

Rumson-Fair Haven Regional High School

Course: *French II*

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Section I: Course Description

French II reinforces and expands upon the communicative skills that were established in *French I* to promote a successful transition into either *French III* or *French III Honors*. Practical oral use of the language, as well as developing written skills, will serve as a basis for continued growth and a lifelong interest in the language and culture. The World Language Laboratory is used to engage in authentic conversation, to interact with native speakers, to view and listen to videos, and to create compositions and presentations.

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

1. **2020 New Jersey State Learning Standards-World Languages:**
 - o “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 (NJSLs – 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 levels of proficiency should be based on personal and career interests.”
2. **2023 New Jersey Student Learning Standards English Language Arts:**

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
3. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - o The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o “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.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “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.”

6. ***Amistad Law: N.J.S.A. 18A 52:164-88:**
 - o 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.”
7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o 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.”
8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o 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.”
9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o 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.”
10. 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* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, Multilingual 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 Multilingual Learners (ML) 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* 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	
Course Title: <i>French II</i>	Grade Level: 9-11

Unit I: Au Lycée (Personal and Public Identities)	Weeks 1-9
Unit II: Ma Famille et Mes Copains (Families and Communities)	Weeks 10-18
Unit III: Bon Appetit! (Global Challenges)	Weeks 19-24
Unit IV: En Ville à Québec (Science and Technology)	Weeks 25-30
Unit V: La Musique Française (Beauty and Aesthetics)	Weeks 31-34
Unit VI: Allons à la Martinique (Contemporary Life)	Weeks 35-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *French II*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Text as resource: *Bien Dit*
- [YouTube videos](#)
- World Language Lab
- Quizlet.com
- Kahoot.com
- Edpuzzle.com
- Wayground.com (formerly Quizziz)
- Conjuguemos.com
- jeopardylabs.com

Section VII: Grading Formula and Assessment Modes

Marking period grades in *French II* 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.

Assessments in *French II* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *French II* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

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

Unit I: Au lycée!
Unit Summary
<p>In this unit, students explore the classroom and their school. They discover different ways to express their opinions about their schedule, the school, their classes, and the daily life of a teenager, and compare them to students from other countries. They will design their own school schedules and talk about their daily routines at school and at home. The various activities used throughout this unit will touch on all intelligences. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</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</i>:</p> <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-5 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills <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 does a typical school day look like in a Francophone country? ● How do students in Francophone countries and the U.S. balance school and personal life? ● How does the school experience shape identity? ● How do students express preferences and opinions about school life? 	<ul style="list-style-type: none"> ● School routines vary around the world and reflect cultural priorities. ● Cultural values influence how students manage their time and commitments. ● Education systems play a major role in shaping young people's roles in society. ● Students develop personal identities by sharing preferences and expressing opinions. In today's society, social media plays a large role in how students interact with one another, and it's important to know its potential impact. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Do-nows/exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations/interviews ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● Paired/group cooperative learning games ● Scavenger hunts ● Grammar and vocabulary activities ● Comic Strip ● Quizzes ● Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Unit Test or Assessment ● Summative 1 (interpersonal component) ● Benchmark Unit Project: My Daily Routine Présentation (presentational) ● Benchmark Language Lab listening/oral Assessment (interpretive) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Teacher-created materials ● French reader: La Classe des Confessions ● World Language Lab ● ACTFL performance-based rubrics ● Common Sense Media resources
Unit II: Ma Famille et Mes Copains		
Unit Summary		
<p>In this unit, students explore home life in depth. They learn to talk about their family as well as other families, and discuss what they do at home and their relationships with family members. They will explore their own families through family trees, and Francophone families through holidays, celebrations, and traditions. Students also discuss what they do in their free time and with their friends. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</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</i>:</p> <ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 		

<ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-5 ● <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 family structures and relationships differ across cultures? ● How do people describe themselves and others in culturally appropriate ways? ● How are celebrations and relationships important in daily life? ● What roles do friends and family play in shaping who one is? ● How can one maintain healthy relationships? 	<ul style="list-style-type: none"> ● Family structures reflect traditions, values, and evolving social norms. ● Language and culture shape perception and talk about people. ● Social customs around friendship and family vary and reflect deep cultural meaning. ● Relationships with others help define one's identity and priorities. ● Healthy relationships are defined by certain characteristics and qualities. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Do-nows/exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations/interviews ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● Paired/group cooperative learning games ● Scavenger hunts ● Grammar and vocabulary activities ● Comic Strip ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Unit Test ● Family Tree Project or similar assessment (presentational/interpersonal) ● World Language Lab Oral Assessment (interpretive) 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● World Language Lab ● YouTube.com ● ACTFL performance-based rubrics

Unit III: Bon Appetit!

Unit Summary

In this unit, students explore the cultural significance of food to the French. They discuss what is considered a healthy food option in Francophone cultures and make comparisons to what they typically eat for various meals. Students explore differences between American shopping habits and those of the French people, as well as learn about French recipes. Through these varied activities, students will improve upon their interpersonal, interpretive, and presentational skills.

