

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE

FOR

WORLD LANGUAGE

WLA 313/WLA 314

FRENCH– LEVEL 3/3H

APPROVED BY THE
BOARD OF EDUCATION

January 24, 2013

Developed: July, 1995
Revised: August, 2009
Last Revised: January 2013

STATEMENT OF PURPOSE

In an increasingly interdependent world, teachers, school administrators, and curriculum supervisors must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of world language teachers. Communication skills in a language other than English provide direct access to the minds and spirits of the peoples of the world. The World Language Department of Parsippany-Troy Hills believes that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. It is the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's world language classroom.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of our goals for elementary and secondary education by:

- Fostering a sense of humanity and friendship.
- Increasing a student's adaptability to different environments and modes of acting and thinking.
- Furnishings the key to thinking patterns, cultures, and social institutions of other peoples.
- Giving insights into the human mind and language itself.
- Preparing students for a world in which nations and peoples will be increasingly interdependent.
- Developing skills and habits that are inherent in the learning process and that result in creative inquiry and critical thinking.
- Helping students to be empathetic by increasing their sensitivity to and understanding of the language, values, customs, and traditions of others and by leading them to discover and examine their own personal values.
- Providing insights into our value system and an appreciation of our civic duties and responsibilities.
- Being an additional asset to professional advancement.

RATIONALE

The World Languages Program of Parsippany-Troy Hills is a sequential K-12 grade program that is based upon specific proficiencies that were identified as a result of a national movement, that in turn, became the basis for the Proficiencies and Standards agreed upon by the State of New Jersey. It is to be noted, however, that these proficiencies should not be thought of as accomplishments of distinct points of grammar or vocabulary, but as tasks that the students can do in the language. These tasks, in turn, become the foundation upon which we use our scope and sequence of instruction. The assessment criteria used by the instructors, however, are not viewed as hierarchical. The same topic can usually be explored at virtually any level of proficiency in a spiraling fashion. For example, the topic of “the family” can be discussed differently at various levels of proficiencies. Beginning students might be able to enumerate the members of their families but say very little else about them. In the next plateau, the student might give a brief description of family members or mention some of their activities or interests, whereas speakers at an even higher level can talk about their family members in detail, recount events that the family shared together, or talk about future plans. At an even more advanced level, more abstract topics such as societal forces that threaten family life, the daily interactions surrounding family issues, or the role of the family in the target language might be discussed. Thus, the depth and breadth of the discussion and the precision and sophistication with which it is handled will differ from one level of proficiency to the next. We are indebted to the American Council of Teaching of Foreign Languages, the New Jersey World Languages Curriculum Framework and the State of New Jersey Core Curriculum Standards upon which we have based our expectations.

Students begin their study of French in Sixth Grade and may continue through Grade 12. A student may choose to select another language to study at two entry points: Sixth Grade and Ninth Grade. The length of study is determined by student interest, career choices, high school graduation, college entrance requirements and achieved proficiency.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

GENERAL GOALS

The curriculum for World Languages French Level 3/3H is divided into instructional units, with recycling themes based on levels of proficiency and modes of communication. These proficiencies have as their underpinnings the Proficiencies for World Languages, set out in the New Jersey State Department of Education document *New Jersey World Languages Curriculum Framework* (Winter 1999). The curriculum is geared toward the levels of proficiency through the “Interpersonal”, “Interpretive” and “Presentational” modes of communication. Consideration has been given to the National Standards set forth by the American Council for the Teaching of Foreign Languages. The underlying standard for this curriculum is Standard 7.1.

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Consistent with the recommendations of the World Languages Curriculum Framework, rather than each step in the language course having grammatical structures as its focus, there is an emphasis on increasing proficiency in communication on a variety of every-day topics relevant to the students. Also fostered, through an increased use of authentic materials such as magazines, travel schedules, menus, advertising copy, etc., are an awareness and knowledge of the culture of countries where the target language is spoken. Students learn to engage in two-way communication in each topic area, asking and responding to questions, making comments and expressing feelings, using given vocabulary and phrase. They also learn such underlying grammatical features and structures that are necessary to make possible developmentally accurate original comments within the topic area. Built into each unit is an attention to a relevant body of cognates in the topic area, so that students acquire a great deal of significant, immediately usable vocabulary without the effort of memorization. Each unit will involve all modes of communication. In addition, each unit will take into account special days in the national calendar of the target culture. The units will be designed, adapted or expanded to reflect integrated themes in other content areas such as Language Arts, Science and Social Studies, Math and the Performing Arts so that students will have the vocabulary to discuss these topics in the target language.

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES AND GRADING PROCEDURES**

COURSE NO: WLA 313/WLA 314

TITLE: FRENCH 3/3H

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

In addition to the proficiencies noted in the Level 1 and Level 2 Curricula, students will be able to:

1. use the passé compose and imperfect in authentic situations orally and in writing, related to a trip to a French-speaking country.
2. use the subjunctive mode, impersonal “il faut”, in authentic situations given a real life problem scenario in the target language.
3. create and communicate solutions given a real life problem scenario in the target language.
4. retell in the target language a story read by teacher.
5. identify and compare weather conditions and natural phenomena in various settings, based on weather map. Discuss what to do to prepare for weather report of: a blizzard, a hurricane, a thunderstorm, etc.
6. retell an event that was witnessed, such as: an accident, a robbery or a fire.
7. describe the natural environment and discover how the French incorporate “Tourisme Ecologique” into their vacation plans to protect it. Read and discover why French environmentalists are so well known and what important work they did or have done.
8. recognize the form and usage of Le Passé Simple in literary French as many readings and short stories include it.
9. compare and contrast traveling for recreational or academics purposes of young people in the U.S. and France (for linguistic, internship, or simply exploring).
10. use the future tense in an authentic context both orally and in writing.
11. describe what a person looks like and how French teenagers care for their personal appearance.
12. describe and communicate the similarities and differences between American culture daily routine and that of a student living in a French-speaking country.
13. communicate effectively using reflexive verbs and expressions in a variety of contexts, e.g.: personal care and hygiene and interpret level-appropriate authentic readings in the target language.
14. describe in the target language domestic chores, inside and outside of the home.
15. compare responsibilities of a teenager in the United States with those of teenagers in a French-speaking country based on an authentic reading.

FRENCH LEVEL 3/3H

16. use the subjunctive to express wish, desire, doubt, and emotions in authentic situations (family responsibilities), as well as impersonal statements in authentic situations.
17. debate and analyze family roles and responsibilities based on an authentic reading.
18. describe objects: their shape, dimensions, weight, and construction, capacity, material, temperature, consistency.
19. communicate accurately about authentic products that can be found at various locations in the target culture/language.
20. use the indefinite quantity expressions referring to people and objects as well as the grammatical structure “en”.
21. use the faire Causatif to describe actions that people have others do for them.
22. become familiar with French musicians and singers.
23. identify and recognize classical musicians in France.
24. compare and describe famous French singers of yesterday and today.
25. present multicultural aspects of music from francophone world.
26. demonstrate comprehension of and describe Impressionist and Post-Impressionist painters and their work.
27. understand and explain the significance of selected events through French history.

