

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

FRENCH 3-H

Length of Course:	<u>Term</u>
Elective/Required:	<u>Required</u>
Schools:	<u>High Schools</u>
Eligibility:	<u>Grades 9-12</u>
Credit Value:	<u>5 credits</u>
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"Modifications will be made to accommodate IEP mandates for classified students."

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.

Program 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.

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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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.

STATEMENT ON CONTENT STANDARDS

All students completing the middle school sequence in world languages should be able to meet the New Jersey State Content Standards for Grade 8. It is assumed that these students will be continually enrolled in the same language through Grade 8.

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; UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE; PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES; COMPARE THE LANGUAGE/ CULTURE STUDIED WITH THEIR OWN; AND PARTICIPATE IN MULTILINGUAL COMMUNITIES.

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three **communicative modes** that place primary emphasis on the context and purpose of the communication. The three modes are:

- ***The Interpretive Mode:*** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- ***The Interpersonal Mode:*** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- ***The Presentational Mode:*** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

STANDARD 7.2 (CULTURE) - ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of **cultural products, practices, and perspectives** provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that?*" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as the key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.

New Jersey Core Curriculum Content Standard For World Languages

INTRODUCTION

World Languages Education in the 21st Century

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

Mission: *The study of another language and culture enables citizens and workers to communicate face-to-face and virtually 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 usable levels of language proficiency 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 that enhance cross cultural communication; and
- Values language learning as a global literacy and for its long-term worth in fostering personal, work-related and/or financial success in a world without borders.

Intent and Spirit of the World Languages Standard

All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through their freshman year of high school. The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that enable the attainment of proficiency at the **Novice-High** level or above. N.J.A.C. 6A:8-5.1(b)4 specifies that districts actively encourage all students who have otherwise met the requirements for high school graduation to accrue five credits in world languages during each year of enrollment, aimed at preparation for entrance into postsecondary programs or twenty-first century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and 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 a result of a three-year grant project (2005-08), the department has collected **data** from New Jersey schools to further support research findings. Data from the federally funded project that assessed the language proficiency of 60,000 eighth 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 in building the capacity of high school students to achieve the required Novice-High level of language proficiency to meet the graduation requirement.

Unlike other core standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. This is reflected in the information outlined below.

- In **Preschool**, children are just beginning to learn about language and how it works. Exposure to multiple languages is advantageous for all children and can be supported by developmentally appropriate teaching practices that make use of songs, rhymes, and stories.
- In programs for **beginning learners** that offer appropriate time and frequency of instruction, students communicate at the Novice-Mid level using memorized language to talk about familiar topics related to school, home, and the community.
- After **three-six years** of study in programs offering the appropriate time and frequency of standards-based instruction, Novice-High through Intermediate-Mid level students communicate at the sentence level creating with language to ask and answer questions and to handle simple transactions related to everyday life and subject matter studied in other classes.
- After **nine-twelve years** of well articulated standards-based instruction, Intermediate-High through Advanced-Low level students communicate at the paragraph level and are able to handle complicated situations on a wide-range of topics.

The New Jersey standard and indicators reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 2006.), and were developed by consulting standards in the United States and internationally, as well as the latest research on second language acquisition and best practices. Standard 7 is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. The links below provide information about the implementation of the world languages standard with regard to particular languages or language groups:

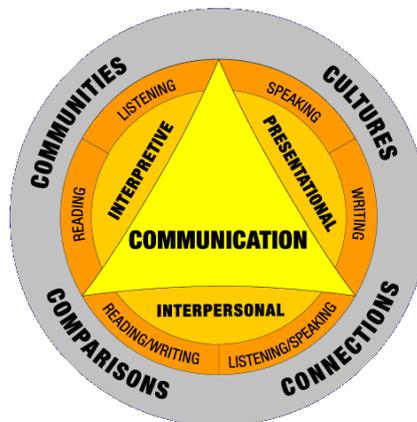
The Communicative Modes and the Study of American Sign Language (ASL)**The Communicative Modes and the Study of Classical Languages****The Communicative Modes and Heritage Language Speakers****Revised Standard:**

