

Rumson-Fair Haven Regional High School

Course: *French I*

Staff Writers: Martin Januario and Maryellen De Lalla

Supervisor: Seth Herman

Board Approval: August 2025

Section I: Course Description

French I is a foundational course for students with little or no experience in the study of French language and culture. Students will engage in real-life communicative situations, starting with listening and speaking activities. These activities will gradually integrate reading and writing skills. This communicative approach, supported by an understanding of the building blocks of language, forms the basis for future success and a lifelong love of the French language. The World Language Laboratory is used to engage in authentic conversation, to interact with native speakers, to view and listen to videos, create compositions and presentations, and to engage in discussions based on the themes of the units. Growth in language acquisition will be assessed through rubrics, performance-based activities, and objective evaluations. Some students who have been exposed to French in the Rumson and Fair Haven school districts may be placed in *French I* to strengthen their foundations.

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 levels of proficiency should be based on personal and career interests.”
2. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSL-CHPE mission and vision reflects this perspective:
3. **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.”
4. **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.”

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - 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 52:16A-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 I* 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 I* 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 I</i>	Grade Level: 9
Unit I: Salut - (Personal & Public Identities)	Weeks 1-6
Unit II: Au Lycee - (Science & Technology)	Weeks 7-14
Unit III: La Famille, les Copains et Chez Moi - (Family & Community)	Weeks 15-22
Unit IV: Au Cafe - (Contemporary Life)	Weeks 23-28
Unit V: Les Loisirs - (Beauty & Aesthetics)	Weeks 29-35
Unit VI: Les Fêtes et les Vacances - (Global Challenges)	Weeks 36-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *D'accord I* Langue et Culture du Monde Francophone
- *D'accord I* Cahier de l'élève workbook
- [YouTube.com](https://www.youtube.com) (Alice Ayel, Dessin pour enfant, Arte de junior, un jour un actu, easyfrench)
- World language lab
- Lingua.com
- ARTE.com
- Brut.com
- Quizlet.com
- Kahoot.com
- Edpuzzle.com
- ChatGPT.com
- TV5monde.com
- RFL.fr
- Tripadvisor.com
- France24

Section VII: Grading Formula and Assessment Modes

Marking period grades in *French I* 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 I* 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 I* 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 I* curriculum by the *French I* instructional team:

Unit I: Salut!	
Unit Summary	
In this unit, students explore greetings and introductions in French culture. They discover different ways to express themselves when meeting others, including basic phrases and cultural norms. Students will compare social interactions in France with those in other Francophone countries. Authentic texts will aid in understanding these communication practices. 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.	
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 <i>French I</i> :	
<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.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. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How does one introduce oneself to others? ● How do students greet and introduce themselves in French culture? ● What are the key cultural norms for social interactions in France? ● How do personal identities shape initial interactions? ● *Why is it important to learn basic French phrases for global communication? ● How does what I post online affect my identity? 	<ul style="list-style-type: none"> ● Personal identity includes name, age, origin, and preferences, and it can shift depending on social and cultural contexts. ● Greetings and introductions are foundational to building relationships in French-speaking communities. ● Understanding cultural norms enhances effective communication and respect in French-speaking environments. ● Personal identities influence the way individuals present themselves during first encounters. ● *Basic French phrases facilitate cross-cultural connections and address global communication challenges. ● People create and curate identities on various social media apps. It is important to understand how people may view your social media presence.
Evidence of Learning	

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Jeopardy game • Online grammar and vocabulary activities • Quizzes on verb tenses and vocabulary • Individual student check-ins with teacher • <i>Common Sense</i> Digital Lesson 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Benchmark chapter and unit tests • Benchmark Interpretive Performance Assessment: Read a classmate's profile and answer comprehension questions. • Benchmark Interpersonal Performance Assessment: Conduct a partner interview, exchanging basic personal information. • Benchmark Presentational Performance Assessment: Write a short paragraph introducing yourself. • Unit Project (Benchmark) • Benchmark Culture Performance-based Assessment • Benchmark World Language Lab Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher-created materials • Textbook: <i>D'accord 1</i>, Unité 1 • D'accord 1 Workbook • Common Sense digital resources • ACTFL performance-based rubrics
--	--	---

