

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

FRENCH 4-H

Length of Course: Term

Elective/Required: Elective

Schools: High Schools

Student Eligibility: Grades 11, 12

Credit Value: 5 Credits

Date Approved: 11/22/10

THE PUBLIC SCHOOLS OF EDISON TOWNSHIP

MISSION STATEMENT

The Public Schools of Edison Township ensure that all students achieve at the highest level of academic success through the New Jersey Core Curriculum Content Standards and in partnership with the community, through a safe, supportive learning environment. This promotes self-worth and encourages productive contributions to a diverse, technological and constantly evolving global society. The district will maintain a staff of professional educators who support the New Jersey Core Curriculum Content Standards and the New Jersey Standards for Professional Development.

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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 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 world languages program that is a rewarding and satisfying experience for each learner.

Coordinated by: Martin Smith, Supervisor of World Languages

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 answer more deeply and fully 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.

PHILOSOPHY

Foreign language teaching has evolved from a grammar-translation orientation to the audio-lingual methodology of the 60's to communicative competence of the 70's and to Proficiency as an organizing principle in the 80's. Whereas the Edison program embraces the Proficiency Movement, we choose not to ignore those features of previous movements that contribute to the excellence of our program. From the era of communicative competence, we adopt the idea of negotiation of meaning. Elements of the grammar-translation era remain with us as we continue to train our students in grammatical accuracy. We continue, at times, to provide practice for our students in an audio-lingual mode when certain constructions present themselves. Our approach can best be described as "eclectic", inspired by the Proficiency Movement but taking the best features of prior movements and utilizing them at appropriate times.

We believe that language instruction should seek to impart active and practical skill in the art of communication and that true communication is achieved only when cultural patterns are perceived as part of that learning. Since language and culture are inextricably bound together, cultural understanding should be developed along with the skills of listening, speaking, reading and writing.

Our program is based on the belief that the four basic skills are interdependent; each interacts with and reinforces the others.

From the beginning of language study, we focus on this four-skills approach. Listening skills are practiced through classroom interaction, native-made tapes, and/or videos. Listening activities not only include vocabulary items the students have been exposed to, but also provide new items, the meanings of which are imparted only through contextual clues. In this way, students develop listening skills in a manner similar to the way they began to comprehend English.

Speaking skills develop at a slower rate than listening skills. Comprehension of input precedes production in second language acquisition in a manner similar to the way students acquired their first language.

We recognize that students will converse when they are free from tension and anxiety. Therefore, we strive for a low-anxiety, supportive atmosphere in our classrooms. This encourages the students to "take risks" in order to express an idea. Small-group and paired communicative activities are important features of our program.

We recognize that good teaching includes a "skill-getting" as well as a "skill-using" phase. We focus on error correction during the "skill-getting" phase, while we are more liberal during the "skill-using" phase.

Reading, in a manner similar to listening, is often presented at a level higher than are productive skills. Reading strategies are taught from the earliest levels (skimming, scanning, predicting content and direction, guessing meaning from context, recognizing cognates, etc.). By emphasizing these strategies, we find we can introduce our students to authentic texts from the start of their language study. In their first year, students can begin to decipher newspaper headlines, TV schedules, train schedules, and some advertisements. Documents of these types add vividness and relevance to our programs. They bring “real-life” features into our classrooms. As the students progress, they are introduced to longer reading selections, stories and novels.

From the earliest levels, our students are encouraged to write. Because we want them to use whatever vocabulary and structures they have available in their repertoire, we frequently present situations that elicit open-ended responses. In this way, the students are given the opportunity to demonstrate what they have mastered, not what they have failed to learn. Graded writing assignments are included in each unit of study. As students progress in the program, they are required to write in a variety of formats (notes, letters, persuasive essays, literary analysis, etc.).

In summary, we adopt the hypotheses presented by Omaggio (1986) as basic principles for organization of instruction.

Hypothesis 1. Opportunities must be provided for students to practice language in a range of contexts likely to be encountered in the target culture.

Corollary 1. Students should be encouraged to express their own meaning as early as possible after productive skills have been introduced in the course instruction.

Corollary 2. A proficiency-oriented approach promotes active communicative interaction among students.

Corollary 3. Creative language practice (as opposed to exclusively manipulative or convergent practice) must be encouraged in the proficiency-oriented classroom.

Corollary 4. Authentic language should be used in instruction wherever and whenever possible.

Hypothesis 2. Opportunities should be provided for students to practice carrying out a range of functions (task universals) likely to be necessary in dealing with others in target culture.

Hypothesis 3. There should be a concern for the development of linguistic accuracy from the beginning of instruction in a proficiency-oriented approach.

Hypothesis 4. Proficiency-oriented approaches should respond to the affective needs of students as well as to their cognitive needs. Students should feel motivated to learn and must be given opportunities to express their own meanings in a non-threatening environment.

Hypothesis 5. Cultural understanding must be promoted in various ways so that students are prepared to live more harmoniously in the target-language community.

Using these hypotheses as our guiding principles along with those features of previous movements that promote a balanced, four skills approach to language learning, the world languages program offers students the opportunity to broaden their horizons by relating to a second language and culture while preparing for higher education or future employment.

REFERENCE

Omaggio, A.C. Teaching Language in Context: Proficiency-Oriented Instruction.
Boston: Heinle and Heinle, 1986.

**NEW JERSEY CORE CURRICULUM CONTENT
STANDARDS FOR WORLD LANGUAGES**

- 7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.
- 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one language other than English.

STATEMENT ON CONTENT STANDARDS

All students completing the four or seven-year sequence in World Languages should be able to meet the requirements set by the twelfth grade Content Standards. It is assumed that these students will be continually enrolled in the same language through grade 12.

WORLD LANGUAGES
PROGRAM OBJECTIVES

Objectives for the world languages program represent the desired results of the instructional/learning process. Each objective is keyed to the related assessment objective for the district outcome goals.