**GRADING POLICY
WORLD LANGUAGES - GRADES 9-12**

HOMEWORK 10% May include but is not limited to:	CLASS PERFORMANCE AND PARTICIPATION 25% May include but is not limited to:	FORMAL EVALUATION 65% May include but is not limited to:
<ul style="list-style-type: none"> ▪ Written activities ▪ Short writing samples ▪ Preparation done at home ▪ Journal Short entries ▪ Article and textbook readings ▪ Open-ended written responses ▪ Research 	<ul style="list-style-type: none"> ▪ Taking notes ▪ Participating in group activities ▪ Presenting material orally in class ▪ Volunteering answers and demonstrating understanding ▪ Participating in cultural or guided conversations ▪ Working individually and cooperatively with others to achieve class goals ▪ Participating in Peer Editing 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Projects ▪ Writing Assignments ▪ Formal individual presentations ▪ Formal group presentations ▪ Formal debates ▪ Formal Journals

Final Grade – Full Year Course	
<p align="center">Full Year Course</p> <ul style="list-style-type: none"> • Each marking period shall count as 20% of the final grade (80% total). 	<p>The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade.</p>

Themes/Topics
Community
Local & Global

Sequence of Study

1. Geography and Environment

a. Different Environments. (nature, the ecology, the eco-systems, the settings)

1. Climate and natural phenomenon
2. Vacation Spots (outdoor and leisure activities)

Vocabulary: Weather conditions and natural phenomenon, outdoor leisure activities and sports, mishaps and accidents, items associated with outdoor activities. How to preserve and protect nature and the environment: Jacques Cousteau and the eco-system, reading on “culte du soleil. How to describe an event: accident, fire, or burglary, how to ask what happened, and how to express surprise.

Language structure: Past tenses (narrate sequences of past events: Passé compose/Imperfect), and the literary past Le Passé Simple.

b. Travel/Countries (travelers and their preferred destinations)

Vocabulary: The airport and planes, the train station and trains, Francophone countries.

Language structure: masculine and feminine countries, negative expressions, the future tense.

c. French City Life (geography of French cities and The French Antilles)

1. The advantages and disadvantages of urban life/city life vs. country life

Vocabulary: The neighborhood, housing, landmarks, streets, and street artists

Language structure: If clauses and the conditional tense, narrating past actions, formulating polite requests.

2. Responsibilities

a. Personal Hygiene

Vocabulary: Physical description, Articles used for grooming, Personal Care Activities, Daily Routine

Language Structure: Describe people and their ailments, describe what people do for themselves (reflexive expressions), and explain one's daily life.

b. Home Life.

Vocabulary: Cleaning the house, Routine, chores, laundry, gardening, handy work, pets, useful, objects used to do the chores. Describe the shape, weight, and texture of objects.

Language Structure: Present Subjunctive, Infinitive construction (explain what has to be done / tell people what you would like them to do)

3. Cultural Traditions

a. Community Living.

1. Miscellaneous products at specialty stores

Vocabulary: Shopping and how habits differ in France and the U.S., where to buy various items and obtain various services (home goods, repairs, services such as post office, cleaners, etc.)

Language Structure: Answer questions using one or more pronouns. Talk about numbers of people without specifying exact quantities, and discuss actions that people have others do for them.

3. *Cultural Traditions (continued)*

b. Culture.

1. Art / Impressionist painters
2. Music / classical and contemporary artists
3. History: From 50 B.C. to France during WWII
 - a. 50 B.C. - 1453 (Roman conquest of Gaule to Beginning of the Renaissance)
 - b. 1453 – 1715 (Renaissance to Louis XIV)
 - c. 1715 – 1821 (Causes and consequences of La Revolution)
 - d. 1870 – 1945 (La Belle Époque to Charles de Gaulle)

Vocabulary: Art terms, names of various impressionist and post-impressionist painters music styles (classical and contemporary French music, etc.). Terms related to French history. Notes are taken in English/French and tests on history given in English/French.

Language Structure: Double object pronouns and reflexive expressions

Adaptation Strategies for Honors Students in the World Language Classroom

Student adaptation may include, but are not limited to, the following:

