

Rumson-Fair Haven Regional High School

Course: *French II Honors*

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Board Approval: September 2021

Revision Approval: December 2023

Section I: Course Description

French II Honors is the first course in the French Honors Program. It is a 5-credit course that emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills to be developed by successive French Honors courses. The core cultural focus is to understand the differences in the Francophone cultures. It encompasses the beginning of the study of geography, history, and literary texts as well as continues the study of cultural customs and practices. Students are expected to write compositions, participate actively in classroom discourse, develop culture-based research projects, and converse with native speakers. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills and proper preparation for *Advanced Placement French*. The World Languages Laboratory is used to have conversations, interact with native speakers, view and listen to videos, participate in authentic conversations, create compositions, and presentations, and have free conversations and discussions based on the themes of the units. Performance-based assessments and data-based questions are employed to assess progress. Upon successful completion of *French II Honors*, students should continue their French coursework with *French III Honors*. Strong academic performance in *French I* or previous French courses and teacher recommendation are prerequisites for this course.

Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives

1. 2020 New Jersey State Learning Standards-World Languages:

- “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSL – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in 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 requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher proficiency levels should be based on personal and career interests.”

2. 2020 New Jersey State Learning Standards-Social Studies:

- “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”

3. Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:

- “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire

and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *French II Honors* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for World Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *French II Honors* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Content Area: <i>French II Honors</i>	Grade Level: Grade 9-12
Unit I: Reprise	Weeks 1-4
Unit II: Qui suis-je?	Weeks 5-10
Unit III: Le week-end, enfin!	Weeks 11-16
Unit IV: Bon appétit!	Weeks 17 - 20
Unit V: Loisirs et spectacles	Weeks 21-24
Unit VI: Vive le sport	Weeks 25-30
Unit VII: Chez nous	Weeks 31-36
Unit VII: Soyez à la mode	Weeks 37-40

Section VI: Texts and Instructional Resources:

The following texts and instructional resources are employed in *French II Honors*:

- Textbooks: Blanc 2 Discovering French Nouveau
- Workbooks: Blanc 2 Discovering French Nouveau

Section VII: Grading Formula and Assessment Modes

Marking period grades in *French II Honors* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Section VIII: Unit Templates

The following unit templates have been established for the *French II Honors* curriculum by the *French II Honors* instructional team:

Unit I: Reprise		
Unit Summary		
<p>In this unit, students will review the basic concepts of <i>French I</i> including but not limited to numbers, colors, days of the week, months of the year, seasons, time, pronunciation, and certain grammatical concepts, etc. Students will also conduct a cultural examination of Paris.</p>		
Standards/Core Ideas/Performance Expectations/Progress Indicators:		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French II Honors</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ 7.1.NH.IPRET.1, 4, 7 ○ 7.1.NH.IPERS.1-3 ○ 7.1.NH.PRSNT.1, 3, 5 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> • How do I pronounce the French alphabet? • How do I count over 100? • How do I say the months of the year, the days of the week, and the seasons? • What do I already know about French culture and Paris? • What is an infinitive? • What is a conjugation? 	<ul style="list-style-type: none"> • All languages have similarities and differences. I can use my knowledge of my language to help me learn a second language. • Knowing numbers, the calendar, and seasons will assist students in the daily routine of the classroom. • Connecting new information to previously learned information helps students learn. • Knowing some basic grammar rules will facilitate language acquisition. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Chapter Tests (Benchmark) • Unit Test (Benchmark) • Study Abroad Calendar Project (Benchmark) • World Language Lab Assessment (Benchmark) 	<ul style="list-style-type: none"> • Textbook, Workbook, and Ancillary Materials • Teacher-developed materials

Unit II: Qui suis-je?	
Unit Summary	
<p>In the “Qui suis-je?” unit, students will gain competency in meeting and greeting new people, introducing themselves and their families, discussing feelings, describing people, their hobbies, their professions, and their plans, as well as mastering basic communication skills and irregular verbs.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators:	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French II Honors</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ 7.1.NH.IPRET.1, 4, 7 ○ 7.1.NH.IPERS.1-3 ○ 7.1.NH.PRSNT.1, 3, 5 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.EconNM.11.a, 6.1.12.EconNE.16.b, 6.2.12.HistoryCC.5.d • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3, 8.2.12.ITH.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What are appropriate greetings when greeting a French person? 	<ul style="list-style-type: none"> • *Students will understand that there are customs and traditions related to meetings and greetings