Unit II: Au lycée	
Unit Summary	
<p>In this unit, students explore the classroom and their school. They explore different ways to express their opinions on their schedule, the school, and their classes. They will explore the French school system and the school system in other Francophone countries. Authentic texts will aid in the understanding of the educational systems. 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 I</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.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: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1 • <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. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How does technology influence life at school? • How does the French education system reflect contemporary life for students? • What role does technology play in modern French classrooms? • How do school experiences contribute to personal identity? • Why is collaboration important in a school community? 	<ul style="list-style-type: none"> • Technology plays a growing role in students' daily lives, especially in educational environments. • The French education system shapes students' daily lives and future opportunities in contemporary society. • Technology integration in education enhances learning and prepares students for a tech-driven world. • School experiences help students develop a sense of self and personal identity. • Collaboration fosters a supportive community and strengthens interpersonal skills among students.
Evidence of Learning	

Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● WebQuests ● Blog entries ● Jeopardy game ● Online grammar and vocabulary activities ● Quizzes on verb tenses and vocabulary ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter and unit tests ● Summative Assessment 1 ● Interpretive Performance Assessment: Interpret a class schedule or school infographic and answer questions. ● Interpersonal Performance Assessment: Compare school routines and technology use with a partner. ● Presentational Performance Assessment: Create a digital or written schedule describing your school day and tech use. ● Unit Project ● Culture Performance-based Assessment ● World Language Lab Assessment 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● Textbook: <i>D'accord 1</i>, Unité 2 ● <i>D'accord 1</i> Workbook ● ACTFL performance-based rubrics
---	--	---

Unit III: La Famille, Les Copains et Chez Moi -		
Unit Summary		
<p>In this unit, students explore family structures and friendships in French-speaking communities. They learn different ways to describe their home life and relationships with friends and family. Students will compare living arrangements and social bonds in France with those in other Francophone countries. Authentic texts will aid in understanding these family and community dynamics. 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 I</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.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. 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do my family and friends influence someone's life? ● How do family structures vary across French-speaking communities? ● What role do friendships play in building community? ● How do living arrangements reflect personal and public identities? ● *Why is it important to understand home life in different cultures? 	<ul style="list-style-type: none"> ● Relationships with family and friends shape our identity, habits, and the way we live and interact with others. ● Diverse family structures reflect the rich cultural tapestry of French-speaking regions. ● Strong friendships enhance the sense of belonging within families and communities. ● Living arrangements express individual and collective identities in French culture. ● *Understanding home life addresses global challenges and promotes cultural empathy. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Whiteboards ● Signaling 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter and unit tests ● Interpretive Performance 	Resources Needed: <ul style="list-style-type: none"> ● Teacher-created materials ● Textbook: <i>D'accord 1</i>, Unité 3

<ul style="list-style-type: none"> • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Jeopardy game • Online grammar and vocabulary activities • Quizzes on verb tenses and vocabulary • Individual student check-ins with teacher 	<p>Assessment: Read a simple family tree or home description and respond to prompts.</p> <ul style="list-style-type: none"> • Interpersonal Performance Assessment: Ask and answer questions about each other's family or home. • Presentational Performance Assessment: Write about your family or a close friend, including names and descriptions. • Unit Project • Culture Performance-based Assessment • World Language Lab Assessment 	<ul style="list-style-type: none"> • <i>D'accord 1</i> Workbook • ACTFL performance-based rubrics
---	--	---

Unit IV: Au Cafe		
Unit Summary		
<p>In this unit, students explore the café culture and social life in French-speaking regions. They learn different ways to express preferences for food and drinks and engage in café-related conversations. Students will compare café traditions in France with those in other Francophone countries. Authentic texts will aid in understanding the cultural significance of cafés. 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 I</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.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: Health and Physical Education</i> <ul style="list-style-type: none"> ○ 2.1.12.SSH.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"> • How do eating habits reflect a country's culture? • How does the café culture embody beauty and aesthetics in France? • What role do cafés play in contemporary French social life? • How do food and drink choices reflect personal identities? • Why is the café a significant part of French global cultural influence? 	<ul style="list-style-type: none"> • Meals, cafés, and culinary traditions are essential parts of daily life and vary across cultures, offering insight into contemporary routines and values. • Café culture showcases the elegance and artistic traditions of French society. • Cafés serve as social hubs that reflect the vibrancy of modern French lifestyles. • Personal food preferences contribute to the expression of individual identities. • The café tradition highlights France's impact on global cultural exchanges. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Whiteboards • Signaling 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter and unit tests • Summative Assessment 2 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher-created materials • Textbook: <i>D'accord 1</i>, Unité 4 • <i>D'accord 1</i> Workbook