- researching and discussing cultural issues/perspectives in more depth.
- posing questions that involve inference and focusing on complex cross-curricular themes or global problems.
- explaining reasons for taking a certain position or making a specific decision both orally and in writing in the target language.
- creating original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme.
- being held accountable for additional, more sophisticated, listening comprehension tasks.
- creating experiences and performances that reflect the results of research, interviews, or surveys in the target language.
- retelling a story or experience from other content areas in the target language.
- writing editorials, letters, etc., to target language newspapers in the US.
- e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines.
- being given assignments involving more sophisticated computer research and reporting in the target language.
- completing teacher-prepared questionnaires based on information from web searches in the target language.
- processing a greater volume of any given print material, and
- being given the option of independent world language projects of choice.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & Climate)					
Students will be able to:			The student will:		
1. use the passé compose and imparfait in authentic situations orally and in writing.	7.1.IL.C.1, 3 7.1.IM.A.1-5 7.1.IM.B.1	8.1.12.A.3	<ul style="list-style-type: none"> describe in detail a trip taken to a specific outdoor setting (the shore, the mountains, the forest, country, etc.) including the planning and organization. Mention the weather, geography, appropriate clothing, itinerary, etc. PowerPoint presentation. 	Teacher’s observation Presentation graded based on rubric	<p>Vocabulary: Weather and natural phenomena. Activities in mountain, shore, forest, country, and city, mishaps and accidents</p> <p>Language Structure: Narrate past events. Describe the setting of past events. Use of the imperfect to set the stage.</p> <p>Le Passé Simple.</p>
2. use the impersonal expression “il faut” in authentic situations given a real-life problem scenario in the target language.	7.1.IM.A.1-5 7.1.IM.B.1-5 7.1.IM.C.1-4	8.1.2.B.1	<ul style="list-style-type: none"> role play in pairs different people (mother-child, employer-employee, teacher-student) using subjunctive. 	Teacher’s observation of dialogue. Collect work to assess use of grammar, vocabulary, as well as oral work	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & climate)					
Students will be able to:			The student will:		
3. create and communicate solutions given a real-life problem scenario in the target language.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.8.B.1	<ul style="list-style-type: none"> use subjunctive to tell their partners what precautions to take when traveling to these sites. 	Teacher observation Written rubric	
4. retell in the target language a story read by the teacher.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.12.D.1	<ul style="list-style-type: none"> listen to a story shared by the teacher about a vacation at various settings. The story will include numerous activities and places visited as well as any mishaps or accidents. Retell the story. 	Teacher observation	
5. identify and compare weather conditions and natural phenomenon in various settings, based weather map, and discuss what to do to prepare for weather report of: blizzard, a hurricane, thunderstorm, etc.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> describe pictures of weather conditions in groups of 3 or 4 (using the Tablet PC) and use as much of the new vocabulary. Act out a “disaster” using the new expressions and vocabulary. evaluate weather conditions and suggest activities which can or cannot be done. 	Teacher observation Collaborative work rubric Teacher observation	French maps from French newspapers.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & climate)					
Students will be able to:			The student will:		
6. retell an event that was witnessed, such as an accident, robbery or fire.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> report to “la police” an event that they witnessed, using both past tenses. 	Rubric for oral work/dialogue	Language Structure: Passé Compose and Imperfect
7. describe the natural environmental and discover how the French incorporate “tourisme ecologique” into their vacation plans to protect it.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> create flyers in French explaining how one could recycle and not contaminate the environment using online resources. read and discover what Jacques Cousteau, an environmentalist, has done for society. compose short descriptive paragraph or oral presentation on Cousteau’s work. interpret and analyze songs in the target language that narrate issues pertaining to environment. “Je l’aime a Mourir” using the Tablet PC. 	Written and oral rubric Written and oral rubric Written and oral rubric Written and oral rubric	Song by Frances Cabrel <i>"Je l'aime à Mourir"</i> Song by J. Denver, dedicated to Jacques Cousteau’s famous ship <i>"Le Calipso"</i>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & climate)					
Students will be able to:			The student will:		
7. (continued)			<ul style="list-style-type: none"> • sing along, translate, interpret song by Frances Cabrel “<i>Je l’aime a Mourir.</i>” • compose a short descriptive paragraph or oral presentation on Cousteau’s work. <p>Extended Activity for Honors: Write a newspaper article about various attractions that tourists can visit in a country that speaks the target language. Include background information about each chosen attraction. Create travel brochure for tourists of a specific area.</p>	<p>Teacher observation</p> <p>Written and oral rubric</p> <p>Assessed using criteria and rubrics</p>	
8. recognize the form and usage of Le Passé Simple in literary French.	7.1.A.1-5 7.1.B.1-5		<ul style="list-style-type: none"> • change excerpt from Passé Simple into Passé Compose, using le Petit Nicolas. 	Teacher observation	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & climate) (continued)					
Students will be able to:			The student will:		
9. compare and contrast recreational or academic traveling purposes of young people in the U.S. and France (for linguistics, internship or simply exploring).	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1A 8.1B	<ul style="list-style-type: none"> read passage of young French students traveling to various parts of Europe and the Americas. Orally compare the differences of preferred destinations of young French/American students. <p>Extended Activity for Honors: Type a double-spaced one-page essay of an ideal trip to a French-speaking country using online resources.</p>	Teacher monitors Oral assessments Written rubric	<p>Vocabulary: Airport and train station vocabulary.</p> <p>Language Structure: Negative expressions. (ne . . . pas, ne . . . nulle part, ne . . . aucun, ne . . . rien, ne . . . personne, ne . . . ni . . . ni, etc.</p> <p>Future tense “Si” clauses</p> <p>Conditional “Si” clauses Hypothesize</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & climate) (continued)					
Students will be able to:			The student will:		
10. discuss future plans and what you would do under those conditions (by plane, train, or car).	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1		<ul style="list-style-type: none"> • work in groups and role play an airport situation. Present it in front of the class. • distribute two words on index cards to every member of the class. Charades: attempt to act out a word so that the class may guess it. • use a guidebook (e.g., Le Guide Michelin) to find various places of lodging in France and will pick one according to services and amenities offered. • read passage about information contained in <i>le Guide Michelin</i>. • develop a short scenario. In groups of 3 or 4 students, role play a scene at a hotel. The “travelers” will attempt to ask for specific services offered at the hotel. The “hotel personnel” will respond accordingly. 	Teacher observation Rubric Teacher observation Teacher monitors participation Teacher observation Oral presentation rubric	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Geography & Environment Vacation Spots (Outdoors & climate) (continued)					
Students will be able to:			The student will:		
10. (continued)			Extended Activity for Honors: Write a true story about a hotel they have stayed in and describe their experience. It should contain details about the hotel amenities, services, and any problem they encountered while staying at this hotel using online resources.	Written rubric	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Personal Care					
Students will be able to:			Students will:		
11. describe what a person looks/looked like and how French teenagers care for their personal appearance.	7.1.A.1 7.1.A.2 7.1.A.3 7.1.A.7 7.1.B.2, 4 7.2.C.2-4 7.2.B.3, 4 7.2.C. 1-4		<ul style="list-style-type: none"> • write descriptions of two celebrities and the class will try to guess the celebrity by asking questions. • use the present and imperfect tenses to describe oneself using descriptive adjectives. 	Teacher observation Monitor student's comprehension	Vocabulary: physical description vocabulary articles used for grooming and personal care activities daily routine Language Structure: Reflexive expressions in the present, past and command forms Props
12. describe and communicate the similarities and differences between American culture daily routine and that of a student living in a French-speaking country.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> • illustrate a sequence of a daily routine prior to the start of a typical school day. Narrate story drawn or created via PowerPoint. 	Teacher observation	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech Literacy.	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Responsibilities: Physical Appearance and Personal Care					
Students will be able to:			Students will:		
12. (continued)			<ul style="list-style-type: none"> • produce a journal of the activities they did on a specific day using reflexive expressions and share with the class. • in pairs, take a “care item” such as a toothbrush from a bag and say what the item is and what it is used for. 	Vocabulary quiz Teacher monitors Teacher observation	
13. communicate effectively using reflexive verbs and expressions in a variety of contexts, e.g., personal care and hygiene. Interpret level-appropriate authentic reading in the target language.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1		<ul style="list-style-type: none"> • discuss how to get ready for different situations (school, wedding, fete, etc.). • work in a group to shop for personal items with Euros. 	Note students’ involvement in class discussion Teacher observation using rubric for collaborative work	Vocabulary: physical description vocabulary. articles used for personal care activities daily routine “Contes pour Enfants de Trois Ans.”

