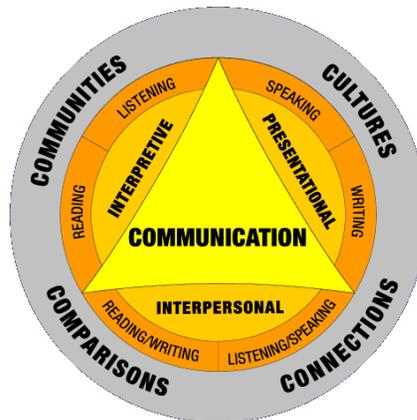
## Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.
- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, *Policy, Assessment, and Professional Development: Results from a Statewide Study*.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21<sup>st</sup> Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

### ***One World Languages Standard***

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

### ***Three Strands***

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

**Strand A** reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines." For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

- Click Wisconsin Project: Modes of Communication.

**Strand B** reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).
- Click Wisconsin Project: Modes of Communication.

**Strand C** reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)
- Click Wisconsin Project: Modes of Communication.

### ***The Role of Grammar in the World Languages Class***

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

### **Education in World Languages: Advocacy and Resources**

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance

Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.

- The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the New Jersey Department of Education World Languages homepage.
- The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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**World Languages**

**Mission:** *The study of another language and culture prepares learners to function fully and effectively as citizens and workers in the 21<sup>st</sup> century by being able to communicate in appropriate ways with people from diverse cultures.*

**Standard 7.1 Communication**

All students will be able to communicate in at least one world language in addition to English. They will use language to: engage in conversation, understanding and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

**Big Idea:** Communication is the ability to understand and be understood in real world contexts.

Essential Questions	Enduring Understandings
<p><b>Strands A-C: Interpretive, Interpersonal and Presentational Modes</b></p> <p>How do I develop communicative competence?                      How do I know that I am getting better in using language in real-world situations?                      What strategies do I need to communicate in linguistically and culturally appropriate ways?                      When does accuracy matter?                      How does the content of the world languages classroom help me understand who I am and the world in which I live?                      How does content help me respond to important questions that extend my learning beyond the classroom?                      Why do people from different cultures sometimes say, write and do things differently from the way I do them?</p>	<p>Successful communication is knowing how, when and why to convey a message to different audiences.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>The content of the world languages classroom encompasses the entire learning experience.</p> <p>Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</p>

**Standard 7.2 Culture**

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Big Idea:** Language and culture are mutually dependent.

Essential Questions	Enduring Understandings
<p><b>Strands A-C: Interpretive, Interpersonal and Presentational Modes</b></p> <p>How is language a product of culture?                      How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?                      What role does stereotyping play in forming and sustaining prejudices about other cultures?</p>	<p>Language reflects and is influenced by the culture in which it is found.                      Cultural perspectives are gained by using the language and through experience with its products and practices.</p> <p>Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.</p>

**Unit 1: Things of the past- Memories of childhood and Summer vacation**

Language Functions	Culture	Vocabulary	Grammar
<ul style="list-style-type: none"> <li>- SWBAT talk about what they did during summer vacation</li> <li>- SWBAT compare favorite childhood summer activities and how they changed today.</li> <li>- SWBAT talk about what they miss from childhood</li> <li>- SWBAT describe how they used to be as a child.</li> <li>- SWBAT talk about their favorite childhood possessions</li> <li>- SWBAT describe their childhood friends</li> <li>- SWBAT complete an internet search on a provincial city highlighting its features as a vacation spot.</li> </ul>	<ul style="list-style-type: none"> <li>- How and where do teenagers in France spend their summer vacation?</li> <li>- <i>Souvenirs de la Martinique</i></li> <li>- Chanson : <i>Melisa</i> by Enrico Macias</li> <li>- <i>Cendrillon</i> (story to be completed using the imperfect tense)</li> <li>- Film: <i>La Gloire de mon père</i></li> </ul>	<ul style="list-style-type: none"> <li>- Summer activities</li> <li>- Places around town and locations one could visit</li> <li>- Expressions used to talk about missing something or someone.</li> <li>- Adjectives to describe places, things, people</li> <li>- Expressions used to reassure someone</li> </ul>	<ul style="list-style-type: none"> <li>- Passé composé with <i>avoir</i></li> <li>- Passé composé with <i>être</i></li> <li>- L’Imparfait</li> </ul>