1. To develop proficiency in communication skills in a second language
 - Goal 7 - 5.1
 - Goal 8 - 4.1

2. To acquire an understanding of and respect for the cultural heritage and the contemporary life styles of the speakers of another language
 - Goal 10 - 6.3
 - Goal 14 - 1.1, 1.2, 2.0, 3.1, 3.2, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3
 - Goal 15 - 3.2

3. To develop an increased understanding of the nature of language and how it functions
 - Goal 2 - 2.3
 - Goal 7 - 5.1
 - Goal 8 - 4.1

4. To develop skills of critical thinking
 - Goal 2 - 2.3
 - Goal 8 - 4.1

5. To acquire skills applicable to future academic preparation, careers and/or personal pleasure
 - Goal 7 - 1.3, 2.2, 4.0, 5.1, 6.5
 - Goal 8 - 4.1
 - Goal 9 - 1.2, 3.1, 3.2, 5.3, 6.2, 7.1, 7.2
 - Goal 17 - 2.0

6. To acquire the ability to use a foreign language as a means of creative self-expression and to appreciate the aesthetic expressions of a foreign culture
 - Goal 6 - 2.0, 5.1

7. To experience personal satisfaction and accomplishment in acquiring language skills
 - Goal 7 - 1.3, 1.10, 4.0
 - Goal 8 - 2.5, 4.1, 5.1, 5.5, 5.6

COURSE OBJECTIVES

Course objectives are stated in terms of student performance.

I. LISTENING

- A. Students will understand the essential elements of materials on varied topics produced for the native speaker (e.g., conversations, announcements, advertisements, descriptions and directions).
- B. Students will comprehend extended discourse in standard speech delivered with some repetition by a native speaker. Students continue to indicate understanding or ask for clarification or repetition when needed.
- C. Students will comprehend with greater confidence some familiar elements - phrases, idiomatic expressions, information, etc. - in material produced for native speakers of the language and in other material spoken at a normal rate of speech.
- D. Students will use a variety of resources and technologies as tools to develop listening skills.
(1,3,4,5,6,7) * **(7.1)****

Some suggestions:

- interview and field trips
- non-print materials, such as tapes, language labs, compact discs, records, videos, foreign films, interactive videos, laser discs, voice synthesizers and additional communication devices such as telephones
- guest speakers and music
- foreign language broadcasts via television, radio, cable satellite

* Numbers in parentheses refer to Program Objectives.

** Numbers in parentheses written in bold print refer to New Jersey Core Content Standards

II. SPEAKING

SPEAKING: LEVEL III topics will recur from time to time. Students will be able to address them on a more sophisticated level as their command of vocabulary and structure grows with each year of foreign language study.

- A. Under controlled and some uncontrolled situations, students will initiate, sustain and bring to a close a conversation based primarily on previously-practiced materials.
- B. Students will use synonyms, antonyms, substitutions and/or paraphrase to compensate for lack of control of specific vocabulary and structure.
- C. Under controlled and some uncontrolled situation, students will demonstrate some ability to use a variety of time frames and moods.
- D. Students will be understood by native speakers when expressing more complex ideas; repetition is necessary.
- E. Students will use a variety of resources and technologies as tools to develop speaking skills.
(1,3,4,5,6,7)* **(7.1)****

Some suggestions:

- interview and field trips
- use tapes, language labs, compact discs, records, interactive videos, laser discs, voice synthesizers and additional communication devices such as telephones
- react to authentic materials, including realia, films, drama, maps, charts, graphs, cartoons, comic books, art music and dance

III. READING

- A. Students will understand main ideas and details from works that have been produced for the native speaker, such as plays, poetry, short stories, short novels, excerpts and articles.
- B. Students will use reading strategies, such as skimming and scanning for information, inferring meaning from context, expanding vocabulary knowledge through word families, and using the dictionary
- C. Students will use a variety of resources and technologies as tools to develop reading skills.
(1,2,3,4,5,6,7) * **(7.1, 7.2)****

Some suggestions:

- foreign language dictionaries
- periodicals prepared for foreign language students
- authentic printed materials, such as foreign language periodicals, catalogues, telephone books, cards and menus
- databases for research and vocabulary development

IV. WRITING

- A. Students will compose a variety of connected texts, such as letters, summaries, descriptions and narrations for different audiences and purposes.
- B. Students will organize their ideas in order to discuss a problem, express an opinion and come to a conclusion.
- C. Students will create idiomatically-comprehensible texts using word choice, syntax and structures appropriate to the target language.
- D. Students will use a variety of resources and technologies as tools to develop writing skills.
(1,3,4,5,6,7)* **(7.1)****

Some suggestions:

- foreign language dictionaries
- current foreign language periodicals
- word processing to increase comprehension of learned structures and vocabulary, as well as to improve revising and editing skills
- databases and hypercard stacks to provide ready access to vocabulary, grammar and other information
- desktop publishing

V. CULTURE

- A. Students will compare and contrast attitudes and values of the target cultures with the students' own culture.
- B. Students will demonstrate knowledge and appreciation of the outstanding achievements of the target cultures in literature, science, fine and performing arts, recreation, intellectual pursuits, etc.
- C. Students will expand their knowledge of major figures and historical events as related to curricular topics and identify customs and ceremonies.
(2,5,6)* **(7.2)****

PROFICIENCY STANDARDS

The French IV-1 students will demonstrate a satisfactory (or higher) level of proficiency in the areas of listening, speaking, reading, writing and culture:

I. **Listening** - Students will:

- A. understand questions, answers, statements, short narrations and conversations on familiar topics where context must aid understanding.
- B. show spontaneity in understanding with increasing speed and consistency.
- C. understand a wider range of topics although complex patterns of a native speaker may hinder communication.
- D. listen for overall meaning and main ideas by learning to concentrate on what is already accessible in order to infer meaning from what is not.
- E. show increasing understanding of native rate of speech and require less repetition of utterances.