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Responsibilities: Physical Appearance and Personal Care (continued)					
Students will be able to:			Students will:		
14. (continued)					<p>Language Structure: Present subjunctive of regular and irregular verbs. Infinitive construction.</p> <p>Impersonal expressions using infinitives and subjunctive.</p> <p>Expressing wishes (volition).</p>
15. compare responsibilities of a teenager in the United States with those of a teenager in a French-speaking country, based on authentic reading.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1		<ul style="list-style-type: none"> generate chart of responsibilities of self and others within the family. Compare the chart with classmates to identify differences among cultures with classroom. 	Observe students' participation and involvement	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Responsibilities: Physical Appearance and Personal Care (continued)					
Students will be able to:			Students will:		
17. debate and analyze authentic family roles and responsibilities based on reading.	7.1.A.1-7 7.1.B.1-4 7.1.C.1, 2, 4 7.2.A.2-4 7.2.B.2-4 7.2.C.1		<ul style="list-style-type: none"> • Read: <i>La Couverture</i> and <i>Ca c'est la Justice</i> and debate the fairness of chores according to gender. • Read: <i>Le Travail, ca paie!</i> Do an oral comparison within a group of chores for teenagers in both France and the United States. <p>Extended Activity for Honors: Write essay of your own family and discuss the responsibilities that each of you has within the home. Make sure you use the vocabulary, idiomatic expressions, and language structure recently learned.</p>	Teacher observation Teacher observation and participation Written rubric	Vocabulary: From reading, shapes, texture, density
18. Describe objects: their shape, dimensions, weight, construction, capacity, material, temperature, consistency.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> • describe in written and oral form with partner shapes of items such as: balloon, pillow, iron, knife, lamp, etc. • work with partner to describe two famous landmarks using online resources. The class will guess the landmark. 	Quiz (identify pictures, shapes, landmarks, etc.) Teacher observation	Vocabulary related to: Shapes of geometrical figures, famous landmarks or monuments, objects in general.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Responsibilities: Physical Appearance and Personal Care (continued)					
Students will be able to:			Students will:		
19. communicate effectively about authentic products or services that can be found at various locations in the target speaking country.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.3 7.2.B.1-5	8.1.A 8.1.B	<ul style="list-style-type: none"> • brainstorm about places to go and items needed for certain activities. Write a list of the places people go to for: cleaning clothes, mailing a letter, buying paper, batteries, soap, envelopes, glue (hairdresser, repairs, cleaners, post office, photo shop, electrician, mechanic). • identify pictures in transparencies. • create a store scene of “solving” a problem. Present it to the class. In groups, will talk about various items or services they need (<i>my dress has a stain, my battery is dead, my watch doesn’t work, the heel of my shoe is broken</i>). • compare shopping habits in France and the United States after reading and analyzing online passages in groups. 	Teacher’s observation of student participation Teacher observation Rubric for oral presentation Teacher monitors	<p>Vocabulary: Specialty stores and people who offer services products found there repairs, hairdresser, cleaners, post office, photo shop, electrician, mechanic, etc.</p> <p>Language Structure: Using pronouns in every tense.</p> <p>Indefinite Quantities: Faire Causatif, pronouns “y” and “en” Verbs with: “a” and “de” Props</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Responsibilities: Physical Appearance and Personal Care (continued)					
Students will be able to:			Students will:		
21. use the <i>faire Causatif</i> to describe actions that people have others to for them.	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<p>participate in a guided written and oral activity sing expressions such as: Subject+conjugated form of Faire+inifinitive verbto better understand how the expressionsare used.</p> <ul style="list-style-type: none"> • in a conversation with a partner, a problem is presented “cette veste a tache” and other students must respond using “le faire causative” to solve problem. • write a letter to their parents, who are on vacation, about what you “have had done” in the house by a third party. <p>Extended activities for Honors: Work in groups of four and develop an online Jeopardy® game using the information just learned.</p>	Teacher observation Teacher observation Written rubric Presentation rubric	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Culture Tradition: Culture (Music)					
Students will be able to:			Students will:		
22. become familiar with French musicians and singers.	7.1.A.1-7 7.1.B.2 7.2.B.4 7.1.C.2 7.1.C.4 7.2.A.1 7.2.A.4 7.2.B.1 7.2.B.2 7.2.C.1	8.1A 8.1.B	<ul style="list-style-type: none"> listen to various types of music/singers via the Tablet PC such as Edith Piaf, Jacques Brel, Patrick Bruel, Patricia Kass, Josephine Baker, Jean-Jacque Goldman, Julien Clerc and focus on target areas through scaffolded activities. 	Teacher's evaluation	<p>Vocabulary: Related to Music</p> <p>Musicians, the genre, the origin, the instruments used. Edith Piaf, Johnny Halladay, JeanpJacques Goldman</p> <p>Music styles: -classical -jazz -social issues -romantic -rap -pop -rock</p> <p>CD/Teacher ipod: Listen to music by artists</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Culture Tradition: Culture (Music)					
Students will be able to:			Students will:		
25. present multicultural aspects of music from the francophone world: Zouk (Antilles), Rai (North Africa), Zydeco (Louisiana).	7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> create a PowerPoint presentation about genre of music from a selected region of francophone world. 	Teacher observation Presentation rubric	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Culture Tradition: Culture (Art and Painters)					
Students will be able to:			Students will:		
26. demonstrate comprehension of and describe Impressionist and post impressionist painters and their work (Manet, Monet, Degas, Renoir, Cezanne, Van Gogh, Morisot, Matisse, Gauguin, Toulouse-Lautrec, Magritte, etc.).	7.1.A.1-7 7.1.B.2 7.1.B.4 7.1.C.2-4 7.1.A.1 7.1.A.4 7.2.B.1-2 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> • be exposed to paintings from different artists and will identify the artists by their characteristics and styles using prior knowledge. • match style or name of artist with a given description (envelope with pieces of paper handed out). • perform Internet research about an Impressionist or Post-Impressionist painter. PowerPoint presentation will contain the life and works of the painter. PowerPoint will include slides with works of the painter as well as slides related to his life. A bibliography will also be included. <p>Extended Activities for Honors: Create a painting modeling one of the artists studied in class. Explain the painting after the class itself has also analyzed it.</p>	Teacher observation Observe students participation Questions and answers Rubric for presentation (oral, written, and visual components must be presented) Rubric for visual (creativity, neatness)	<p>Vocabulary: Art terms</p> <p>Language Structures: Recycle various aspect learned thus far</p> <p>Present and past tenses</p> <p>Trip to the Metropolitan Museum in New York City to see French Impressionist paintings</p> <p>Video: "A Day in the Country" about French Impressionist Painters</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Cultural Tradition: History (50 B.C. to 1945)					
Students will be able to:			Students will:		
27. understand and explain the significance of selected events through French history.	7.1.A.1-7 7.1.B.2 7.1.B.4 7.1.C.2-4 7.2.A.1 7.2.A.4 7.2.B.1 7.2.B.2 7.2.C.1	8.1.A 8.1.B	<ul style="list-style-type: none"> • read excerpts (online and hard copy) about historical French figures and what roles they placed in French history. Names: Francois I, Louis XIII, Louis IV, Louis XV, Louis XVI, Marie Antoinette. • answer reading comprehension question about these historical figures. • match descriptions and names of famous French figures in pair activities. • cite reasons for and consequences of the French Revolution and the rise and fall of Napoleon. 	Teacher observation Collect work Teacher observation Written exam containing: -matching -open-ended questions -identification -essay writing -fill in the blank to La Marseillaise	Vocabulary: History Language Structure: Recycle various aspects learned thus far Reading: Fable Castles Video: -Mario Antoinette -French Revolution -Joan of Arc DVD: -Au Revoir Les Enfants CD: La Marseillaise Poster and time lines

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
Cultural Tradition: History (50 B.C. to 1945)					
Students will be able to:			Students will:		
27. (continued)			<ul style="list-style-type: none"> • develop a time line in groups of four, where each student tries to give as much detail about one of the historical figures from 50 B.C. to 1945. (Vercingetorix to Charles de Gaulle). <p>Extended Activities for Honors: Do a PowerPoint presentation where they will research a historical figure and present his/her life as well as his/her accomplishments.</p>	Presentation rubric Oral discussion/teacher observation Written rubric/group work rubric Presentation rubric	

BIBLIOGRAPHY

TEXTBOOK:

Valette, JeanPaul. *Discovering French – Rouge Nouveau*. New York, New York: DC Heath & Co., 2004.

MULTIMEDIA RESOURCES: TV5Monde, L'Express, Le Petit Nicolas, Images Deux, Panorama, Le Monde, Le Figaro, Paris Match, Libération, Journal Français, PHHS Media Center (DVD's, videos, Authentik online magazine).

WEBSITES:

<http://www.lemonde.fr>
<http://www.lefigaro.fr>
<http://www.liberation.fr>
<http://www.parismatch.com>
<http://platea.pntic.mec.es/7Ecvera/hotpot/chansons/index.htm>
<http://www.parisinfo.com>,
<http://abu.cnam.fr>
<http://www.lepointdufle.net/>
<http://www.mangerbouger.fr/index2.php>
<http://www.tv5.fr/TV5Site/musique/paroles.php>
<http://www.tv5.fr/TV5Site/enseignants/musique.php>
<http://www.tv5.fr/TV5Site/musique/francophone.php>
<http://www.bonjourdefrance.com>
<http://www.rfi.fr/communfr/dynamiques/podcasting.aspx?rubrique=lffr>
http://www.rfi.fr/lffr/articles/001/script_journal_francais_facile.asp
<http://www.bbc.co.uk/languages/french/mafrance/>
<http://www.polarfle.com/>
<http://www.utm.edu/departments/french/french.html>
<http://www.uni.edu/becker/french31.html>

REFERENCES:

New Jersey World Language Curriculum Framework. New Jersey Department of Education, 2005.
Standards for Foreign Language Learning: Preparing for the 21st Century. Yonkers: American Council on the Teaching of Foreign Languages (ACTFL), 1996.

