

**FRENCH II
GRADES 9-12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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PREFACE

This curriculum guide is intended to provide vertical and horizontal framework for the World Language Department program of The Ewing Public Schools. It is designed to identify the essential components needed by teachers when preparing instruction in French. The teacher's knowledge of development, learning styles, and general readiness to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide teachers' resources for preparing instructional activities. Teachers should feel free to integrate other resources where appropriate, as long as they are consistent with the goals and philosophy as outlined. Integrating concepts and skill developed in the World Language Department into other content areas is encouraged to stimulate real-life experiences and meaning.

The French II curriculum is an extension of French I experience, as reflected in the Unit descriptions. Students can advance their language learning in French III after completing the course.

Class Instructional Time: Block scheduling (87 min)-5 days a week

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking – Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit 1: Shopping for Clothing

Class Instructional Time: 13-15 Days

Why Is This Unit Important?

This unit will serve to help students express likes and dislikes in various situations while discussing clothing. The Big Ideas are:

- Expressing likes and dislikes
- Expressing need
- Inquiring about and comparing prices
- Choosing and purchasing items
- Describing people and things

Enduring Understandings or Unit Objectives

Students will -

- Be able to identify items of clothing and stores.
- Be able to state near future actions
- Be able to use –RE verbs in present tense and near future
- Be able to express preferences

Essential Questions:

- How do French shopping habits differ from those in the US?
- What clothing (with descriptions) do you shop for? Prefer? Buy?
- How do European sizes differ from the US?

Acquired Knowledge:

- Student will describe clothing
- Make decisions and purchases
- Identify shopping characteristics in Paris and Montreal

Acquired Skills:

- Student will describe people and things
- Use new and old verbs in present and near future

Assessments:

Formative Assessment

- Quizzes
- Homework
- Pair share
- Mini-dialogs

Summative Assessments

- Composition
- Original dialogs
- Speaking test

Benchmark Assessment

- Unit test

Alternative Assessment

- Socrative
- Quizizz
- Kahoot
- Quizlet
- Simulated conversations
- Accommodated speaking assessments
- Project (Design a fashion show and describe using different adjectives) ·
Postcard project

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)
- Accompanying computer (programs)
- Web-based learning activities (see sites below)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography: www.quizlet.com, www.quia.com, www.Yabla.com www.plickers.com
- www.bbc.co.uk/languages, www.makebeliefscomix.com, www.conjuguemos.com, www.tv5monde.com, www.kahoot.com, www.socrative.com, Google earth, Google apps, document camera, voice recorder, YouTube videos, projector
- Authentic video segments related to culture www.yabla.com (Learn languages with authentic videos)

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.6
- 7.1.NH.IPRES.1
- 7.1.NH.IPRES.2
- 7.1.NH.IPRES.3
- 7.1.NH.IPRES.4
- 7.1.NH.PRSNT.1

7.1.NH.PRSNT.2

Instructional Activities/Suggested Learning Experiences:

- Home-link activities – web based practice: www.bbc.com - www.quia.com
- Reading cultural material in target language
- Writing about personal opinions and experiences in the target language
- Listening to authentic material
- Interact in personal conversations
- Cooperative activities i.e. pair/share and project creations
- Mind-mapping strategies to enhance learning of vocabulary

Unit 2: Foods

Class Instructional Time: 13-15 Days

Why Is This Unit Important?

This unit will allow students to identify foods and the specific stores that sell them. The Big Ideas are:

- Identify foods and shops
- Ask and give prices in euros
- Compare and negotiate

Enduring Understandings or Unit Objectives

Students will –

- State foods and stores where they are purchases
- Express wants with the verb vouloir and abilities with the verb pouvoir
- State quantities
- Compare items

Essential Questions:

- What do you want? What can you do?
- How do French shopping and eating habits differ from the US?
- How much does one want/need/buy/use?