The world languages standard lays the foundation for creating local curricula and related assessments. Revisions to the 2009 standards are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by, but encompasses a broader spectrum of proficiency levels.
- Linguistic and cultural content statements have been added to provide a context for the cumulative progress indicators (CPIs) at each proficiency level. Linguistic content varies and is dependent on the mode. Cultural content recurs across the modes of communication since communication always occurs in a cultural context. 21st century themes, identified in the *Partnership for 21st Century Skills Framework*, are incorporated in many of the content statements. The extent to which a theme is addressed depends on age and developmental appropriateness as well as student proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Language Standard

The reorganization of the world languages standards into one standard reflects the framework below developed by the National Association of Educational Progress (NAEP) for foreign languages in 2004.



(Framework for the 2004 Foreign Language National Assessment of Educational Progress, <http://www.nagb.org/pubs/FinalFrameworkPrePubEdition1.pdf>)

The NAEP graphic illustrates that the goal of language instruction is the development of students' communicative skills with the language. Students should be provided

ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials. In order to develop linguistic proficiency a meaningful context for language use must be established. The remaining 4Cs (Cultures, Connections, Comparisons & Communities) provide this meaningful context through: the teaching of culture; study and reinforcement of content from other disciplines; comparison of target and native languages and cultures; and opportunities to interact with native speakers of the language. As such the 4Cs serve as the basis for instructional activities and are fully embedded within the communicative objectives.

The Role of Grammar in the World Languages Class:

While knowledge of the language (syntax; grammar rules) is not an explicit goal of the Standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool (others include knowledge of vocabulary, sociolinguistic knowledge, cultural appropriateness, and communication strategies) that supports the attainment of the stated linguistic goals.

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

An Education in World Languages: National and State Advocacy

The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the benefits of language learning in supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures. Information regarding federal grants 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 state language organization, Foreign Language Educators of New Jersey (**FLENJ**), offers links to language-specific organizations, a variety of other language resources, professional development opportunities as well as student and professional awards and scholarships. The most comprehensive report (2005) compiled on the status of world languages education in New Jersey's public schools may be found on the **New Jersey Department of Education World Languages Homepage** by clicking on **A Report on the State of World Languages Implementation in New Jersey**.

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ASL: Students and teachers of American Sign Language 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 handshapes, palm orientations, and movements of the hands, arm and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

Classical: The study of classical languages focuses primarily on the interpretive mode (the interpretation of texts in an historical/context). Occasionally, some attention may be given to the oral dimensions of the classical languages, by asking students to make presentations in the language they study as a way of strengthening language knowledge and use.

Heritage: Heritage language students may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.

COURSE CONTENT OUTLINE

Course Introduction

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying French.

A portion of the first class period would be well-spent in discussing the topic, "Why Study a Foreign Language?" The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a neighbor who speaks French.

French is one of the most widely spoken languages in the world. It is the principal means of communication in the western hemisphere, in Spain, in parts of the Philippines and in those areas of Africa where Spain has had colonies or possessions. In some parts of the U. S. (Florida, California, southwestern states, New York and portions of New Jersey), French is rapidly becoming a second language. More than eleven million French-speaking people, mostly of Puerto Rican, Cuban or Mexican extraction, live in the U.S. They constitute the nation's second largest minority group after African-Americans.

Can the French language be relevant in today's world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school's curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

**Thematic Units
Suggested Sequence**

<i>Semester 1</i>		<i>Semester 2</i>	
MP - 1	MP - 2	MP - 3	MP - 4
Tell Me a Story	What if I lived In...?	Responsibilities in a Changing World	Self Expression Through the Arts

Tell Me a Story

Targeted Standards: (local, district, state or national)

Communication:

- Students engage in conversation and ask and answer questions about their summer vacation.
- Students read authentic literary texts about the vacation exploits of Petit Nicolas.
- Students present information to an audience about what they did this summer.
- Students read authentic French newspaper articles and present a synopsis to the class.
- Students listen to an authentic French news broadcast via the Internet and present a synopsis to the class.
- Students recount orally or in writing an event or a critical moment in their lives.
- Students write their own children's story or vacation story.