II. **Speaking** - Students will:

- A. use interrogative and declarative forms with increasing accuracy in the context of familiar vocabulary and structures.
- B. show increasing spontaneity in language production, but fluency varies.
- C. initiate and sustain a general conversation with increasing confidence and competence using commoner vocabulary and structures. When using newly-learned vocabulary and structures, errors may occur.
- D. discuss a range of practical, personal, philosophical and literary situations in increasingly longer utterances.
- E. combine most phonemes with good comprehensibility but have occasional difficulty producing certain sounds.
- F. produce articulation that is comprehensible to native speakers accustomed to dealing with foreigners.

III. Reading - Students will:

- A. locate and derive main ideas of the introductory/summary paragraphs as well as details from the body from readings of high interest or familiar topics or other informational sources.
- B. read for pleasure specifically prepared or some uncomplicated authentic texts, such as newspapers, magazines, articles, essays, short stories and poems, within the scope of their vocabulary and learning experience.
- C. show more spontaneity in reading by demonstrating greater ability to guess at meaning from context.
- D. read critically literary works, analyzing form and content, comprehending historical, political, philosophical and/or social significance.
- E. when reading authentic texts, have some difficulty and need, at times, to consult dictionaries and to rely on the teacher as a resource.

IV. Writing - Students will:

- A. express personal opinions and experiences related to varied topics in the form of a letter, composition, poem, dialogue or journal.
- B. develop and apply dictionary skills to all writing samples.
- C. take detailed notes on a variety of unfamiliar topics.
- D. write a well-organized and well-supported critical essay on a literary topic.

V. Culture - Students will:

- A. understand a greater range of cultural aspects of the French-speaking world through the use of authentic materials, such as texts, videos, cassettes, etc.
- B. understand some aspects of the foreign culture through its literature and art.
- C. interact with increasing spontaneity with native speakers

COURSE CONTENT OUTLINE

Texts: Rongi ras d'Usseau, Emmanuel. Allez, viens!. Holt French Level 3. Austin: Holt, Rinehart and Winston, Inc., 1996.

Goseinny, Ren  and Jean-Jacques Semp . Le Petit Nicolas. France: Gaillimard/DeNo l, 1980.

Caf  des R ves (optional)

I. TIMELINE AND PACING

A. Semester I

Allez, viens!

Chapter 6 Ma Famille, mes copains et moi
 Chapter 7 Un safari-photo
 Chapter 8 La Tunisie, pays de contrastes
 Chapter 9 C'est l'Fun!

*Selections from Le Petit Nicolas (as many as possible)

B. Semester II

Allez, viens!

Chapter 10 Rencontres au soleil
 Chapter 11 Laissez les bons temps rouler!
 Chapter 12 Echanges sportifs et culturels

*Selections from Le Petit Nicolas (as many as possible)

C. Supplemental

The instructor may choose to present Caf  des R ves, a modern day drama consisting of five episodes on video.

*Please note: the selection, "Je quitte la maison", from Le Petit Nicolas should **not** be done in class as part of this selection appears on the exam.

II. SCOPE AND SEQUENCE OF ALLEZ, VIENS!

CHAPTER	FUNCTIONS	GRAMMAR	CULTURE	RE-ENTRY
6 <u>Ma famille, mes copains et moi</u>	<p>Making, accepting and refusing suggestions</p> <p>Making arrangements</p> <p>Making and accepting apologies</p> <p>Showing and responding to hospitality</p> <p>Expressing and responding to thanks</p> <p>Quarreling</p>	<p>Reciprocal verbs</p> <p>The past infinitive</p>	<p>Values of Francophone teenagers</p> <p>Bargaining in North Africa</p> <p>Overview of Morocco</p> <p>Hospitality in Morocco</p>	<p>Reflexive verbs</p> <p>Family vocabulary</p>
7 <u>Un safari-photo</u>	<p>Making suppositions</p> <p>Expressing doubt and certainty</p> <p>Asking for and giving advice</p> <p>Expressing astonishment</p> <p>Cautioning someone</p> <p>Expressing fear</p> <p>Reassuring someone</p> <p>Expressing relief</p>	<p>Structures that take the subjunctive</p> <p>Using the subjunctive</p> <p>Irregular subjunctive forms</p>	<p>Overview of the Central African Republic</p> <p>Animal conservation in the Central African Republic</p> <p>Stereotypical impressions of Francophone regions</p>	<p>The subjunctive</p> <p>Adjectives to describe animals</p> <p>The conditional</p>

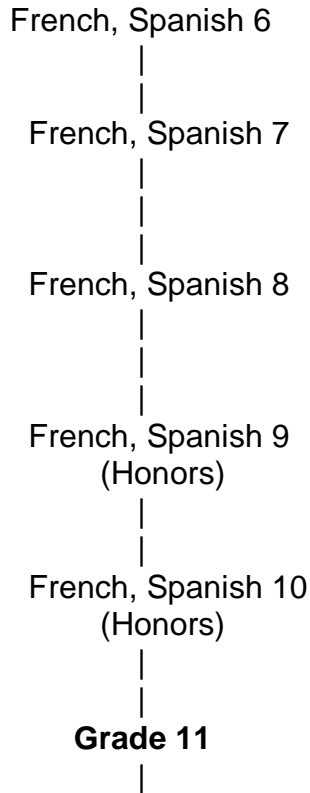
CHAPTER	FUNCTIONS	GRAMMAR	CULTURE	RE-ENTRY
8 <u>La tunisie,</u> <u>pays de</u> <u>contrastes</u>	Asking someone to convey good wishes Closing a letter Expressing hopes or wishes Giving advice Complaining Expressing annoyance Making comparisons	<u>Si</u> - clauses The comparative	Overview of Tunisia Traditional and modern life in Tunisia Carthage Modernization in Francophone countries Traditional and modern styles of dress in Tunisia	The imperfect The conditional Making requests
9 <u>C'est l'fun!</u>	Agreeing and disagree Expressing indifference Making requests Asking for and making judgments Asking for and making recommendations Asking about and summarizing a story	Negative expressions Relative pronouns <u>qui</u> , <u>que</u> , and <u>dont</u>	Overview of Montreal TV programming guide Favorite types of movies The film industry of Canada Movie listings Multilingual broadcasting in Canada	Expressing opinions Quarreling Types of films