Acquired Knowledge:

- Common French foods, stores and specialties
- French eating and shopping habits
- Expressions of quantity

Acquired Skills:

- Create shopping lists, including where to buy the items.
- Create a menu of French cuisine
- Compare quantities and prices; bargain at an open-air market

Assessments:

Formative Assessment

- Quizzes
- Homework
- Pair share
- Mini-dialogs

Summative Assessment

- Composition
- Original dialogs
- Speaking test

Benchmark Assessment

- Unit test

Alternative Assessment

- Socrative
- Quizizz
- Kahoot
- Quizlet
- Simulated conversations
- Accommodated speaking assessments
- Projects (online grocery shopping in a French supermarket using the link www.monoprix.fr)
- Postcard projects

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)
- Accompanying computer(programs)
- Web-based learning activities (see sites below)

Supplemental materials:

- Use of various websites to review and practice vocabulary, grammatical structures and geography: www.quizlet.com, www.quia.com, www.Yabla.com www.plickers.com , www.bbc.co.uk/languages, www.makebeliefscomix.com, www.conjuguemos.com, www.tv5monde.com, www.kahoot.com, www.socrative.com, Google earth, Google apps, document camera, voice recorder, YouTube videos, projector
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- 7.1.NH.IPRET.8
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2

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- Mind-mapping strategies to enhance learning of vocabulary

Unit 3: At Home

Class Instructional Time: 12-13 Days

Why Is This Unit Important?

This unit will allow students to describe a house, furnishings and table setting. The Big Ideas are:

- Identify rooms, levels and furnishings in a house
- Tell location
- Give commands

Enduring Understandings or Unit Objectives

Students will –

- State rooms, levels and furnishings
- Tell where to put things
- Give commands
- Discuss French meals
- Describe a table setting

Essential Questions:

- What styles of houses are typical of various regions of France?
- How do French meals differ from the US?
- How do French place settings differ from the US?
- How does the French method of labeling floors of a building differ from the US?

Acquired Knowledge:

- Rooms, levels and furnishings
- Ordinal numbers
- Items found on the table and where they are in relation to one another
- Use of the verbs mettre and prendre

Acquired Skills:

- Create and label a house plan
- Give commands with learned verbs
- Create and label a table

Assessments:

Formative Assessment

- Quizzes
- Homework
- Pair share
- Mini-dialogs

Summative Assessment

- Composition
- Original dialogs
- Speaking test

Benchmark Assessment

- Unit test

Alternative Assessment

- Socrative
- Quizizz
- Kahoot
- Quizlet
- Simulated conversations
- Accommodated speaking assessments
- Dream house project
- Postcard project

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)
- Accompanying computer(programs)
- Web-based learning activities (see sites below)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography: www.quizlet.com, www.quia.com, www.Yabla.com www.plickers.com
- www.bbc.co.uk/languages, www.makebeliefscomix.com, www.conjuguemos.com, www.tv5monde.com, www.kahoot.com, www.socrative.com, Google earth, Google apps, document camera, voice recorder, YouTube videos, projector
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- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.7
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- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
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- 7.1.NH.PRSNT.2

Instructional Activities/Suggested Learning Experiences:

- Home-link activities – web based practice: www.bbc.com - www.quia.com
- Reading cultural material in target language
- Writing about personal opinions and experiences in the target language
- Listening to authentic material
- Interact in personal conversations
- Cooperative activities i.e. pair/share and project creations
- Mind-mapping strategies to enhance learning of vocabulary

Unit 4: Health

Class Instructional Time: 13-15 Days

Why Is This Unit Important?

This unit will allow students to express their overall feelings of health and well-being. The Big Ideas are:

- Making complaints
- Explaining problems in relation to health
- Making negative statements
- Describing body parts

Enduring Understandings or Unit Objectives

Students will –

- Identify body parts in relation to ailments
- Talk about necessity with the verbs falloir and devoir
- Create original sentences using negative expressions

Essential Questions:

- How are you feeling?
- What hurts or is not feeling well?
- What is it necessary to do (in a given situation)?