Culture:

- Students examine the types of vacations French people take in the summer.
- Students identify different types of vacations French people take in the summer.
- Students gain knowledge about various summer festivals/holidays in France.
- Students become familiar with a French news event.
- Students become familiar with a story of Petit Nicolas.

Comparisons:

- Students demonstrate an understanding of cultures by comparing differences in summer activities in America and French cultures.
- Students demonstrate an understanding of the nature of language by comparing the use of the passé composé and the imperfect in French with the use of the past tense in English.
- Students compare and contrast the use of humor in French and American literature.

Connections:

- Students reinforce their knowledge of narration of a story or description of an event and all that it entails through the target language.

Unit Objectives/ Conceptual Understandings:

- Students will understand that there are many activities to do on vacation
- Students will understand that different parts of the world offer a variety of recreational activities
- Students will understand that teenagers from French cultures share similar interests in activities as French language learners
- Students will understand that in order to relate an experience, helping verbs, past participles, and verb endings need to be changed appropriately with the use of the passé composé and the imperfect
- Students will understand that it is important to sequence events in order to relate a story or an experience

Essential Questions:

- What do people do on summer vacation?
- How does one narrate a past event in French?
- How does one describe circumstances or background information when telling a story in French?

Unit Assessment: Integrated Performance Assessment

Interpretive – You read about a vacation memory of Petit Nicolas

Interpersonal – In order to impress one of your classmates, you boast about the incredible things that you did over the summer

Presentational – You make a photo collage of a special event in your life or a memorable vacation and you narrate it for your friends

Tell Me a Story (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Understand some spoken language and are able to derive the main idea and some detail</p> <p>Respond to direct questions or requests for information</p> <p>Can formulate questions regarding basic needs</p> <p>Are able to handle a variety of uncomplicated tasks</p> <p>May not always be understood by native speakers, but are comprehensible to sympathetic listeners</p> <p>Recombine and adapt learned material to express personal meaning by creating with the language, but may frequently pause, need to reformulate or self-correct</p> <p>Use sentences and occasionally use strings of sentences</p> <p>Attempt to link ideas, manipulate time frames and use circumlocution to discuss less familiar topics</p> <p>Can write simple paragraphs on familiar topics</p>	<p>How to use the passé compose and the imperfect tense</p> <p>Vocabulary related to narration of a story or event and summer vacation activities</p> <p>Vocabulary for describing people and places</p>	<p>Narrate past events and describe past circumstances</p> <p>Read and comprehend current events</p> <p>Read and comprehend stories (Petit Nicolas)</p> <p>Talk about an event in their life</p> <p>Interpret tone from an authentic literary text</p>	<p>Write and illustrate an original children’s story about a vacation +</p> <p>Read an on-line news story from a French newspaper or listen to a news broadcast, take notes and present to the class</p> <p>Interview a classmate about activities that he/she did this summer</p> <p>Tell where people went and what people did based on a picture</p> <p>Change a story from the present tense to the past tense</p> <p>Write about a critical moment/significant event in one’s life</p> <p>Interview a classmate (witness) about a fire, accident, robbery, etc. that he/she saw</p> <p>Looking at pictures of a story, narrate the story</p>	

Tell Me a Story (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Tend to become less accurate and make more errors as the message becomes more complex</p> <p>Generally use culturally appropriate behavior in social situations</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Discovering French Rouge Textbook (Vocabulary) p. 112, p. 124, p. 190 (Passe Compose) p. 15, p.114, p. 118, p. 128, p. 131 (Sequencing Words) p. 124 (Expressions of Time) p. 6, p. 13, p. 131 (Adjectives) p. 5 (Weather) p. 126 (Readings) pp. 187-189, <i>KING</i>, pp. 134-139, Any story from <i>Les Vacances du Petit Nicolas</i></p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

What if I Lived in....?