<p>10</p> <p><u>Rencontres au soleil</u></p>	<p>Bragging Flattering Teasing</p> <p>Breaking some news</p> <p>Showing interest</p> <p>Expressing disbelief</p> <p>Telling a joke</p>	<p>The superlative</p> <p>The past perfect</p>	<p>Overview of Guadeloupe</p> <p>Typical school days of Francophone teenagers</p> <p>Climate and natural assets of Guadeloupe</p> <p><u>La Fête des cuisinières</u></p> <p>Greetings in Guadeloupe</p>	<p>Forms of the comparative</p> <p>The <u>passé composé</u></p>
<p>11</p> <p><u>Laissez les bons temps rouler!</u></p>	<p>Asking for confirmation</p> <p>Asking for and giving opinions</p> <p>Agreeing and disagreeing</p> <p>Asking for explanations</p> <p>Making observations</p> <p>Giving impressions</p>	<p>The relative pronouns <u>ce qui</u> and <u>ce que</u></p>	<p>History and overview of Louisiana</p> <p>Cajun music in Louisiana</p> <p>Letters from teens about music</p> <p>Parties and celebrations</p> <p>Cajun French</p>	<p>Renewing old acquaintances</p> <p>Food vocabulary</p> <p>Making suggestions</p>
<p>12</p> <p><u>Echanges Sportifs et culturels</u></p>	<p>Expressing anticipation</p> <p>Making suppositions</p> <p>Expressing certainty and doubt</p> <p>Inquiring</p> <p>Expressing excitement and disappointment</p>	<p>The future after <u>quand</u> and <u>dès que</u></p>	<p>International sporting events in francophone countries</p> <p>Regional stereotypes</p>	<p>Sports vocabulary</p> <p>Prepositions with countries</p> <p>Adjectives of nationality</p>

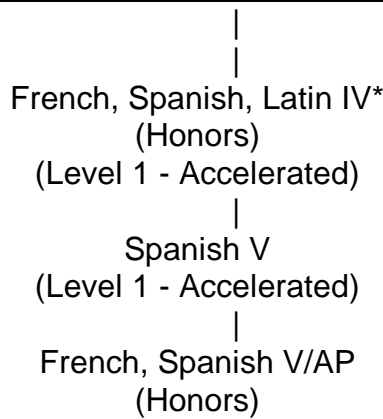
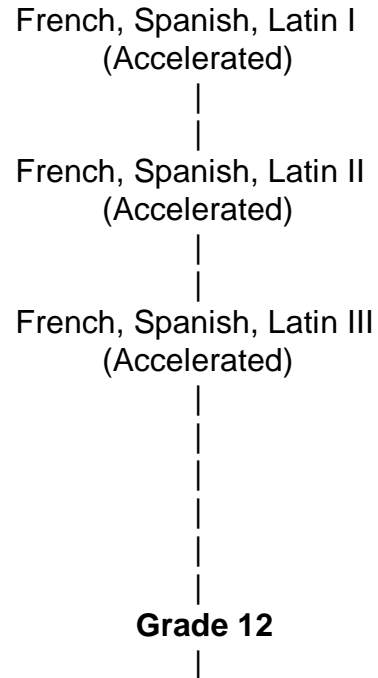
APPENDICES

WORLD LANGUAGES PROGRAM SEQUENCE

SEVEN-YEAR PROGRAM



FOUR-YEAR PROGRAM



* Latin IV is offered at the Honors level only.

FRENCH PROGRAM TEXT UTILIZATION

Four Year Program

French I

Allez, Viens I

Holt, Rinehart & Winston, Inc., 1996

Panorama I

D. C. Heath & Co., 1983

French II

Allez, Viens II

Holt, Rinehart & Winston, Inc., 1996

Panorama II

D. C. Heath & Co., 1983

French III

Allez, Viens II

Holt, Rinehart & Winston, Inc., 1996

Allez, Viens III

Holt, Reinhart & Winston, 1996

French IV, 1

Allez, Viens III

Holt, Rinehart & Winston, Inc., 1996

Le Petit Nicolas

Gallimard/DeNoël

Seven Year Program

French 6

Discovering French (Bleu)

McDougal Littell, 2000

French 7

Allez, Viens I

Holt, Rinehart & Winston, Inc., 1996

Panorama I

D. C. Heath & Co., 1983

French 8

Allez, Viens I

Holt, Rinehart & Winston, Inc., 1996

Panorama II

D. C. Heath & Co., 1983

French 9

Allez, Viens II

Holt, Rinehart & Winston, Inc., 1996

Panorama II

D. C. Heath & Co., 1983

French 10

Discovering French (Rouge)

McDougal Littell, 1998

French IV Honors

Ensuite

McGraw-Hill, Inc., 1993

French V A.P.

Télétexte

Heinle & Heinle, 1992

Tête A Tête

Heinle & Heinle, 1992

Longman Publishing

APPENDIX C

PROGRAM COMPONENTS FOR FRENCH IV-1 (ACCELERATED)

French IV-1 (Accelerated) enables students in the accelerated track to integrate grammar study, thematic vocabulary, culture/civilization and some literature. This balanced and diversified program provides continuity with the French III (Accelerated) course, reinforces the basic language skills and encourages students to express themselves more fully on a higher level of proficiency.