Acquired Knowledge:

- Body parts
- Use of negative expressions
- Express necessity with falloir and devoir

Acquired Skills:

- Asking and giving information about health
- Asking and giving information about necessity
- Using common expressions for ailments

Assessments:

Formative Assessment

- Quizzes
- Homework
- Pair share
- Mini-dialogs

Summative Assessment

- Composition
- Original dialogs
- Speaking test

Benchmark Assessment

- Unit test

Alternative Assessment

- Socrative
- Quizizz
- Kahoot
- Quizlet
- Simulated conversations
- Accommodated speaking assessments
- Projects (group work make a phone call and schedule a doctor appointment) Students ask for information and respond using target language and specific vocabulary)
- Postcard project

Instructional Materials:

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)
- Accompanying computer(programs)
- Web-based learning activities (see sites below)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography: www.quizlet.com, www.quia.com, www.Yabla.com www.plickers.com
- www.bbc.co.uk/languages, www.makebeliefscomix.com, www.conjuguemos.com, www.tv5monde.com, www.kahoot.com, www.socrative.com, Google earth, Google apps, document camera, voice recorder, YouTube videos, projector
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- 7.1.NH.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPERS.5
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2
- 7.1.NH.PRSNT.5

Instructional Activities/Suggested Learning Experiences:

- Home-link activities – web based practice: www.bbc.com - www.quia.com
- Reading cultural material in target language
- Writing about personal opinions and experiences in the target language
- Listening to authentic material
- Interact in personal conversations
- Cooperative activities i.e. pair/share and project creations
- Mind-mapping strategies to enhance learning of vocabulary

Unit 5: Vacation

Class Instructional Time: 12-13 Days

Why Is This Unit Important?

This unit will allow students to describe their activities in the past.
The Big Ideas are:

- Describing past events
- Giving directions
- Identifying Francophone countries in Africa

Enduring Understandings or Unit Objectives

Students will –

- Describe past events using the verbs that take *être*
- Give countries in Africa that are French speaking with correct preposition
- Give directions to navigate town

Essential Questions:

- What did you do yesterday, over the weekend, etc.?
- How do you get to _____ (name of place in town)?
- What countries in Africa are French-speaking and where are they located?

Acquired Knowledge:

- The geography of the French – speaking countries in Africa and their nationalities
- Use of past tense with *être* verbs
- Give names of places in town and directions to get there

Acquired Skills:

- Give details about past events
- Give directions to a location in the town
- Identify countries on map

Assessments:

Formative Assessment

- Quizzes
- Homework
- Pair share
- Mini-dialogs

Summative Assessment

- Composition
- Original dialogs
- Speaking test

Benchmark Assessment

- Unit test

Alternative Assessment

- Socratic
- Quizizz
- Kahoot
- Quizlet
- Simulated conversations
- Accommodated speaking assessments
- Postcard project (write a thank you note to a friend in a francophone country for having you during summer vacation as a guest. Mentioning all good memories and your feeling)

Instructional Materials

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)
- Accompanying computer(programs)
- Web-based learning activities (see sites below)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography: www.quizlet.com, www.quia.com, www.Yabla.com, www.plickers.com ,
- www.bbc.co.uk/languages, www.makebeliefscomix.com, www.conjuguemos.com, www.tv5monde.com, www.kahoot.com, www.socratic.com, Google earth, Google apps, document camera, voice recorder, YouTube videos, projector
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- 7.1.IL.IPRET.3
- 7.1.IL.IPRET.4
- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.IL.IPERS.3
- 7.1.IL.IPERS.4
- 7.1.NH.IPERS.5
- 7.1.IL.PRSNT.1
- 7.1.IL.PRSNT.2
- 7.1.NH.PRSNT.5

Instructional Activities/Suggested Learning Experiences:

- Home-link activities – web based practice: www.bbc.com - www.quia.com
- Reading cultural material in target language
- Writing about personal opinions and experiences in the target language
- Listening to authentic material
- Interact in personal conversations
- Cooperative activities i.e. pair/share and project creations
- Mind-mapping strategies to enhance learning of vocabulary

Unit 6: Paris

Class Instructional Time: 13-15 Days

Why Is This Unit Important?