<ul style="list-style-type: none"> • How has social media/technology altered the way that people “meet” and get to know each other? • *What does “faire le bisou” mean? When and where is it used in France? • What are some professions in French? • Who are the members of the family in French? How is your family different from a “typical” French family? • How do you describe yourself and your family? • What are masculine, feminine, plural, and irregular adjectives? • How do you say how you feel? • How do you say you “just” did something in French? • How do you say you are “going to” do something in French? 	<p>and recognize how they differ from their own culture.</p> <ul style="list-style-type: none"> • Social media, the internet, and other technology have significantly changed the way people “meet” each other and has enabled geography to become a non-factor in many ways in who someone can “meet.” • There are differences and similarities between French families and families in the United States. • It is important to learn how to properly greet someone. • There are basic speech patterns that a novice or intermediate learner can learn to facilitate simple conversation.
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Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • Ancestry.com Presentation (Benchmark) • World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> • Textbook, Workbook, and Ancillary Materials • Teacher-developed materials

Unit III: Le week-end, enfin!

Unit Summary

In the “Le week-end, enfin!” unit, students will gain knowledge of vocabulary associated with leisure activities in both cities and the countryside and will be able to speak about them in the present and past tenses.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.NH.IPRET.1, 4, 7
 - 7.1.NH.IPERS.1-3
 - 7.1.NH.PRSNT.1, 3, 5
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.GeoHE.5.a, 6.1.12.HistoryCA.14.c, 6.2.12.HistoryCC.3.b, 6.2.12.GeoPP.6.a
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What do you do on the weekend? • What do typical French students do on the weekend? • What is it like in the French countryside? • What is it like where you live? • What are you doing today? • What did you do yesterday? • What did you just do? • How long ago did you....? 	<ul style="list-style-type: none"> • Leisure activities vary from culture to culture, but all young people enjoy free time. • Life in the country is different from life in the city. • I can talk about my activities in the past and present tenses.

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • Picture Narration Timed 	Resources Needed: <ul style="list-style-type: none"> • Textbook, Workbook, and Ancillary Materials • Teacher-developed materials

<ul style="list-style-type: none"> • Quizzes • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Performance Based Assessment (Benchmark) • World Language Lab Assessment 	
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Unit IV: Bon Appetit!

Unit Summary

In the “Bon Appetit!” unit, students will learn about vocabulary and grammar associated with “la gastronomie”. They will also learn about expressions of quantity, customs, and traditions, and articles and verbs related to dining and shopping.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.NH.IPRET.1, 4, 7
 - 7.1.NH.IPERS.1-3
 - 7.1.NH.PRSNT.1, 3, 5
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNM.11.a, 6.1.12.HistoryCA.14.c, 6.1.12.EconNE.16.b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How do I ask for a table in a French restaurant? • What is typical French dining etiquette? • How do I order food in French? • What is shopping like in France? • What is “le marche”? • What must one do when dining out in France? • How is dining in France different from dining in the United States? • *How have food and dining practices around the world changed over time? 	<ul style="list-style-type: none"> • The language of gastronomy transcends all languages and cultures. • Food and dining play an important role in French culture and there are both similarities and differences between such in French and American culture. • Ordering food and purchasing items in the target language are essential skills for anyone living in a foreign country. • *Technology and environmental changes both play a role in altering food and dining culture around the world.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Chapter Tests • Unit Test • French Restaurant Promotion Presentation/Project • World Language Lab Assessment 	<ul style="list-style-type: none"> • Textbook, Workbook, and Ancillary Materials • Teacher-developed materials

Unit V: Loisirs et spectacles

Unit Summary

In the “Loisirs et spectacles” unit, students will be introduced to vocabulary related to leisure activities such as going to the theater, the movies, a concert, etc. They will also acquire structures and vocabulary that will allow them to extend, accept, and refuse invitations to these events. In addition, they will begin to use pronouns to avoid repetition in complex sentences.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages*

- 7.1.IL.IPRET.1, 3-4
- 7.1.IL.IPERS.1-2, 5
- 7.1.IL.PRSNT.1, 3-4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCA.14.c
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Who are the most famous French actors and actresses? ● Who are some of the most famous French film directors? ● Who are some of the most famous French singers/bands? ● *What are the most popular French songs of today? ● How does French pop culture differ from American pop culture? ● What is it like going to the movies or a concert in France? ● How do I extend or accept an invitation? 	<ul style="list-style-type: none"> ● The French film industry has made important contributions to the world of cinema. ● *Music reflects the perspectives of the people of a culture. ● I can observe the conventions associated with extending and accepting invitations. ● There are similarities and differences in the cultures of Francophone countries and the United States.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter Tests ● Unit Test ● “France has Talent!” Project ● World Language Lab Assessment 	<ul style="list-style-type: none"> ● Textbook, Workbook, and Ancillary Materials ● Teacher-developed materials

Unit VI: Vive le sport!