Targeted Standards:

Communication:

- Students engage in conversation to make travel plans, give and receive directions, and purchase foods,
- Shop and avail themselves of services, and express what they may or might be (subjunctive).

Culture:

- Students examine daily living in France.

Comparisons:

- Students demonstrate understanding of culture by comparing differences and similarities of French and American daily life.
- Students demonstrate understanding of the nature of language by comparing the use of the subjunctive mood in French and English.

Connections:

- Students further their knowledge of vocabulary associated with daily living in France.

Unit Objectives/Conceptual Understandings:

- Students will understand that there are cultural differences that one needs to be aware of when living in France.
- Students will understand that similarities exist between the daily American life experience and the daily Francophone life experience.
- Students will understand that in order to express what may or might be, the subjunctive mood is more frequently used in French than in English.

Essential Questions:

- What information do I need to know in order to function on a daily basis in France?
- How does one express wishes, emotions, necessities, obligations, doubts, and preferences in French?

Unit Assessment: Integrated Performance Assessment

Interpretive-You further your knowledge of the Parisian metro system.

Interpersonal-You help a tourist, who has limited knowledge of the metro.

Presentational- You talk about what a typical day is like for a worker, shopkeeper or performer in the metro station.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Understand some spoken language and are able to derive the main idea and some detail	How to use the subjunctive mood	Purchase goods and foods Enlist services Plan and execute a trip	Create a brochure, a power-point presentation, or a video about advice to American tourists spending time in France	<ul style="list-style-type: none"> • Vocabulary and grammar quizzes and tests

What if I Lived in? (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Respond to direct questions or requests for information</p> <p>Can formulate questions regarding basic needs</p> <p>Are able to handle a variety of uncomplicated communicative tasks</p> <p>May not always be understood by native speakers, however they are comprehensible to sympathetic listeners</p> <p>Recombine and adapt learned material to express personal meaning by creating with the language, but may frequently pause, need to reformulate or self-correct</p> <p>Use sentences and occasionally use strings of sentences</p>	<p>Vocabulary related to:shopping, requesting services, ordering at a restaurant,giving and receiving directions, making travel plans and using various modes of transportation</p> <p>Expressions for comparing people and places</p> <p>How to ask and answer questions</p>	<p>Read about daily living in France</p> <p>Write about daily living experiences in France in the context of a letter or an e-mail sent back home</p> <p>Discuss and/or write about survival skills needed to facilitate daily living in France (to avoid a faux pas)</p> <p>Interpret authentic speech samples related to the unit</p>	<p>Listen to and report on Internet radio broadcasts related to the unit</p> <p>Using authentic sources (Internet,ads from French newspapers/magazines), read information about making purchases and/or enlisting services</p> <p>Create a personal graphic organizer for the use of the subjunctive mood</p> <p>Play charades that elicit usage of the subjunctive</p> <p>Role play scenes in shops,restaurants, the metro, train station and airport</p> <p>Scenarios highlighting problems that may arise between exchange students and their families during their home-stay program in France</p> <p>Jeopardy game featuring these daily life categories:</p> <ul style="list-style-type: none"> • Chez le coiffeur • A la gare • Dans l'aéroport • Au restaurant • Aux magasins 	<p>Homework</p> <p>Participation and dialogues</p> <p>Essays and projects</p>

What if I Lived in? (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Cumulative Progress Indicators	Concepts <i>What students will know.</i>
<p>Attempt to link ideas, manipulate time frames and use circumlocution to discuss less familiar topics</p> <p>Tend to become less accurate and make more errors as the message becomes more complex</p> <p>Generally use culturally appropriate behavior in social situations</p>			Use a Paris metro map and decide the best way to get from point A to point B	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Discovering French Rough Textbook pp. 78, 81, 86 (formation of the subjunctive) pp. 80, 88 (expressing wishes and obligation) p. 87 (impersonal expressions) pp. 272, 274,275 (expressing doubts and emotions) p. 152 (avoir besoin de) pp. 234-237 (superlative/comparative) pp. 242-243 (demonstrative pronouns) p. 242 (interrogative pronouns) Collection Pratique: Tout ce que vous avez toujours voulu savoir sur le voyage (SNCF) www.voyages-sncf.com</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Responsibilities in a Changing World

Targeted Standards:

Communication:

- Students engage in conversation and ask and answer questions about their career goals.
- Students express personal opinions about global issues.
- Students read authentic print or internet articles about careers, technological advances and current world issues.
- Students present information regarding responsibilities and challenges in a changing world.