APPENDIX A

AUTHENTIC ASSESSMENT

KEY for corrections of compositions or essays

A	Accent
?	Pas compris / Not understood
O	Orthographe / Spelling
Ac	Accord de sujet et adjectif / Agreement
MI	Mot incorrect / Incorrect word
TV	Temps du verbe / Tense
Sub	Subjonctif / Subjunctive
OM	Ordre de mot / Word order
CO	Conjugation
Ang	Influence de l'anglais / anglicism
^	Besoin de mots / word needed
Ind	Indicatif / Indicative verb
R	Reflechis/ Reflexive verb
I	Infinitif / Infinitive verb

Responsibilities – Home Life Roles

Task: You are a student intern at a French-speaking newspaper. You have been assigned to write an article by the newspaper editor. Write a newspaper article about the different roles of men and women in our society in the U.S. and equity in relation to jobs in the home and at work. Describe what each family member is responsible for at home. Prepare a PowerPoint presentation with illustrations displaying domestic chores done by various members of your family. Do not include any writing on the PowerPoint presentation. Presentation must be done without written script.

Teacher's Notes

Prior Preparation: Students need to read “Ca c’est la Justice” for homework. Students will self-assess their interpretation of the reading by using a story retelling checklist and by answering a set of questions. (Story retelling checklist is enclosed.)

Procedure: Students will:

1. Discuss main issues presented by the story, the setting and the characters.
2. Compare couple in the story with couples in our society.
3. Discuss/debate fairness of chores and responsibilities between genders in our society in and out of the home.
4. Take notes during debate/discussion for an essay on topic.
5. Utilize vocabulary related to domestic chores studied in this thematic unit, the subjunctive in all its situations
6. Include desire, feelings, demand, prohibition, doubt, necessity, impersonal expressions, possibility, infinitives

Homework: Write a newspaper article about different roles of men and women in our society. Is there equality in relation to jobs in the home and work place? Discuss your point of view in detail.

Materials: Textbook – Discovering French Rogue Nouveau
Code to provide feedback and guidance to students in the process of writing and proofreading (attached)
Rubric to assess final copy of the work written by the student (attached)

Assessment: Rubric to evaluate student’s work (attached)

RUBRIC FOR WRITING TASK

Nom _____ Date _____ Français 3

Rubrique – Les Travaux domestiques

	In Progress	Beginner	Intermediate	Advanced
Impersonal Expressions	Lack of use of the expression or understanding of how expression must be used.	Structure of the expression has some errors or not used enough. Student does not fully understand its use.	Expression is used with minimal mistakes in syntax.	Expression is used correctly and in the appropriate situation
Emotions	Inappropriate or lack of use of the expression.	Structure of the expression is not done correctly.	Expression is used with minimal mistakes in syntax.	Expression is used correctly and in the appropriate situation
Wishes	Inappropriate or lack of use of the expression.	Structure of the expression is not done correctly.	Expression is used with minimal mistakes in syntax.	Expression is used correctly and in the appropriate situation
Use of Conjunctions with Subjunctive	Inappropriate or lack of use of the expression.	Structure of the expression is not done correctly.	Expression is used with minimal mistakes in syntax.	Expression is used correctly and in the appropriate situation
Doubt / Negations	Inappropriate or lack of use of the expression.	Structure of the expression is not done correctly.	Expression is used with minimal mistakes in syntax.	Expression is used correctly and in the appropriate situation
Application of Theme	Minimal completion of the task and/or content undeveloped	Partial completion of the task; ideas somewhat developed	Completion of the task; ideas adequately developed	Superior completion of the task; ideas well-developed and well-organized
Appropriate use of Subjunctive	Student does not understand the concept and structure of the subjunctive.	Student makes clear mistakes when using subjunctive constructions.	Student generally understands the concept but makes some mistakes.	Clearly understands the concept and the structure.
Pronunciation - Fluency	Speech sustained throughout with few pauses or stumbling. Needs improvement. Presentation is hard to follow and message is not delivered effectively.	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts. Pronunciation Interferes with the understanding of the message.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech. Demonstrated effort in the presentation to have the message understood with clarity.	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech. Near native use of language with appropriate cultural expressions and practices.
Language Structure	Work has mistakes that interfere with message. Presentation is hard to follow. Minimal effort. Individual extra help needed. Does not reach the level necessary for course.	Work has errors and occasionally distracts the audience from original message. Errors can be avoided with more practice.	Work shows some errors that do not interfere with the message but can be avoided with a further analysis of the work. Effort shows.	Work with minor errors that do not interfere with message. Superior effort is shown.

Other suggestions to the student:**Be careful with:**

- | | | |
|---|--|---|
| <input type="checkbox"/> general grammar | <input type="checkbox"/> passé composé | <input type="checkbox"/> subjunctive |
| <input type="checkbox"/> adjective agreement | <input type="checkbox"/> imparfait | <input type="checkbox"/> be careful with |
| <input type="checkbox"/> subject/Verb agreement | <input type="checkbox"/> appropriate vocab. más | <input type="checkbox"/> “e” at end of word (pronunciation) |
| <input type="checkbox"/> sentence construction | <input type="checkbox"/> need for level | <input type="checkbox"/> need help w/ pronunciation |
| <input type="checkbox"/> ideas are not clear | <input type="checkbox"/> speak louder | <input type="checkbox"/> Other comments: |
| <input type="checkbox"/> verbs in the present | <input type="checkbox"/> consonants must be articulated properly | |

Geography and Environment

Different Environments

Task: You are a summer intern for a bilingual travel agency. The owner asks you to prepare and present cultural information to your colleagues. You must share in detail the steps taken when travelling and include different cultural and tourist attractions. You will create a travel brochure.

Teacher's Notes

Oral Presentation

Procedure: Students will:

1. Prepare and organize a trip to a region of France or a French speaking country taking into consideration the weather, geography, appropriate attire, itineraries and other factors unique to their country.
2. Prepare a Power Point presentation about an imaginary trip to a target country studied based on research.
4. Students have to tell about the places as if they had visited them in detail using both preterit and imperfect tenses and share it with classmates.
3. Evaluate presentations presented and choose at the end the one that was their favorite vacation presented by classmates.

Assessment: Rubric for teacher to evaluate the student's presentation (enclosed)

Chart for student to self evaluate personal performance (enclosed)

Materials: Media Center (Computer and Text Research), Internet, Cultural Videos, Maps

Written Presentation

Procedure: Students will:

1. Use the information researched information about a French speaking country and will create an informative brochure about the country they are presenting.
2. Use pictures to illustrate places of interest in that specific country as well as pertinent information in order to persuade possible visitors to choose their destination.
3. Use appropriate vocabulary learned in thematic unit in order to community about numerous indoor and outdoor activities in that specific county.