This unit will allow students to describe events in past using both types of past tense. The Big Ideas are:

- Describing past events
- Identify and describe Parisian monuments
- Using the superlative

Enduring Understandings or Unit Objectives

Students will –

- Describe past events using verbs that take *être* and *avoir*
- Compare things and people
- Identify monuments and important sights of Paris

Essential Questions:

- What did you do yesterday, over the weekend, over the summer, etc.?
- Who is the *-est*?
- Where is _____ located in Paris and what is it?

Acquired Knowledge:

- Use of past tense with *être* and *avoir* verbs
- Describe Parisian monuments
- Navigate the metro

Acquired Skills:

- Giving details about past events
- Identifying Parisian monuments and Francophone traditions
- Comparing people and objects

Assessments:

Formative Assessment

- Quizzes Homework
- Pair share
- Mini-dialogs

Summative Assessment

- Composition
- Original dialogs
- Speaking test

Benchmark Assessment

- Unit test

Alternative Assessment

- Socrative
- Quizizz
- Kahoot
- Quizlet
- Simulated conversations
- Accommodated speaking assessments
- Mon voyage a Paris

Instructional Materials

Core:

- [D'accord!](#) Supersite, Vista Higher Learning
- Audio CDs Videos (DVD)
- Accompanying computer(programs)
- Web-based learning activities (see sites below)

Supplemental:

- Use of various websites to review and practice vocabulary, grammatical structures and geography: www.quizlet.com, www.quia.com, www.Yabla.com, www.plickers.com,
- www.bbc.co.uk/languages, www.makebeliefscomix.com, www.conjuguemos.com, www.tv5monde.com, www.kahoot.com, www.socrative.com, Google earth, Google apps, document camera, voice recorder, YouTube videos, projector
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- 7.1.IL.IPRET.3
- 7.1.IL.IPRET.4
- 7.1.IL.IPRET.5
- 7.1.IL.IPRET.6
- 7.1.IL.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.IL.IPERS.3
- 7.1.IL.IPERS.4
- 7.1.IL.IPERS.5
- 7.1.IL.PRSNT.1
- 7.1.IL.PRSNT.2
- 7.1.IL.PRSNT.3
- 7.1.IL.PRSNT.4
- 7.1.IL.PRSNT.5

Instructional Activities/Suggested Learning Experiences:

- Home-link activities – web based practice: www.bbc.com - www.quia.com
- Reading cultural material in target language
- Writing about personal opinions and experiences in the target language
- Listening to authentic material
- Interact in personal conversations
- Cooperative activities i.e. pair/share and project creations
- Mind-mapping strategies to enhance learning of vocabulary

Rubrics

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
Linguistic Complexity	Single words, set of phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material.	Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures	Students are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures.
Vocabulary Usage	Usage of high frequency vocabulary from school setting and content areas	Usage of general language related to the content area; lack of vocabulary may be evident	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer	Short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure.	These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time.
Language Control	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors when attempting to produce more complex text.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.	There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be	Writing tends to consist of a few simple sentences, often with repetitive structure