Culture:

- Students examine career choices of the French.
- Students identify global problems that are of concern to the French.
- Students explore technological advances implemented by the French.

Comparisons:

- Students contrast American and French perspectives on employment and global issues.
- Students demonstrate understanding of the nature of language by comparing the use of the future and the conditional tenses in French and in English.

Connections:

- Students reinforce and further their knowledge of various career opportunities, technological advances and global issues through the foreign language.

Unit Objectives/Conceptual Understandings:

- Students will understand that there are serious problems affecting the planet today.
- Students will understand that technological advances are instrumental in changing our lives on an ongoing basis.
- Students will understand that a variety of factors, including interest, aptitude and availability, affect career choices.
- Students will understand that in order to express the future or a hypothetical situation, verb endings need to change appropriately with the use of the future and the conditional.
- Students will understand that certain conjunctions, that express condition, restrictions, time limitations, purpose and internet, require the subjunctive.

Essential Questions:

- What role does technology play in my life?
- How do global issues impact my world?
- How can I make a prudent career choice?

Unit Assessment: Integrated Performance Assessment

Interpretive - You read an article hoping to find a balance between your role as a consumer and an ecologically-minded citizen.

Interpersonal - You, a staunch environmentalist, debate a diehard consumer.

Presentational - Write and illustrate an article for the ecology club newsletter on the topic, "The future of the earth is in our hands."

Responsibilities in a Changing World (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Understand some spoken language and are able to derive the main idea and some detail</p> <p>Respond to direct questions or request for information</p> <p>Can formulate questions regarding basic needs</p> <p>Are able to handle a variety of uncomplicated communicative tasks</p> <p>May not always be understood by native speakers, but are comprehensible to sympathetic listeners</p> <p>Recombine and adapt learned material to express personal meaning by creating with the language, but may frequently pause, need to reformulate or self-correct</p> <p>Can write simple paragraphs on familiar topics</p> <p>Can write simple paragraphs on familiar topics</p>	<p>How to use the future and conditional tenses</p> <p>How to use the subjunctive after certain conjunctions</p> <p>Vocabulary related to global issues, technology and careers</p> <p>Their responsibilities in a changing world</p>	<p>Talk and/or write about future career plans</p> <p>Listen to, understand and discuss broadcasts related to global issues</p> <p>Discuss the role of technology in their daily lives</p> <p>Read information and comprehend authentic articles related to the topic of the unit</p>	<p>Poll classmates to determine their future career plans</p> <p>Research various professions on the internet to investigate salary, advancement possibilities, availability of positions, potential for travel, etc. and present findings to the class using a graphic or power point</p> <p>Contrast American and French perspectives on the same global issue via news articles or internet broadcasts</p> <p>Debate the pros and cons of continuing education in college right after high school or immediately entering the work place</p> <p>Create a job resume in French</p> <p>Research local French companies and possible employment opportunities for students of French</p> <p>Role play or perform a scenario for a job interview</p> <p>Create a new technology or invention and present it to the class</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation and dialogues</p> <p>Essays and projects</p>