Assessment: Rubric to evaluate the student's presentation (enclosed)

Materials: Media Center, Internet, Cultural Videos, Maps

Projet des Vacances - Français 3 - Présentation Orale

	Advanced	Intermediate	Beginner	In Progress
Fluency	Speech sustained throughout with few pauses or stumbling.	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
Pronunciation and clarity	Near native use of language with appropriate cultural expressions and practices.	Demonstrated effort in the presentation to have the message understood with clarity.	Pronunciation Interferes with the understanding of the message.	Needs improvement. Presentation is hard to follow and message is not delivered effectively.
Use of the past tense -passé composé	No errors in expression or very few. Message easily understood. Student has reached or has gone above expectations.	Few errors that do not interfere with comprehension of the message.	Speaker has errors that distract the audience from the message intended. Errors may be avoided with practice and detail analysis of material prior to presentation.	Speaker has errors that interfere with the message delivered. Presentation is hard to follow and understand. Minimum effort is shown in the work presented. Individual help with teacher required.
Use of the imperfect - imparfait	No errors in expression or very few. Message easily understood. Student has reached or has gone above expectations. Near native use of language with appropriate cultural expressions and practices.	Few errors that do not interfere with comprehension of the message. Demonstrated effort in the presentation to have the message understood with clarity.	Speaker has errors that distract the audience from the message intended. Errors may be avoided with practice and detail analysis of material prior to presentation.	Speaker has errors that interfere with the message delivered. Presentation is hard to follow and understand. Minimum effort is shown in the work presented. Individual help with teacher required.
Language structure	Accurate use of verb tenses, grammatical structures and sentence structure.	Reasonably accurate use of verb tenses, grammatical forms and sentences which may contain a few errors which do not interfere with communication	Adequate grammar but with some errors which do not interfere with communication	Persistent errors in grammar, syntax and verb usage which lead to incomprehensibility.
Creativity and originality in presentation	Illustrations are related to the topic and make it easier to understand.	Illustrations are related to the topic and most make it easier to understand.	Some illustrations relate to the topic.	Illustrations do not directly coincide with the presentation and cause confusion to the audience.
Effort in application of theme or topic	Superior completion of the task; content is rich; ideas developed with elaboration and detail.	Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.	Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.	Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.
Content (Destinations)	Requirements are met.	Most requirements are met.	Some required information missing.	Requirements were not met.
Content (preparation for trip)	Requirements are met.	Most requirements are met.	Some required information missing.	Requirements were not met.
Vocabulary and Expression	Strong command of vocabulary related to the topic. Student clearly shows a rich vocabulary.	Good command.	Adequate vocabulary	Persistent errors. Appropriate vocabulary for topic not evident throughout presentation.

**Geography and Environment/Rubric to Assess Writing
Brochure Touristique:**

	Advanced	Intermediate	Beginner	In Progress
Information about Destination	Written presentation is complete and well done.	Written presentation is mostly complete. An item or more are missing.	Written presentation is missing at least half the information required by activity.	Written presentation is missing most of the elements required by activity.
Language Structure	Control of basic language structures with occasional use of advanced language structures.	Control of basic language structures.	Emerging control of basic language structures.	Emerging use of basic language structures.
Presentation Written Application of Topic	Superior completion of the task; ideas well-developed and well-organized. Illustrations are related to the topic.	Completion of the task; ideas adequately developed. Illustrations are related to the topic and most make it easier to understand.	Partial completion of the task; ideas somewhat developed. Some illustrations relate to the topic.	Minimal completion of the task and/or content undeveloped. Illustrations do not directly coincide with the presentation and cause confusion to the audience.
Clarity of Message	Clear. Logically developed. Meaning is unambiguous.	Mostly Clear. Some instances of ambiguity and vagueness.	Somewhat clear. Major instances of ambiguity and vagueness.	Difficult if not impossible to decipher.

Comments:

ORAL ACTIVITY SELF-EVALUATION
Trip Taken to Region in France or French-Speaking Country
Rate yourself in each of the following categories:

- ☆☆☆☆☆ Advanced
- ☆☆☆☆ Intermediate
- ☆☆☆ Beginner
- ☆☆ In Progress
- ☆ Needs Improvement

	☆☆☆☆☆	☆☆☆☆	☆☆☆	☆☆	☆
Content					
• The content was complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas were well organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility					
• I was comprehensible to my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I was comprehensible to my teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary and expressions					
• I used recently learned expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used recently learned vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar					
• I used challenging constructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I used language correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency					
• I spoke in reasonable quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I spoke with few hesitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation					
• I used time in the classroom appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I worked at home in preparation for the presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Nutrition and Food Pyramid
Impressionist Painters
Impressionist Painters**

Task: Your class is going to visit the Metropolitan Museum of Art. You have been assigned to perform research in order to teach your classmates about a specific impressionist painter to be viewed at the museum. Your research will consist of three parts: a written component, a visual component, and an oral component.

Teacher Notes:

Français 3/3H: L'impressionnisme

1. Choisissez une reproduction que vous aimez.
2. Écrivez une biographie de l'artiste et
Écrivez une "critique" du tableau: le thème, la composition, la couleur, la technique, votre opinion.....(montrez / imprimez la peinture)
3. Complétez une affiche, mobile, ou des transparences, représentant la peinture, avec la biographie et la critique, qui vous aidera pour la présentation orale.
4. Présentation orale de votre projet en français: 2 à 3 minutes

Guide pour la recherche Internet:

- Tapez: <http://ea.grolier.com/>

Cliquez sur "how to use", puis sur "Log in", enfin tapez le nom de l'artiste dans la boîte.

- Tapez: <http://metalab.unc.edu/wm/paint>

Cliquez sur "Artist Index", vous avez une biographie et des peintures.

- Finalement, tapez: <http://www.smartweb.fr/orsay/>

Cliquez sur "Guided Visit/Visite Guidée" pour visiter le Musée d'Orsay à Paris. Les Impressionnistes se trouvent à l'étage supérieur.

Des peintres:

Bazille, Frédéric
Boudin, Eugène
Caillebotte, Gustave
Cézanne, Paul
Corot, Jean-Baptiste Camille
Degas, Edgar
Gauguin, (Eugène-Henri)
Seurat, Georges
Signac, Paul
Manet, Edouard
Monet, Claude
Morisot, Berthe
Pissarro, Camille
Renoir, Pierre Auguste
Van Gogh, Vincent

LA PARTIE ECRITE (written component)**PREMIÈRE PAGE**

a. Le premier élève fera une demie-page tapée (double space) de LA VIE DU PEINTRE. Vous décrirez où il/elle est né(e), où a-t-il/elle habité, où a-il/elle voyagé, sa famille, des anecdotes, ses amis, qui l'a influencé ou qui est-ce qu'il a influencé, sa personnalité, a-t-il /elle souffert de problèmes psychologiques, etc.)

b. Le deuxième élève fera une demie-page tapée (double space) des PEINTURES DU PEINTRE. Vous décrirez ses œuvres ou ses peintures (sur les 3 ou 4 plus célèbres peintures du peintre. Parlez du style, le thème, la composition, la technique, les couleurs, la texture, l'histoire de ces peintures, qu'est-ce qu'elles représentent ou montrent. Laquelle est-ce que vous aimez la plus?

*** HONORS STUDENTS: They will do both parts mentioned above.**

DEUXIÈME PAGE

Le premier élève présentera une page avec le portrait. La photo ou portrait doit être suivie par une petite description : la couleur, texture, lumière, description de l'image, etc.

Le deuxième élève présentera une page avec une peinture du peintre. Expliquez la couleur, la structure, le sujet, et une explication de votre choix (pourquoi cette peinture vous plaît).

*** HONORS STUDENTS: They will do both parts mentioned above.**

TROISIÈME PAGE

La bibliographie

LA PARTIE VISUELLE (Visual component)

Une présentation bien organisée, bien présentée, qui montre de l'effort

Powerpoint / transparencies / or Poster

a. Un élève parlera du : peintre (sa vie, le pays d'origine, ses voyages, des anecdotes, sa personnalité, etc.)

b. L'autre élève parlera de : ses œuvres ou ses peintures (les deux plus célèbres peintures du peintre). Parlez du style, le thème, la composition, la technique, les couleurs, l'histoire de ces peintures, qu'est-ce qu'elles représentent ou montrent.....