<ul style="list-style-type: none"> Exit slips Checklists to demonstrate understanding Interpretive reading & listening tasks Surveys Student-to-student conversations Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) WebQuests Blog entries Jeopardy game Online grammar and vocabulary activities Quizzes on verb tenses and vocabulary Individual student check-ins with teacher 	<ul style="list-style-type: none"> Interpretive Performance Assessment: Interpret a French café menu and answer comprehension questions. Interpersonal Performance Assessment: Role-play ordering food and drinks at a café with a partner. Presentational Performance Assessment: Describe your favorite foods and meals in writing. Unit Project Culture Performance-based Assessment World Language Lab Assessment 	<ul style="list-style-type: none"> ACTFL performance-based rubrics
---	---	---

Unit V: Les Loisirs

Unit Summary

In this unit, students explore leisure activities and hobbies in French-speaking cultures. They learn different ways to express their interests and describe how they spend their free time. Students will compare recreational habits in France with those in other Francophone countries. Authentic texts will aid in understanding the cultural role of leisure. 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.

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 I*:

- 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
 - 7.1.NM.PRSNT.1-5
- 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

- How do hobbies and the arts reflect a society's values?
- How do leisure activities reflect beauty and aesthetics in French culture?
- What role do hobbies play in contemporary life for French speakers?
- How do leisure choices shape personal and public identities?
- *Why is engaging in diverse leisure activities important globally?

Unit Enduring Understandings

- Hobbies, pastimes, and artistic expression are meaningful ways to share beauty and creativity, and they reveal much about cultural values.
- Leisure pursuits often embody the artistic and aesthetic values of French society.
- Hobbies enrich daily life and provide a balance to work in modern French culture.
- Leisure activities allow individuals to express and develop their personal and social identities.
- *Diverse leisure activities promote cultural understanding and address global challenges.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding

Benchmark & Summative Assessments:

- Chapter and unit test
- Interpretive Performance Assessment: Watch a short video or read about popular hobbies in France and answer

Resources Needed:

- Teacher-created materials
- Textbook: *D'accord 1*, Unité 5
- D'accord 1* Workbook
- [ACTFL performance-based rubrics](#)

<ul style="list-style-type: none"> • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Jeopardy game • Online grammar and vocabulary activities • Quizzes on verb tenses and vocabulary • Individual student check-ins with teacher 	<p>questions.</p> <ul style="list-style-type: none"> • Interpersonal Performance Assessment: Ask a partner about their hobbies and favorite activities. • Presentational Performance Assessment: Write about your favorite leisure activity and explain why you enjoy it. • Unit Project • Culture Performance-based Assessment • World Language Lab Assessment 	
--	--	--

Unit VI: Les Fêtes et Les Vacances

Unit Summary

In this unit, students explore festivals and vacations in French-speaking cultures. They learn different ways to describe celebrations and travel experiences with family and friends. Students will compare holiday traditions and vacation habits in France with those in other Francophone countries. Authentic texts will aid in understanding the cultural importance of these events. 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.

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 I*:

- 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
 - 7.1.NM.PRSNT.1-5
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.2.12.History.CC.1
- 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

- *Why is it important to celebrate local and global traditions?
- How do festivals and vacations reflect family and community traditions?
- What role does travel play in contemporary life for French speakers?
- How do celebrations shape personal and public identities?
- *Why are cultural holidays significant in addressing global challenges?

Unit Enduring Understandings

- *Holidays and vacations help preserve cultural identity, strengthen social bonds, and promote cross-cultural understanding in a globalized world.
- Festivals and vacations strengthen bonds within families and communities.
- Travel enhances the modern lifestyle by broadening cultural horizons.
- Celebrations allow individuals to express and reinforce their identities within society.
- *Cultural holidays foster global awareness and promote peace through shared traditions.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding

Benchmark & Summative Assessments:

- Chapter and unit tests
- Summative Assessment 3
- Interpretive Performance Assessment: Read or watch a short description of a French

Resources Needed:

- Teacher-created materials
- Textbook: *D'accord 1*, Unité 6
- *D'accord 1* Workbook

<ul style="list-style-type: none"> ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● WebQuests ● Blog entries ● Jeopardy game ● Online grammar and vocabulary activities ● Quizzes on verb tenses and vocabulary ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● holiday and answer comprehension questions. ● Interpersonal Performance Assessment: Discuss holiday traditions or vacation experiences with a partner. ● Presentational Performance Assessment: Write about a holiday or trip that is important to you. ● Unit Project ● Culture Performance-based Assessment ● World Language Lab Assessment 	<ul style="list-style-type: none"> ● ACTFL performance-based rubrics
--	--	---

Section IX: Unit Reflection

The *French I* instructional team must confer upon the completion of each instructional unit in the *French I* 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 I* curriculum.

Unit Reflection Form: <i>French I</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)