Responsibilities in a Changing World (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Tend to become less accurate and make more errors as the message becomes more complex</p> <p>Generally use culturally appropriate behavior in social situations</p>			<p>Take an on-line career preference survey test</p> <p>If available, invite a guest speaker to address the class on a career using the target language</p> <p>Choose a third world French-speaking country and highlight its most pressing problems in a simulated address to UN members</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Okapi Magazine (check various issues for articles on all topics) (Careers) Discovering French Rouge, p.387 (Vocabulary + see supplementary vocabulary in teachers edition) pp. 392-393 reading pp. 394, 396-397 vocabulary Practical French:Developing a Career Unit: French Companies in New Jersey by Marie-Laure Hollander and Viviane Levy (handout from FLENJ Spring Meeting) (The environment) Discovering French Rouge pp.109-111, p.121 readings www.defi.pourlaterre.org www.lesamisdela terre.org Okapi magazine, September 15, 2005, <i>L'ecologie, le defi du siecle</i> Okapi magazine, June 1, 2006, <i>Chasseurs de polleurs</i>, pp. 23-31 and "Le test: Es-tu un bon ecolo?" p.38 (Technology) Okapi magazine, July 2005, Une Odysee titaneseque, p.24 and Breves espaces, pp.30-33</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Responsibilities in a Changing World (cont.)

Resources:

(Global issues) research on-line Topic to be determined by the teacher may include global warming, terrorism, depletion of natural resources, international wars,

civil unrest, famine, drought, immigration, population rates, cultural identity, space travel, etc. (It is hoped that the teacher will be able to find articles, etc. that will present the American and the French perspective on these issues which will make for lively discussion.

Okapi magazine, December 1, 2006, *Unicef: "60 ans de combat Pour les enfants"*, pp. 22-32

www.ecogestes.com (scroll to Je M'engage)

(devoir) Discovering French Rouge p. 80,p. 323

(subjunctive) use of the subjunctive after certain conjunctions Discovering French Rough,p.398

Self-Expression

Targeted Standards:

Communications:

- Students engage in conversation to express personal opinions related to multimedia.
- Students present information about various genres of art, music, and literature enjoyed by French speakers.
- Students create and present their own self-expression piece.

Culture:

- Students explore significant art movements in France, such as Impressionism and Surrealism.
- Students read authentic pieces of French poetry and prose.
- Students study certain aspects of authentic French film.
- Students examine various examples of music from the Francophone world.

Comparisons:

- Students demonstrate understanding of culture by comparing differences and identifying similarities in the way that the French and the Americans express themselves through the arts.

Students demonstrate understanding of the nature of language by comparing how what is or was seen, heard or experienced, is described in French and in English.

Connections:

- Students reinforce and further their knowledge of art, music and literature through the foreign language.
- Students perceive how affinities for different art forms vary according to individual preferences.

Unit Objectives/Conceptual Understandings:

- Students will understand that there are many means of self-expression.
- Students will understand that musical artists have used various genres of music to express themselves through the ages.
- Students will understand that the impressionist movement in France revolutionized the world of art.
- Students will understand that the cartoon is an artistic and literary expression that may satirize various aspects of society and/or simply entertain.

Essential Questions:

- Which form of self-expression through the arts appeals to you most?
- Which genre of music or art best expresses your personality? Why?
- Does film reflect reality? Why or Why not?
- What role does the cartoon play in society?
- How does a writer (song writer, playwright, poet, author) reveal his/her intent?
- How do French films differ from American films?

Unit Assessment: Integrated Performance Assessment

Interpretive - You read and learn more about two of your pen pal's favorite female rap stars.

Interpersonal - You won a contest, sponsored by Okapi magazine. Your prize is a personal interview with a famous music star, artist, film star, or author.

Presentational - You put together a self-portrait entitled, _____ is my life. You fill in the blank with text and a picture related to your favorite type of music, film, art movement, or literacy genre. You will send your creation to your pen pal.

Self-Expression (cont.)