LA PARTIE ORALE (Oral component)

Vous devez parler pour 2 à 3 minutes. Essayez de parler et prononcer très clairement. FAITES UN EFFORT de prononcer les mots le mieux possible. GARDEZ LE CONTACT DES YEUX. Vous êtes bien préparé€ Votre présentation orale est constante, sans hésitations. Il y a de l'enthousiasme. Vous faites référence aux notes seulement quand il est nécessaire.

Rubric for Written Work – Impressionist Painters

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Does not meet expectations</i>
Grammar	Excellent use of grammar. Uses many challenging constructions	Uses well what is being or has been studied. Uses challenging constructions	Some errors with what is being or has studied
Vocabulary	Excellent use of vocabulary. Used a variety of recently learned vocabulary &/or expressions	Vocabulary at present level of study. Used many recently learned vocabulary &/or expressions	Some use of current / recent vocabulary; key words missing
Spelling	Excellent spelling. Errors almost inexistent.	Very few errors in spelling and accent marks.	Errors in spelling and accent marks found throughout document.
Content <i>(organization/ addresses topic/ complete)</i>	Topic fully addressed, excellent organization (many detailed examples). has introduction, middle and conclusion.	Topic addressed, good organization. Some aspects of essay writing missing.	Topic not fully addressed, organization at times incongruent.

Rubric for Visual (PowerPoint/Poster) – Impressionist Painters

	Advanced	Intermediate	Beginner	In Progress
Appearance	Extremely eye appealing, professional looking.	Attractive, neat	Somewhat attractive or neat	Sloppy, effort not shown
Content	All quality components chosen demonstrate a high level of reasoning.	Quality components chosen demonstrate clear reasoning	Some components chosen demonstrate clear reasoning	Few or none of the components chosen demonstrate clear reasoning
Organization	Striking organization that makes the presentation flow smoothly.	Organized, definite transition between points, slides, pictures, topics.	Fairly organized, good transition of points, slides, pictures, topics.	Nothing in order, appears thrown together, no transition.
Completeness	Contains required pieces (slides, pictures, topics).	Contains most required pieces.	Is missing several of the required pieces.	Missing most of the required pieces.

Rubric for Oral Presentation– Impressionist Painters

	Advanced	Intermediate	Beginner	In Progress
Pronunciation	Accurate throughout, near native.	Understandable, with very few errors.	Some errors, but still understandable.	Poor pronunciation, very anglicized.
Fluency	Smooth delivery.	Fairly smooth.	Unnatural pauses.	Halting, hesitant, long gaps.
Comprehensibility	Easily understood.	Understood.	Difficult to understand.	Incomprehensible.
Vocabulary	Extensive use of targeted vocabulary.	Some use of targeted vocabulary	Minimal use of targeted vocabulary.	Fails to use targeted vocabulary.
Performance	Lively, enthusiastic; good eye contact.	General enthusiasm; some eye contact	Low energy; limited eye contact.	Reads from cards, monotonous; no eye contact.

APPENDIX B

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

2009 New Jersey Core Curriculum Content Standards - World Languages

Content Area	World Languages		
Standard	7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	A. Interpretive Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-Mid	<p>Linguistic:</p> <ul style="list-style-type: none"> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text. <p>Cultural:</p> <ul style="list-style-type: none"> Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) 	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
		7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

	<ul style="list-style-type: none"> ○ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ○ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) ○ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) ○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
--	--

Strand	A. Interpretive Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Novice-High</u></p>	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. 	<p>7.1.NH.A.1</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.</p>
		<p>7.1.NH.A.2</p>	<p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <u>physical response</u>.</p>
		<p>7.1.NH.A.3</p>	<p>Recognize some common gestures and <u>cultural practices</u> associated with target culture(s).</p>
		<p>7.1.NH.A.4</p>	<p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>
		<p>7.1.NH.A.5</p>	<p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>
		<p>7.1.NH.A.6</p>	<p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, <u>culturally authentic materials</u>.</p>
	<p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) 		

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce

	<p>resources].)</p> <ul style="list-style-type: none"> ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	
--	--	--

Strand	A. <u>Interpretive Mode</u>
---------------	------------------------------------

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<p><u>Intermediate-Low</u></p>	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this 	7.1.IL.A.1	Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and <u>cultural practices</u>) in the target culture(s) and in one’s own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
		7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <u>culturally authentic materials</u> .
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
		7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

understanding should include, but are not limited to: history, science, economics, and [geography](#).)

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

	<ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	
--	---	--

Strand	A. Interpretive Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Intermediate-Mid</u></p>	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences <u>independently</u></i> to:</p> <ul style="list-style-type: none"> ○ Identify the main idea and some supporting details when reading. ○ Understand the gist and some supporting details of conversations dealing with everyday life. ○ Infer the meaning of some unfamiliar words when used in familiar contexts. 	7.1.IM.A.1	Compare and contrast information contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
		7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
		7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and <u>cultural practices</u>) in the target culture(s) to determine the meaning of a message.
		7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
		7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
		7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, <u>culturally authentic materials</u> .
		7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
		7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
	<p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) 		

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

	<ul style="list-style-type: none"> ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	
--	--	--

Strand	A. Interpretive Mode
---------------	---

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-High	<p>Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> ○ Analyze written and oral text. ○ Synthesize written and oral text. ○ Identify most supporting details in written and oral text. ○ Infer meaning of unfamiliar words in new contexts. ○ Infer and interpret author’s intent. ○ Identify some cultural perspectives. ○ Identify the organizing principle in written and oral text. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of 	7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Analyze and critique readings from culturally authentic materials .
		7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
		7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.

the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

- Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include,

	<p>but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> ○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 	
--	---	--

Strand	A. Interpretive Mode
---------------	---

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
-------------------	-------------------	------	-------------------------------------

<p><u>Advanced-Low</u></p>	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> ○ Analyze written and oral text. ○ Synthesize written and oral text. ○ Identify most supporting details in written and oral text. ○ Infer meaning of unfamiliar words in new contexts. ○ Infer and interpret author’s intent. ○ Identify some cultural perspectives. ○ Identify the organizing principle in written and oral text. 	<p>7.1.AL.A.1</p>	<p>Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.</p>
		<p>7.1.AL.A.2</p>	<p>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p>
		<p>7.1.AL.A.3</p>	<p>Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p>
		<p>7.1.AL.A.4</p>	<p>Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p>
		<p>7.1.AL.A.5</p>	<p>Evaluate information from oral and written discourse dealing with a variety of topics.</p>
		<p>7.1.AL.A.6</p>	<p>Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p>
		<p>7.1.AL.A.7</p>	<p>Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p>
		<p>7.1.AL.A.8</p>	<p>Analyze elements of the target language that do not have a comparable linguistic element in English.</p>
	<p>Cultural:</p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist 		

FRENCH LEVEL 3/3H

in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)

- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

Content Area		World Languages	
Standard		7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strand		B. <u>Interpersonal Mode</u>	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Novice-Mid</u>	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases independently</i> to: <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences. ○ Describe people, places, and things. 	7.1.NM.B.1	Use <u>digital tools</u> to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
		7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
		7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
		7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
		7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
	Cultural: <ul style="list-style-type: none"> ○ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ○ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the 		

development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

	(Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
--	---

Strand	B. <u>Interpersonal Mode</u>
---------------	-------------------------------------

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-High	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. 	7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
		7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
		7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
		7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
		7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
	<u>Cultural:</u>		

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent

	<p>varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</p> <ul style="list-style-type: none"> ○ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
--	---

Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Intermediate-Low</u></p>	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. 	7.1.IL.B.1	Use <u>digital tools</u> to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
		7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
	<p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events 		

- occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
 - Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
 - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
 - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
 - Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

	<ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
--	---

Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Intermediate-Mid</u></p>	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Ask and answer questions related to everyday life. ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Initiate, maintain, and end a conversation. ▪ Ask for and give permission. ▪ Express needs. ▪ Give reasons. ▪ Request, suggest, and make arrangements. ▪ Extend, accept, and decline an invitation. ▪ Express an opinion and preference. 	<p>7.1.IM.B.1</p>	<p>Use <u>digital tools</u> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>
		<p>7.1.IM.B.2</p>	<p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p>
		<p>7.1.IM.B.3</p>	<p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>
		<p>7.1.IM.B.4</p>	<p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>
		<p>7.1.IM.B.5</p>	<p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>
	<p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events 		

occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

	<ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
--	---

Strand	B. Interpersonal Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Intermediate-High</u></p>	<p>Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> ○ Infer meaning of unfamiliar words in new contexts. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Make and change plans. ○ Offer advice. ○ Handle a situation with a complication. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population 		<p>7.1.IH.B.1 Use <u>digital tools</u> to participate in extended conversations using a variety of timeframes to exchange information.</p>
	<p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p>		
	<p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p>		
	<p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>		
	<p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>		
	<p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p>		

growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

	<ul style="list-style-type: none"> ○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 	
--	---	--

Strand	B. Interpersonal Mode
---------------	--

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Advanced-Low	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> ○ Infer meaning of unfamiliar words in new contexts. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Make and change plans. ○ Offer advice. ○ Handle a situation with a complication. 	7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
		7.1.AL.B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
		7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
		7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
		7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
		7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)

- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)

- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

	<ul style="list-style-type: none"> ○ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 		
--	--	--	--

Content Area	World Languages		
Standard	7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.		
Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Novice-Mid</u></p>	<p>Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases independently</i> to:</p> <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ○ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.) ○ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) ○ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this 	<p>7.1.NM.C.1</p> <p>7.1.NM.C.2</p> <p>7.1.NM.C.3</p> <p>7.1.NM.C.4</p> <p>7.1.NM.C.5</p>	<p>Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
--------------------------	--	---	---

	<p>understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <ul style="list-style-type: none"> ○ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) ○ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.) ○ Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
--	--

Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Novice-High</u></p>	<p>Linguistic: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, 	<p>7.1.NH.C.1</p> <p>7.1.NH.C.2</p> <p>7.1.NH.C.3</p> <p>7.1.NH.C.4</p> <p>7.1.NH.C.5</p>	<p>Recombine basic information at the word and sentence level related to self and targeted themes to create a <u>multimedia-rich presentation</u> to be shared virtually with a target language audience.</p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>Describe in writing people and things from the home and school environment.</p> <p>Tell or retell stories from age- and level-appropriate, <u>culturally authentic materials</u> orally or in writing.</p> <p>Tell or write about <u>cultural products</u> associated with the target culture(s), and simulate common <u>cultural practices</u>.</p>
---------------------------	---	---	--

but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and

	<p>migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
--	--

Strand	C. Presentational Mode
---------------	---

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<p>Intermediate-Low</p>	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences independently</i> to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) 	7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
		7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
		7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#).)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that

	<p>assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <ul style="list-style-type: none"> ○ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
--	--

Strand		C. Presentational Mode	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Intermediate-Mid</u></p>	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> <u>independently</u> to:</p> <ul style="list-style-type: none"> ○ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ▪ Express needs. ▪ Give reasons. ▪ Express an opinion and preference. ▪ Request and suggest. 	<p>7.1.IM.C.1</p>	<p>Synthesize information related to the <u>cultural products</u>, <u>cultural practices</u>, and <u>cultural perspectives</u> associated with targeted culture(s) to create a <u>multimedia-rich presentation</u> on targeted themes to be shared virtually with a target language audience.</p>
		<p>7.1.IM.C.2</p>	<p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>
		<p>7.1.IM.C.3</p>	<p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>
		<p>7.1.IM.C.4</p>	<p>Synthesize information found in age- and level-appropriate <u>culturally authentic materials</u>.</p>
		<p>7.1.IM.C.5</p>	<p>Compare the <u>cultural perspectives</u> of the target culture(s) with those of one’s own culture, as evidenced through the <u>cultural products</u> and <u>cultural practices</u> associated with each.</p>
	<p>Cultural:</p> <ul style="list-style-type: none"> ○ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ○ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.) ○ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social 		

sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#), social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection;

	<p>discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> ○ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	
--	---	--

Strand	C. <u>Presentational Mode</u>
---------------	--------------------------------------

Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Intermediate-High</u>	<p>Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can <i>use connected sentences and paragraphs independently</i> to:</p> <ul style="list-style-type: none"> ○ Synthesize written and oral text. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Offer advice. 	7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
		7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
		7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
		7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials .
		7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.
		7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

- Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)

- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)

- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)

	<ul style="list-style-type: none"> ○ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ○ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 	
--	--	--

Strand	C. Presentational Mode		
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

<p><u>Advanced-Low</u></p>	<p>Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to:</p> <ul style="list-style-type: none"> ○ Synthesize written and oral text. ○ Identify some cultural perspectives. ○ Narrate and describe across a wide-range of topics. ○ Compare and contrast. ○ Offer and support opinions. ○ Persuade someone to change a point of view. ○ Offer advice. 	<p>7.1.AL.C.1</p>	<p>Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>
		<p>7.1.AL.C.2</p>	<p>Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p>
		<p>7.1.AL.C.3</p>	<p>Use language creatively in writing for personal, career, or academic purposes.</p>
		<p>7.1.AL.C.4</p>	<p>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>
		<p>7.1.AL.C.5</p>	<p>Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.</p>
		<p>7.1.AL.C.6</p>	<p>Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.</p>
		<p>Cultural:</p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ○ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist 	

in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)

- Observing and/or participating in the [four art forms](#), across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)

APPENDIX C

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR TECHNOLOGICAL LITERACY**

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related for review.
8.1.12.A.3		Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
8.1.12.A.4		Construct a spreadsheet workbook with multiple worksheets,	

			rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area	Technology		
Standard	8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	B. Creativity and Innovation: <i>Students demonstrate a creative thinking, construct knowledge and develop innovative products and process using technology.</i>		
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Apply existing knowledge to generate new ideas, products, or processes.		
6-8	Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area	Technology		
Standard	8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>		

FRENCH LEVEL 3/3H

Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		
6-8		Communicate information and ideas to multiple audiences using a variety of media and formats.	8.1.8.C.1
9-12	<p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>	8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts,, and present ideas for feedback through social media or in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
	Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Plan strategies to guide inquiry.	8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.		
	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.		
9-12	Process data and report results.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
	Plan strategies to guide inquiry.		
	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.		
9-12	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
	Process data and report results.		
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and	

		communicate knowledge.	
Strand		F. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
9-12	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area	Technology
---------------------	-------------------

Standard		8.2 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication – smart phone for mobility needs.)
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, relate to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.1.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		B. Technology Operations and Concepts: <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and/or experts.
		8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and	8.2.12.B.1	Research and analyze the impact of the design constraints

	political effects of technology.		(specifications and limits) for a product or technology driven by a cultural, social, economic or political needs and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		B.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovations and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		D. Abilities: <i>Collaborate and apply a design process to solve a simple problem from everyday experiences.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
	Assess the impact of products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem

			using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources [e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software] in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications,

			and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).