The program includes the following components:

- A. Rongi ras d'Usseau, Emmanuel. Allez, viens! Holt French Level 3. Austin: Holt, Rinehart and Winston, Inc., 1996.

- _____ Text
- _____ Practice and Activity Book (Workbook)
- _____ Video Program and Video Guide
- _____ Audiocassette Program or Audio CD Program
- _____ Teaching Transparency Masters
- _____ Assessment Program
- _____ Grammar and Vocabulary Book
- _____ Test Generator

- B. Gascinny, Ren  and Jean-Jacquez Semp . Le Petit Nicolas. France: Gallimard/DeNo l, 1980.

APPENDIX D

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

COURSE REQUIREMENTS

FRENCH IV-1

GRADE: 11-12

Length of Course: Term

I. COURSE CONTENT - This course will consist of the following units of study:

- A. Structures* and Vocabulary* related to the following functions: making, accepting, and refusing suggestions, making arrangements, making and accepting apologies, showing and responding to hospitality, expressing and responding to thanks, quarreling, making suppositions, expressing doubt and certainty, asking for and giving advice, expressing astonishment, cautioning someone, expressing fear, reassuring someone, expressing relief, asking someone to convey good wishes, closing a letter, expressing hopes or wishes, complaining, expressing annoyance, making comparisons, agreeing and disagreeing, expressing indifference, making requests, asking for and making judgments, asking for and making recommendations, asking about and summarizing a story, bragging, flattering, teasing, breaking some news, showing interest, expressing disbelief, telling a joke, asking for confirmation, asking for and giving opinions, asking for explanations, making observations, giving impressions, expressing anticipation, inquiring, expressing excitement and disappointment, making requests, making suggestions.
- B. Grammar* and Vocabulary*: reciprocal verbs, the past infinitive, structures that take the subjunctive, using the subjunctive, irregular subjunctive forms, Si clauses, the comparative, negative expressions, the relative pronouns ce qui, ce que, qui, que and dont, the superlative, the past perfect, the future after quand and dès que, reflexive verbs, the conditional, the imperfect, forms of the comparative, the passé composé, prepositions with countries, adjectives of nationality, family vocabulary, sports vocabulary and food vocabulary.
- C. Culture: Morocco, bargaining in North Africa, ways of showing hospitality, values of francophone teenagers, Central African Republic, animal conservation, stereotypical impressions of francophone regions, Tunisia, traditional life vs. modern life, Carthage, traditional vs. modern styles of dress, Montreal, broadcasting in Canada, types of movies, the Canadian film industry, Guadeloupe, climate and natural assets of Guadeloupe, La Fête des cuisinières, daily routines of francophone teenagers, Mardi Gras and festivals in Louisiana, Cajun French, Cajun music, the history of Louisiana, parties and celebrations in francophone countries, international sporting events in francophone countries, stereotypes of people in francophone countries.
- D. Literature: Selections from Le Petit Nicolas

* Includes presentation and/or expansion.

(Additionally, career-related topics and information will be presented/reviewed.)

II. COURSE REQUIREMENTS - To complete this course successfully, students will be required to demonstrate a satisfactory (or higher) level of proficiency in:

A. Listening

1. Students will understand the essential elements of materials on varied topics produced for the native speaker (e.g., conversations, announcements, advertisements, descriptions and directions).
2. Students will comprehend extended discourse in standard speech delivered with some repetition by a native speaker. Students continue to indicate understanding or ask for clarification or repetition when needed.
3. Students will comprehend with greater confidence some familiar elements - phrases, idiomatic expressions, information, etc. - in material produced for native speakers of the language and in other material spoken at a normal rate of speech.
4. Students will use a variety of resources and technologies as tools to develop listening skills.

B. Speaking: Level III topics will recur from time to time. Students will be able to address them on a more sophisticated level as their command of vocabulary and structure grows with each year of foreign language study.

1. Under controlled and some uncontrolled situations, students will initiate, sustain and bring to a close a conversation based primarily on previously-practiced materials.
2. Students will use synonyms, antonyms, substitutions and/or paraphrase to compensate for lack of control of specific vocabulary and structure.
3. Under controlled and some uncontrolled situation, students will demonstrate some ability to use a variety of time frames and moods.
4. Students will be understood by native speakers when expressing more complex ideas; repetition is necessary.
5. Students will use a variety of resources and technologies as tools to develop speaking skills.

C. Reading

1. Students will understand main ideas and details from works that have been produced for the native speaker, such as plays, poetry, short stories, short novels, excerpts and articles.
2. Students will use reading strategies, such as skimming and scanning for information, inferring meaning from context, expanding vocabulary knowledge through word families, and using the dictionary
3. Students will use a variety of resources and technologies as tools to develop reading skills.

D. Writing

1. Students will compose a variety of connected texts, such as letters, summaries, descriptions and narrations for different audiences and purposes.
2. Students will organize their ideas in order to discuss a problem, express an opinion and come to a conclusion.
3. Students will create idiomatically-comprehensible texts using word choice, syntax and structures appropriate to the target language.
4. Students will use a variety of resources and technologies as tools to develop writing skills.

E. Culture

1. Students will compare and contrast attitudes and values of the target cultures with the students' own culture.
2. Students will demonstrate knowledge and appreciation of the outstanding achievements of the target cultures in literature, science, fine and performing arts, recreation, intellectual pursuits, etc.
3. Students will expand their knowledge of major figures and historical events as related to curricular topics and identify customs and ceremonies.

III. EVALUATION PROCESS

A. Throughout the length of this course, students will be evaluated on the basis of:

1. Tests/quizzes
2. Writing assignments
3. Class participation
4. Homework assignments

B. Alternate assessment at midyear and final examinations shall be administered. The academic value of the combined examination grade shall be 20% of the final grade.

New Jersey Core Curriculum Content Standard for World Languages

INTRODUCTION

World Languages Education in the 21st 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*.