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Understand some spoken language and are able to derive the main idea and some detail</p> <p>Respond to direct questions or requests for information</p> <p>Can formulate questions regarding basic needs</p> <p>Are able to handle a variety of complicated communicative tasks</p> <p>may not always be understood by native speakers, but are comprehensible to sympathetic listeners</p> <p>Recombine and adapt learned material to express personal meaning by creating with the language, but may frequently pause, need to reformulate or self-correct</p> <p>Use sentences and occasionally use strings of sentences</p> <p>Attempt to link ideas, manipulate time frame and use circumlocution to discuss less familiar topics</p> <p>Can write simple paragraph on familiar topics</p>	<p>Vocabulary related to the genres of art, music, film and literature</p> <p>Expressions conveying opinions, critiquing multimedia or describing what was seen</p> <p>How to manipulate the various time frames to describe what they have seen, are seeing or think may happen</p>	<p>Talk about plot and characters in film and literature</p> <p>Determine tone and artists' intent in lyrics, poetry and cartoons</p> <p>Express opinions about the various multimedia forms</p> <p>Discuss subject and technique of various painters</p> <p>Read and understand the main idea and some detail of selected pieces of literature</p>	<p>Read a French comic strip and create your own using characters of your choice or characters from Petit Nicolas (see www.bdoubliees.com/journal/pilote/romans./nicolas/htm)</p> <p>Create a movie poster advertising a film seen in class or a movie of your choice and present it to the class</p> <p>Transform a short story, LeBracelet, into a one act play Change the ending and enact it for the class</p> <p>Write a short story about life at EHS/JPS in Ionesco's theater of the absurd style</p> <p>After viewing the film Cyrano, assume the role of one of Roxane's suitors write her a love letter and explain you gift choice to the class</p> <p>Simulate a live "dating game" for Roxane to select her munber 1 suitor</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation and dialogues</p> <p>Essays and projects</p>

Self-Expression (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Tend to become less accurate and make mor errors as the message becomes mor complex</p> <p>Generally use culturally appropriate behavior in social situations</p>			<p>After viewing the film <i>Au revoir, les Enfant</i>, research various topics related to France during World War II, Such as Charles de Gaulle, the Vichy government, occupied France, the Resistance, collaborators, act. Do a group power point or tradional presentation</p> <p>Research the life and work of a French artist. Using distinguishing props, assume the role of this artist and present one of his/her works to the class. Explain the subject and techniques used</p> <p>Field trip to the Metropolitan Museum of Art to view the permanent French Impressionist collection. In advance, provide a work sheet with titles to be seen and space for students description of work. Students must also express their personal opinion of the work</p> <p>Assign various goups a differect genre (not classical) of music. Find a song and lyrics on the internet for that genre. Interpret the song writer's intent. Present the song and your interpretation for an in-class music festival.</p>	

Self-Expression (cont.)

		Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points	
				Give students a list of movie titles in French of popular, recent or current films. Students will try to guess the title of the film and the type of film that it is	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices (Art) Discovering French Rouge: Le Monde des Arts. pp.66-69</p> <p>(Music) Discovering French Rouge: Histoire de la chanson Française, pp.176-185 Allez,viens! (level III) Vocabulary, p.277 Radio Junior: Online French Radio www.radiojunior.com Song lyrics: www.paroles.net Okapi magazine, June 15, 2005, <i>Les chansons Qui dissent non!</i> pp.20-27 Okapi magazine, October 15, 2005. <i>Blankass, Les vrais enfants du rock!</i> pp.38-39 and <i>Le plein de hip-hop</i>, pp.40-41</p> <p>(Film) Discovering French Rouge: <i>Au revoir, les Enfants</i>, pp.256-259 or <i>Cyrano</i> pp.142-145 or <i>Rue Cases-negres(Sugar Cane Alley)</i>, pp.342-343 (Pages listed are resource materials. Films are available in each high school.) <i>Allez,veins!</i> (level III) Vocabulary, pp.232-234</p> <p>(Literature) Discovering French Rouge: <i>Conte pour enfants de moins de trois ans, (Ionesco)</i>, p. 57</p> <p style="padding-left: 100px;"><i>Le Bracelet, (M. Maurois), p.366-371</i> <i>Le corbeau et le renard (La Fontaine).p. 146</i> <i>Les Recres du Petit Nicolas: Le Musee de peintures (Sempe-Groscinny)</i> Le Petit Nicols Site Official: www.petitnicolas.com La Fontaine pour enfants: www.teteandeler.com www.kidadoweb.com/atelier-ecriture-enfant</p> <p>(Cartoons) Discovering French Rouge: <i>Asterix et sa bande</i>, pp.100-101 <i>Allez,veins!</i> (Level III) Vocabulary, pp. 38-39</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>		