+



Speaking ▾

Writing ▾

Listening ▾

Reading ▾

ACTFL	Novice Low	Novice Mid	Novice Mid/High	Novice High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
Comprehensive Listening	The student is able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.	The student can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.	The student is often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension is often uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	The student is able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. Listener show little or no comprehension of oral texts typically understood by Advanced-level listeners.	The student is often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	The student is able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.	The student is able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.
Interpretive Listening	Understands individual words. It needs to hear something more than once. They need visual cues such as pictures in order to understand what they hear.	Understands words and phrases. It may need to hear something more than once. It needs visual cues such as pictures, their own knowledge of a topic, and words that are similar to English in order to understand what they hear.	The student understands words, phrases and an occasional simple sentence. It may need to hear something more than once. You may need visual cues such as pictures, your own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what they hear.	Student likely understands the main idea in short passages on very familiar topics, but rarely the supporting facts. It usually needs to hear the passage more than once. The student may need visual cues such as pictures, their own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what they hear.	Student likely understands the main idea and possibly some supporting facts in short passages on very familiar topics. It usually needs to hear the passage more than once. It usually needs visual cues, context clues, and prior knowledge to help you understand what they hear.	Student clearly understands the main idea and possibly some supporting facts in short passages on very familiar topics. May not need to hear the passage more than once. It usually needs visual cues, context clues, and prior knowledge to help you understand what they hear.	Student clearly understands the main idea and usually some supporting facts in short passages on very familiar, and possibly some unfamiliar topics. May not need to hear the passage more than once. May not require visual cues, context clues, and prior knowledge to help you understand what they hear.

ACTFL	Novice Low	Novice Mid	Novice High	Novice Mid/High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
	At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

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Speaking ▾

Writing ▾

Listening ▾

Reading ▾

Sample Standards Integration

21st Century Skills & Career Readiness Practices

Career Education

In Unit 9, "At Home", teachers train students to lead peers through a home as a real estate agent, and focus on vocabulary-specific strategies and using adjectives and expressions, to complete the sale. Teachers train students on real estate sales techniques and explain the college pathway to become a certified real estate agent or a real-estate attorney, in a French-speaking country. Standards and customs for real-estate transactions, using documents from the Quebec Professional Association of Real Estate Brokers (which are different from the United States) are also expressed using targeted vocabulary and expressions.

21st Century Skills (Standard 9 and CRP)

9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.

In Unit 7, "Shopping for Clothes", students make personal choices for needs and wants using a set amount of money, and conduct transactions in the target language, while discussing the process through which one determines whether to buy or save money.

9.3.HT-TT.6 Use common travel and tourism terminology used to communicate within the industry.

In Unit 11, "Vacation", students make travel plans and students serve as travel agents to logistically determine precise itineraries.

CRP1. Act as a responsible and contributing citizen and employee.

In all units, students learn conversational skills that allow people to use active listening and demonstrate empathy towards others and their professional/social conditions.

CRP3. Attend to personal health and financial well-being.

In Unit 10, "Health," students learn how to make complaints, explain problems in relation to personal health, make negative statements and describe body parts, in the French language.

CRP4. Communicate clearly and effectively and with reason.

For Example: In Chapter 7, students will discuss their favorite clothing for weather specific situations and explain why they would choose those clothes with as much detail as possible.

CRP10. Plan education and career paths aligned to personal goals. In the beginning of the course, students learn the importance of learning French.

For Example: In Chapter 12, after having learned about the importance of art, music and history in the francophone world, students will discuss their personal interests, future education and career goals, and the benefit of learning another language to enhance job opportunities.

CRP12. Work productively in teams while using cultural global competence.

For Example: In Chapter 11, while planning a plane trip to a French-speaking country, students will search the web and discuss information about hotel accommodations, where to eat and what historical places to visit.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

This applies to personal goals and the importance of being fluent in the target language.

Technology Integration

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

For Example: In Chapter 8, students will create an original menu using Google docs and present it to classmates for review and evaluation.

Interdisciplinary Connection

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Students write claims in French in response to prompts.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

In multiple units students use Google docs to collaborate in writing assignments and projects.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

For Example: In Chapter 11, students will work in pairs and will use Google docs to plan a trip to a French-speaking country by plane. They will search the internet to find accommodations, plan the travel schedule and indicate what they will see and eat while visiting the country.

LGBTQ/Disabilities Resources

[French LGBTQ+ Vocabulary](#)