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*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.NM.IPRET.1-5
 - Interpersonal Mode
 - 7.1.NM.IPERS.1-5
 - Presentational Mode

<ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.1-5 ● <i>2020 New Jersey Student Learning Standards: English Language Arts for Grades 9-12</i> <ul style="list-style-type: none"> ○ L.VL.9-10.3.A ● <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 eating habits reflect cultural identity? ● What is the role of food in social interactions and daily routines? ● How do shopping and cooking differ around the Francophone world? ● How do people make healthy food choices in different cultures? 		<ul style="list-style-type: none"> ● Food choices and mealtime customs reveal a lot about a culture's values. ● Food connects people and plays a central role in community and family life. ● Regional ingredients, markets, and cooking styles express cultural diversity. ● Ideas about health and nutrition vary between societies and influence food habits.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Do-nows/exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations/ interviews ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● Paired/group cooperative learning games ● Scavenger hunts ● Grammar and vocabulary activities ● Quizzes ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Unit Test or assessment ● Video Recipe Project or similar project (presentational/ interpersonal) 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● Reader: Peppa fait une pizza ● World Language Lab ● YouTube.com ● ACTFL performance-based rubrics

Unit IV: En Ville à Quebec	
Unit Summary	
<p>In this unit, students will gain a better understanding of their own town and the Province and city of Quebec. They will describe people and places found in all cities and discover how one finds their way around town. Students will also examine the unique characteristics of life in Quebec City and compare it with life in their hometown. A range of culturally authentic materials will be integrated throughout the unit. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</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</i>:</p> <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPERS.1- 6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NH.PRSNT.1-6 ● <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 cities reflect history and culture? • How do people navigate and interact with their communities? • What makes a city livable and appealing? • How are city life and rural life different in Francophone regions? 	<ul style="list-style-type: none"> • Urban environments carry traces of history and cultural identity. • Language is essential to communicate needs and engage in public spaces. • Public spaces, accessibility, and cultural life contribute to the quality of life. • Geography influences lifestyle, language use, and community interaction. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Whiteboards • Signaling • Do-nows/exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations/interviews • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • Paired/group cooperative learning games • PBL Scavenger Hunt • Grammar and vocabulary activities • Comic Strip • Quizzes • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Unit test or assessment • Summative 2 (interpretive, presentational) • World Language Lab Oral Assessment (interpretive) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher-created materials • Reader selection: Brandon Brown à la Conquête de Québec; Les zombies attaquent Québec!; Daniel le Détective • World Language Lab • YouTube.com • ACTFL performance-based rubrics

Unit V: La Musique Française	
Unit Summary	
<p>In this unit, students explore a variety of contemporary musical genres from French-speaking cultures around the world. They will learn different ways to describe music, songs, and performers, and express their opinions about Francophone music. Students will also make comparisons between Francophone performers and well-known American singers and groups. Authentic texts will aid in understanding the cultural role of music. The various activities used throughout the unit will touch on all intelligences. Through these varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</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</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPRET.1-5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPERS.1- 6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NH.PRSNT.1-6 • <i>2020 New Jersey Student Learning Standards: Visual Performing Arts for grades 9-12</i> <ul style="list-style-type: none"> ○ 1.3B.12prof.Cn11a; 1.5.12prof.Cn11a • <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 does music reflect cultural identity and values? 	<ul style="list-style-type: none"> • Musical genres and lyrics express the values, struggles, and passions of a culture.

<ul style="list-style-type: none"> • How does Francophone music differ from region to region? • *How can music bring people together across borders? • *What can be learned about a culture by exploring its popular music? 	<ul style="list-style-type: none"> • Language, instruments, and themes vary widely across the Francophone world. • *Music creates a shared experience and fosters global understanding. • *Music serves as a cultural mirror, reflecting social movements, identity, and change.
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Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Whiteboards • Signaling • Do-nows/exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations/ interviews • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • Paired/group cooperative learning games • Scavenger hunts • Grammar and vocabulary activities • Quizzes • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Culture Performance-Based Assessment • World Language Lab Oral Assessment 	<ul style="list-style-type: none"> • Teacher-created materials • Manie Musicale songs/materials • World Language Lab • YouTube.com • ACTFL performance-based rubrics

Unit VI: Allons à la Martinique!

Unit Summary

In this unit, students will experience a typical vacation within a tropical Francophone country. They will explore what makes Martinique special and its unique relationship with France. The students will discover Martiniquais food, music, and important tourist attractions, as well as possible activities they can do in Martinique. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

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*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.NH.IPRET.1-5
 - Interpersonal Mode
 - 7.1.NH.IPERS.1- 6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- *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

- What makes Martinique unique within the Francophone world?
- How does colonial history continue to shape Francophone cultures?
- How do people in Martinique express their cultural heritage?
- What role does tourism play in Martinique's economy and culture?

Unit Enduring Understandings

- Overseas regions of France have distinct identities shaped by history and geography.
- Historical events shape language, traditions, and identities.
- Music, dance, food, and language all serve as expressions of cultural pride.
- Tourism brings opportunities and challenges to island communities.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Do-nows/exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations/ interviews ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● Paired/group cooperative learning games ● Scavenger hunts ● Grammar and vocabulary activities ● Postcard ● Quizzes ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Unit Test or assessment ● Summative 3 (interpretive, interpersonal) ● Postcard Project or similar (presentational) 	<ul style="list-style-type: none"> ● Teacher-created materials ● Reader selection: Le Beau Mensonge; Problèmes au Paradis ● World Language Lab ● YouTube.com ● ACTFL performance-based rubrics

Section IX: Unit Reflection

The *French II* instructional team must confer upon the completion of each instructional unit in the *French II* curriculum and rate the degree 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* curriculum.

Unit Reflection Form: <i>French II</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 the 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)