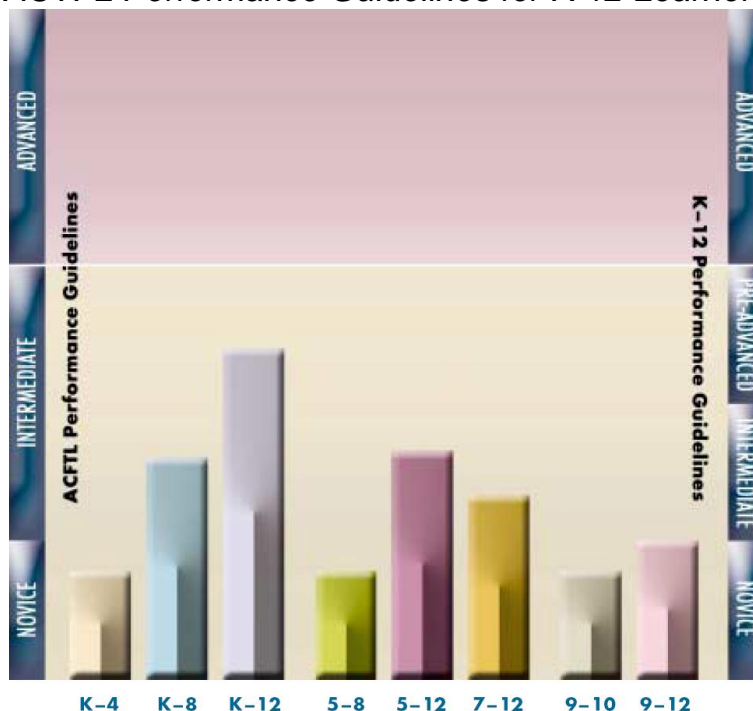
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

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.

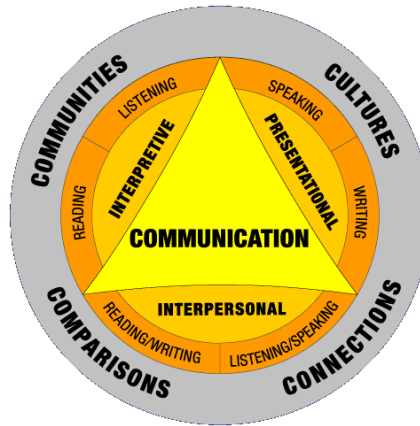
Revised Standard

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 21st 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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**Public Schools of Edison Township
Divisions of 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?

SUGGESTIONS FOR WRITING COMPOSITIONS IN FRENCH

1. Plan each composition before you write it. Outline your ideas.
2. Organize the ideas by arranging them in logical sequence.
3. Attempt to crystallize your thoughts in French. Use vocabulary that you have already acquired. Be sure to include idioms.
4. A well-organized composition has an introduction, transitions, and a conclusion.
5. Use varied vocabulary. Use synonyms where possible to avoid repetition.
6. Proofread carefully and watch for accents, spelling and verb-subject agreement.

I. INTRODUCTION

Je vais discuter (décrire, traiter)

I am going to discuss (describe, deal with)

On dit souvent que

One often says that

Je vais diviser mes remarques en deux parties: d'abord ... et ensuite

I am going to divide my remarks in two parts: first of all and then

II. TRANSITIONS AND CONNECTIVES

d'une part ... d'autre part	On one hand, on the other hand
d'ailleurs	moreover
de plus	moreover
en plus de	in addition to
en ce qui concerne	in what concerns
quant à	as for
au contraire	on the contrary
cependant, pourtant	however
mais	but
tandis que	whereas
par exemple	for example
désormais	henceforth, starting now

APPENDIX G

peut-être *	perhaps
aussi *	therefore
bien entendu	certainly
naturellement	naturally
vraiment	really
certainement	certainly
On se rappelle que	One recalls that
On voit que	One sees that
Figurez-vous que	Imagine that
puis	then
quelquefois	sometimes
parfois	sometimes
de temps en temps	from time to time
ainsi	thus
autrefois	formerly
à partir de ce moment	starting now
toutefois	just the same
de cette façon	in this way

* Peut-être and aussi require inversion of subject and verb although the sentence is not a question. Example: Aussi étudie-t-il le français. Therefore he studies French.

Remember that aussi also means also. For also, aussi is placed after the verb and there is no inversion

III. CONCLUSIONS

en conclusion	in conclusion
donc	therefore
par conséquent	consequently
à mon avis	in my opinion
bref, en résumé	briefly, in short
enfin	finally

**WORLD LANGUAGES CAREER EXPLORATION
GRADES 9-12**

Unit Objectives

Upon completion of the secondary-school world languages program, students will:

1. recognize the increasing need for language skills in today's world,
 2. relate their foreign-language learning to a growing awareness of their own career interests, goals and potential,
 3. demonstrate a knowledge of careers in which proficiency in a foreign language is useful or required.
-

**WORLD LANGUAGES CAREER EXPLORATION SEQUENCE
(GRADES 9-12)**

I. FRENCH/SPANISH/LATIN I AND 9*

Introduction to World Languages Careers

- A. Pre-test
- B. Lecture/Discussion
- C. Job Search
- D. Post-test

II. FRENCH/SPANISH/LATIN II AND 10*

World Languages as an Auxiliary Skill

- A. General Overview of Career Opportunities
- B. Interest Area Inventory
- C. Research on Career Opportunities in Specific Interest

III. FRENCH/SPANISH III *

- World Languages as an Auxiliary Skills (continued)

IV. FRENCH/SPANISH IV

- Job Opportunities for the Student of World Languages

V. FRENCH/SPANISH/ V/AP

- A. Avocational Aspects
- B. Personal Career Guidance

* In addition, the course includes text units with content and activities that focus on specific careers.