Public Schools of Edison Township
Division of Curriculum and Instruction

Draft 13

Framework For Essential Instructional Behaviors, K-12
Common Threads

Edison's Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

1. Planning Which Sets The Stage For Learning & Assessment

Does the planning show evidence of:

- a. units and lessons which show a direct relationship between student learning needs, the written curriculum, and the New Jersey Core Content Curriculum Standards.
- b. clearly defined, curriculum-based learning objectives that are based on diagnosis of student needs and readiness levels
- c. instructional strategies and materials that challenge students to achieve at the highest standards of performance.
- d. lesson design sequenced to make meaningful connections to overarching concepts and essential questions.
- e. use of thematic disciplinary units to integrate science, social studies, language arts, and math.
- f. activities to promote student reading, writing, listening, speaking, and viewing.
- g. provision for effective use of available materials, technology and outside resources.
- h. accurate knowledge of subject matter.
- i. knowledge of a variety of instructional strategies and best practices, including strategies for assessing student readiness levels and differentiating instruction.
- j. strategies to enable co-planning and co-teaching in shared teaching situations.
- k. lessons that provide for increasing student independence and responsibility for learning.
- l. multiple means of assessment, including performance assessment, that are authentic in nature and realistically measure student understanding.
- m. diagnostic and formative assessments that inform instructional design.
- n. appropriate homework assignments that reinforce and extend learning and build upon previously learned concepts.

2. Productive Learning Climate & Classroom Management

Does the student-teacher interaction and the classroom show evidence of:

- a. an environment which is learner-centered, content rich, and reflective of children's efforts.
- b. a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender, and readiness levels.
- c. opportunities for student voice and student choice.
- d. proactive rules and routines which students have internalized, and effective use of relationship-preserving reactive strategies when necessary.
- e. a safe, positive and open classroom environment in which children and teachers take risks, and learn by trial and error.
- f. effective use of classroom time with a focus on accomplishing learning objectives.
- g. classroom furniture and physical resources arranged in a way that supports student interaction, lesson objectives and learning activities.

3. Teaching & Learning*Does the instruction show evidence of:*

- a. differentiation of instruction to meet the needs of all learners, including meeting the targeted goals of students with Individualized Education Plans (IEPs).
- b. use of a variety of grouping strategies including individual conferences, cooperative learning structures, flexible groups, learning partners, and whole-class instruction based on assessments of student readiness levels and interests.
- c. addressing the visual, auditory, and kinesthetic/tactile learning modalities.
- d. use of available technology including computer PowerPoint and multi-media presentations by teacher and students.
- e. deliberate selection and use of cognitive organizers and hands-on manipulatives.
- f. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson.
- g. students achieving the objectives of the lesson through a variety of planned and, when appropriate, unplanned learning activities.
- h. strategies for concept building including the use of the experiential learning cycle, inductive learning, and discovery-learning and inquiry activities.
- i. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms.
- j. deliberate teacher modeling of effective thinking and learning strategies during the lesson.
- k. real world applications and connections to students lives, interests, and home cultures.
- l. opportunities for students to actively process the learning through closure at salient points in the lesson.
- m. use of questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.
- n. development of students' understanding as evidenced through their growing perspective, empathy, and self-knowledge regarding the content and meaning of the lesson.
- o. active student engagement, individually and collaboratively, throughout the lesson.
- p. varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect to and extend learning in all content areas.
- q. assessing student learning before, during, and after the lesson, to provide timely feedback to students and adjust instruction accordingly.

4. Professional Responsibilities & Characteristics*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.
- b. reflecting upon teaching to inform instruction.
- c. maintaining accurate records and completing forms/reports in a timely manner.
- d. communicating with parents about their child's progress and the instructional process.
- e. treating learners with care, fairness, and respect.
- f. working collaboratively and cooperatively with colleagues.
- g. sharing planning and instructional responsibilities in co-teaching partnerships.
- h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
- i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
- j. being flexible and open to suggestions from supervisors and administrators.
- k. presenting a professional appearance.