## Unit 2: My Home Life and Leisure time Activities

Language Functions	Culture	Vocabulary	Grammar
<ul style="list-style-type: none"> <li>- SWBAT ask and answer questions about daily routines in the home.</li> <li>- SWBAT describe daily routines and household chores.</li> <li>- SWBAT share opinions, ask and answer questions about leisure time activities.</li> <li>- SWBAT understand announcements and advertisements about indoor/outdoor leisure time activities.</li> <li>- SWBAT talk about their favorite hobbies: musical genre(s), sports, actors.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss daily routines in Francophone households.</li> <li>- SWBAT compare daily routines of typical American teenager with a French teenager.</li> <li>- Discuss how and where young people spend leisure time in Francophone countries.</li> <li>- Discuss popular sports and sporting events in French-speaking countries, such as Le Tour de France, etc.</li> <li>- Discuss famous francophone sports figures, musicians or actors.</li> </ul> <p>Film: <i>Les Choristes</i></p>	<ul style="list-style-type: none"> <li>- Review vocabulary for family members.</li> <li>- Household chores.</li> <li>- Verbs used to talk about daily routines.</li> <li>- Vocabulary for locations for indoor/outdoor leisure activities.</li> <li>- Indoor and outdoor leisure activities.</li> <li>- Adjectives used to describe a person or place that one likes.</li> </ul>	<ul style="list-style-type: none"> <li>- Review parts of the body.</li> <li>- Le verbe <i>devoir</i>.</li> <li>- <i>Devoir</i> followed by an infinitive.</li> <li>- <i>Faire</i> with leisure expressions.</li> <li>- Verbs used to express likes and dislikes (<i>aimer, détester, préférer, adorer, etc.</i>)</li> <li>- Reflexive verbs in the present tense.</li> <li>- Use of the <i>passé composé</i> and <i>imparfait</i> to discuss indoor/outdoor leisure activities.</li> </ul>

### Unit 3: Environment- Our Future: Work & Technology

Language Functions	Culture	Vocabulary	Grammar
<ul style="list-style-type: none"> <li>- SWBAT talk about their favorite endangered animal.</li> <li>- SWBAT participate in a sustained conversation about environmental and ecological issues.</li> <li>- SWBAT create an ad or a poster to raise environmental awareness.</li> <li>- SWBAT write a fable using animals as characters.</li> <li>- SWBAT share information from francophone sources on endangered species.</li> <li>- SWBAT discuss the role of modern technologies in their lives.</li> <li>- SWBAT express their future plans and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare ways in which the French and US governments deal with environmental issues.</li> <li>- Research wildlife preserves in francophone countries.</li> <li>- Gather information on plants and animal indigenous to francophone countries.</li> <li>- Films: <i>Madagascar</i> <i>The Lion King</i>, <i>Dumbo</i> (dubbed)</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary for endangered species around the world.</li> <li>- Vocabulary for various environmental habitats</li> <li>- Expressions used to talk about environmental problems.</li> <li>- Expressions used to react positively or negatively to various environmental habits.</li> <li>- Expressions necessary to talk about one’s obligations and caring for the natural environment.</li> <li>- Vocabulary relating to various jobs and professions.</li> <li>- Vocabulary for modern technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- The use of <i>devoir</i> to talk about keeping the home environment in good order.</li> <li>- Review <i>Aller + infinitif</i> to express the near future.</li> <li>- The future tense: to talk about their plans for the future.</li> </ul>

### Unit 4: The Arts- Painting & Film

Language Functions	Culture	Vocabulary	Grammar
<p>SWBAT discuss various art forms.</p> <p>SWBAT ask and respond to questions about French impressionist and post-impressionist artists and their work.</p> <p>SWBAT make judgments and recommendations about films.</p> <p>SWBAT converse about various film genres and actors.</p>	<p>SWBAT complete a virtual visit of the Louvre museum.</p> <p>SWBAT compare and contrast French cinema with American cinema.</p> <p>SWBAT complete a webquest on current movies showing in Parisian theaters.</p> <p>SWBAT complete a research project on an assigned Francophone actor.</p> <p>Films: <i>Marie-Antoinette</i> (dubbed) Camille Claudel (selected excerpts)</p>	<p>Review of shapes and colors.</p> <p>Vocabulary for various art forms.</p> <p>Vocabulary used to identify film genres and expressions used to describe ones opinion about a film.</p>	<p>Review <i>être &amp; avoir</i>.</p> <p>Review the imperfect.</p> <p>Review verbs used to express likes and dislikes</p> <p>Interrogative pronouns (Qui, Quoi, Comment)</p> <p>Relative pronouns.</p>

## Curriculum and Instruction

Draft 14

### Essential Instructional Behaviors

*Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.*

#### 1. Planning which Sets the Stage for Learning and Assessment

***Does the planning show evidence of:***

- a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
- b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
- c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
- d. provision for effective use of available materials, technology and outside resources?
- e. accurate knowledge of subject matter?
- f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
- g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
- h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

#### 2. Observed Learner Behavior that Leads to Student Achievement

***Does the lesson show evidence of:***

- a. learners actively engaged throughout the lesson in on-task learning activities?
- b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
- c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
- d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
- e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
- f. learners actively processing the lesson content through closure activities throughout the lesson?
- g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
- h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
- i. learners developing their own voice and increasing independence and responsibility for their learning?
- j. learners receiving appropriate modifications and accommodations to support their learning?

### 3. Reflective Teaching which Informs Instruction and Lesson Design

*Does the instruction show evidence of:*

- a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
- b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
- c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
- d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
- e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
- f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms?
- g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
- h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
- i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
- j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
- k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
- l. use of graphic organizers and hands-on manipulatives?
- m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
- n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
- o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

### 4. Responsibilities and Characteristics which Help Define the Profession

*Does the teacher show evidence of:*

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
- b. maintaining accurate records and completing forms/reports in a timely manner?
- c. communicating with parents about their child's progress and the instructional process?
- d. treating learners with care, fairness, and respect?
- e. working collaboratively and cooperatively with colleagues and other school personnel?
- f. presenting a professional demeanor?