CAREER EXPLORATION
FRENCH IV - GRADES 11-12
TERM COURSE - FOUR (4) LESSONS

I. MINI UNIT - JOB OPPORTUNITIES FOR THE FOREIGN LANGUAGE SPECIALIST

A. **Objective:** Students will demonstrate a knowledge of careers for language specialists.

B. **Materials:**

1. Teacher reference material
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 - b. Huebener, Theodore. Opportunities in Foreign Language Careers (Skokie, IL: National Textbook Co.), 1981.
 - c. Sherif, June L. Careers in Foreign Languages: A Handbook, 2nd Edition (NY: Regents Publishing Co.), 1975.
2. Student text: Gallo, Patricia Lancaster and Frank Sedwick. French for Careers: Conversational Perspectives (NY: D. Van Nostrand Co.), 1981.

C. **Activities:**

1. Identification of careers in which language is a primary skill; lecture/discussion
2. Readings - French for Careers
 - a. IV-Honors: Chapter 1 - Le Professeur d'université
Chapter 2 - Le Professeur du secondaire
Chapter 7 - Le Traducteur
 - b. IV-1: Three chapters - selected by class or on individual basis
3. Discussion based on text readings

II. OPTIONAL ACTIVITIES

- A **Interviews:** Students interview people who have served in a position requiring knowledge of a foreign language.
- B **Survey:** Students write to corporations or industries seeking information on career opportunities for language specialists.
- C. **Reading:** Students read additional selections from the text.
- D. **Essay:** Students write a well-organized composition in French on the relevance of foreign language skills to a specific career or cluster of careers.

APPENDIX I

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2001-02 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Seven-Year Sequence

1. **French/Spanish 6** - Enrollment in the grade 6 world languages program is required of grade 6 students.
2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of students who completed French/Spanish 6 during 2000-01.
3. **French/Spanish 8** - Students in World Languages 7 with a projected end-of-year grade of C or higher who give indication of being able to maintain that quality of work should be scheduled for World Languages 8. Those entering World Languages 8 will be encouraged to pursue a six-year language program. It is advisable that students with below average achievement in World Languages 7 be dropped from the six-year program at the end of seventh grade. Students who are dropped from the program may enroll in World Languages I in grade 9.
4. **French/Spanish 9 (Honors)** - Eighth-grade students who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for World Languages 9. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for World Languages 9 should be placed in a level II class.
5. French/Spanish 10 (Honors)
 - a) It is expected that most students now enrolled in World Languages 9 will proceed directly to World Languages 10 (Honors). The criteria delineated below serve as guidelines for the placement of students in World Languages 10 classes.
 - Maintain grades in World Languages 9 of A or B.
 - Ability to grasp and retain structural concepts
 - Above average proficiency in all language skills: listening, speaking, reading and writing.
 - Ability to function in the language, i.e., accustomed to using the language in the classroom
 - Generally favorable attitude toward language learning - demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.
 - b) World Languages 9 students who do not meet the above criteria should be recommended for placement in World Languages III.

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6. **French/ Spanish IV** - Upon completion of World Languages 10 or III, students from the six-year and four-year programs are grouped in World Languages IV according to demonstrated language proficiency (enrollment permitting).

a) French/Spanish IV- Honors: Guidelines for placement in IV-Honors are listed below.

- Projected end-of-year grade of B or in World Languages 10 or A in III and teacher recommendation
- Above-average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform successfully in a diversified, in-depth academic program
- Self-motivation and interest in language study

b) French/Spanish IV-1 (Accelerated): Students recommended for IV-1 should meet the following criteria.

- Projected end-of-year grade of C in World Languages 10 or B/C in III
- Average proficiency in all language skills: listening, speaking, reading and writing
- Ability to perform in the language within the framework of a less intensified program than the honors program
- Interest in improvement of basic language skills

Note: In the event there is insufficient enrollment for grouping, a IV-Honors section only is offered.

7. **French/Spanish V/AP (Honors)**: This college level course is designed for linguistically talented students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for V/AP should meet the criteria described below.

- Projected end-of-year grade of **A** or **B** in World Languages IV-Honors. Exceptional students from World Languages III and IV,1 may also be enrolled with recommendation of AP teacher.
- Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
- Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
 - ◇ analyze and interpret literary works
 - ◇ compare and contrast different authors, works and periods
 - ◇ identify figures of speech, symbolism, meter or rhyme schemes
 - ◇ evaluate literary works
 - ◇ high degree of self motivation; able to work independently

8. **Spanish V-1, (Accelerated)**: Students who have completed a fourth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish V-1.

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Four-Year Sequence

1. **French/Spanish/Latin I** (Accelerated)
Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.
2. **French/Spanish/Latin II** (Accelerated) - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin I. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.
3. **French/Spanish/Latin III** (Accelerated) - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages II
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation
4. **French/Spanish IV** - Upon completion of World Languages 10 or III, students from the six-year and four-year programs are grouped in World Languages IV according to demonstrated language proficiency (enrollment permitting).
 - a) French/Spanish IV-Honors: Guidelines for placement of students in IV Honors are listed below:
 - Projected end-of-year grade of B or better in World Languages 10 or **A** in III and teacher recommendation
 - Above-average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform successfully in a diversified, in-depth academic program
 - Self-motivation and interest in language study

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- b) French/Spanish IV-1 (Accelerated): Students recommended for IV-1 should meet the following criteria:
- Projected end-of-year grade of **C** in World Languages 10 or **B/C** in III
 - Average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform in the language within the framework of a less intensified program than the honors program
 - Interest in improvement of basic language skills

Note: In the event there is insufficient enrollment for grouping, a IV-Honors section only is offered.

- c) Latin IV (Honors): Enrollment in fourth-year Latin classes does not permit grouping.

Recommendations are subject to review and approval by the principal or his/her designee.