Unit Summary

In the “Vive le sport” unit, students will be introduced to vocabulary and structures related to sports and athletic events. They will learn expressions related to medical issues and parts of the body, as well as describe their daily morning routine.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IL.IPRET.1, 3-4
 - 7.1.IL.IPERS.1-2, 5
 - 7.1.IL.PRSNT.1, 3-4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.14.d, 6.2.12.EconGE.6.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are the most famous sports in France? ● What sports do French students like the best? ● What are your favorite sports? ● Who is on the French soccer team? What is their record? ● What is it like to go to the hospital in France? 	<ul style="list-style-type: none"> ● Idiomatic expressions exist in all languages. ● I can use pronouns to avoid repetition in my speech and writing. ● Sports play an important role in many cultures and globally they tend to serve as a periodic/temporary unifying force among differences and even turmoil.

<ul style="list-style-type: none"> • What is the vocabulary associated with emergencies? • What is the vocabulary associated with the hospital in France? • What are the differences between going to the hospital in the U.S. and going to the hospital in France? • How do I express myself in a doctor's office? 	<ul style="list-style-type: none"> • Health care is a critical component of a country's/society's success. • There are many differences between the health care in the United States and that available to Europeans/the French.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • Sports Presentation • World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> • Textbook, Workbook, and Ancillary Materials • Teacher-developed materials
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Unit VII: Chez nous

Unit Summary

In the "Chez nous" unit, students will navigate their way through the French home. They will also understand the basics of the French metro system. They will further their comprehension of the past and the imperfect tenses while describing how their lives and childhoods used to be.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IL.IPRET.1, 3-4
 - 7.1.IL.IPERS.1, 4-5
 - 7.1.IL.PRSNT.1, 3-4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.14.c
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • *What are the parts of the home in French and how does someone's home reflect their identity and culture? • How are floors of a house classified in French? • What is the vocabulary associated with furniture in French? • What are the prepositions of location (review)? • How do I describe things in the past? • How do I describe people in the past? • What is the difference between the past and the imperfect in French? • What did we do in the past as children? 	<ul style="list-style-type: none"> • *Homes in different countries reflect the perspectives of the culture and even within countries, like in the U.S. Homes reflect the values, traditions, and priorities of various cultures fostering a country's diversity and cultural understanding. • Different tenses can be used to convey different meanings. • Our childhood experiences shape who we are today and who we will become in the future.
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Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Individual student 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter Tests • Unit Test • End of Unit Choice Project <ul style="list-style-type: none"> ○ Children's Book ○ Personal Scrapbook 	Resources Needed: <ul style="list-style-type: none"> • Textbook, Workbook, and Ancillary Materials • Teacher-developed materials
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check-ins with teacher	<ul style="list-style-type: none"> ○ “My Life” Presentation ○ For Sale Poster ● World Language Lab Assessment 	
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Unit VIII: Soyez à la mode

Unit Summary

In the final unit “Soyez à la mode”, students will use, apply, and build upon all vocabulary and structures learned in previous levels/units to talk about the importance of the fashion industry in France. They will be introduced to some of the more complex grammar points including interrogative pronouns, demonstrative pronouns, comparatives, superlatives, the conditional tense, and the subjunctive.

Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French II Honors*:

- 2020 New Jersey Student Learning Standards: World Languages
 - 7.1.IL.IPRET.1, 3-4
 - 7.1.IL.IPERS.1-2, 5
 - 7.1.IL.PRSNT.1, 3-4
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistoryCA.14.c
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.1, 8.2.12.ITH.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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- How do I say dates in French? How do I talk about centuries, decades, etc?
- How do I count past 100 in French?
- What is in style in France now?
- Why is the fashion industry so important in France?
- Who are some popular French fashion designers?
- How do I say something is better than something else in French?
- How do I compare things in French?
- How do I say what I would do in a given situation?
- How do I use the subjunctive tense?
- What is doubt in the subjunctive?
- What are the subjunctive introductory phrases?
- What do I hope for the future?
- What am I afraid of?

- I can use different modes to express myself in different situations.
- French fashion reflects the products, practices, and perspectives of French culture.
- French fashions are different from those in the U.S.

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter Tests ● Unit Test ● French Fashion Show Group Research Project/Presentation ● World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> ● Textbook, Workbook, and Ancillary Materials ● Teacher-developed materials
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Section XII: Unit Reflection

The *French II Honors* instructional team must confer upon the completion of each instructional unit in the *French II Honors* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *French II Honors* curriculum.

Unit Reflection Form: <i>French II Honors</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original

claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)