Martin Smith
Beatrice Yetman
World Languages Supervisors

APPROVED: Robert S. Ranta
Robert S. Ranta
Assistant Superintendent

MS/BY/im
Revised: 12/00
Revised: 1/26/01

LESSON PLANNING

Teachers are advised to familiarize themselves thoroughly with the introductory pages of the teacher's editions.

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

Written Plans: A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. Example: **the students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.**

1. Preparation of Lessons

- a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.
- b. Read and study the content of the entire lesson (unit). Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
- c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans. Pacing is often facilitated by a unit plan.
- d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson?
- e. Each day's lesson generally should indicate a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
- f. The lesson usually should represent a blend of new work and review material. Along with a steady introduction of new work, provide for reentry and continued practice of previously introduced material.

2. Structures

- a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples, (2) oral practice, (3) generalization or rule - derived from students.

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- b. Reinforce the concept through reading of the text drills and completion of appropriate written exercises.
 - c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.
3. **Exercises:** Related text and workbook exercises should be included with the study of each segment of the lesson. It is not necessary to assign all exercises; select those that best meet the needs of the students.
4. **Personalization**
 - a. Vary questions and drills in the text in order to personalize the content.
 - b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.
5. **Pictures - Transparencies**
 - a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.
 - b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.
6. **Use of Spanish**
 - a. Conduct the lesson in Spanish to the extent possible. Judicious use of English is advised.
 - b. Emphasize usage rather than analysis. Talk **in** the language, not **about** the language.
 - c. Do not encourage translation or decoding into English part of students.

ENRICHMENT ACTIVITIES

Students with exceptional linguistic ability should be encouraged to pursue activities beyond those of the classroom. Special projects may be undertaken by students who wish to study a topic in greater depth, i.e., engage in research or follow a plan of independent reading/study.

Throughout the program, opportunities for enrichment should be made available for academically talented students. Care must be exercised that such activities do not take the form of “busy work”, but rather are interesting and challenging endeavors for the students. Some specific examples are given below.

1. Communication Units

- a. Write a children’s story in French and illustrate it.
- b. Read articles from French newspapers and magazines.
- c. Interview a French-speaking person.
- d. Listen to appropriate tapes or records.
- e. Compile student poems and articles into a magazine or newspaper to be shared with other classes.

2. Culture/Civilization Units

- a. Study a particular province of France or a French-speaking area; pursue research on one aspect or feature of geography and its influence on the economy or way of life.
- b. Select and study a specific period of history, event, individual, etc.
- c. Read a selection by one of the authors cited in the civilization units.
- d. Select an author and study her/his life.
- e. Pursue research on a literary period.
- f. Relate history to a period of literature.
- g. Compare two artists, e.g., style, techniques, etc.
- h. Pursue research on the life of an artist and her/his works.
- i. Analyze a work of French art.

3. Reading/Literature Units

- a. Read another selection by the same author.
- b. Pursue research on a topic related to the reading(s).
- c. Read additional selections from approved texts.

OPTIONAL ACTIVITIES

1. Students can create new products with catchy names, then make a box, can, package, container, etc. bearing the name of the product. The container should be illustrated with vital consumer information.
2. Students write a “Last Will and Testament” in which students leave favorite things to beloved friends and relations, using the future and conditional tenses.
3. Create a crossword puzzle using events, people, places from French history.
4. Have a covered dish French dinner with students making foods from the various regions of France.
5. Write a letter to a famous person (teacher starts it); pass it around the room and each student adds a line. This also will test reading comprehension.
6. Students pretend that the story read as part of the curriculum has just been published. They write reviews which can be compiled in booklet form.
7. Students can write an original poem or story in French for the high school literary magazine or for a contest.
8. At winter holiday time, have students write letters to Père Noel or to parents requesting Christmas or Chanukah gifts. They can write the letters from the viewpoint of a young child.
9. As a translation exercise, have students translate song titles and lyrics into the foreign language. Compare songs which have been professionally translated from the language into English. It is sometime difficult for students to see why songs and certain expressions cannot be translated literally into a foreign language. This exercise may help to show them the problems incurred when trying to fit words to music.
10. Show an acceptable French movie with English subtitles on a VCR in class. Stop the movie and have students compare the French dialog with the English translations.

The following suggested topics are included for your guidance. They may be utilized in all skill areas at any level.

POSSIBLE AREAS OF DISCUSSION:

1. Personal identification and basic autobiographical information:
 - name, address, and telephone numbers
 - nationality
 - age
 - occupation
 - physical features
 - family and home
 - hobbies and interests
2. Situations of daily life:
 - shopping (making purchases)
 - greetings, leave-takings, and introductions
 - extend accept, and refuse invitations
 - limited use of telephone
3. Geography
 - identify and pronounce countries and major cities where target language is spoken
 - identify geographic points with respect to each other
4. Basic vocabulary of daily life (a partial list)
 - time
 - weather, seasons
 - numbers
 - days and months
 - colors
 - foods
 - family members
 - sports and leisure-time activities
 - modes of transportation

5. Lodging

- house
- apartment
- rooms
- furniture

6. Family life

- roles and responsibilities
- occupations of parents and other family members
- family activities

7. School

- types of schools
- subjects
- school life
- activities

8. Meals/food/drinks

- at home
- in school
- eating out

9. Transportation

10. Entertainment

- popular music
- movies
- sports teams, etc.

11. Health

- body
- cause of illness
- medical services

12. Services

- transportation
- mail
- police
- customs
- banks
- currency exchange

13. Travel

- information office
- travel agency
- diet, water
- road, railroad, air
- youth hostel, hotel, pensions

14. Current events

- local
- national
- international
- social
- economic
- natural catastrophes

15. Structure of society (classes, parties, government)

16. National/international issues:

- quality of life
- environment
- equal rights for minorities in education, employments, etc.
- crime/terrorism

17. Relations between the U.S. and target language country (countries)

- history of cultural, economic, governmental links
- current status
- individual perceptions

18. Opportunities for study/work in target language country/countries