

WPARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE

FOR

WORLD LANGUAGES

FRENCH IV/IV HONORS

WLA 413/WLA 414

APPROVED BY THE
BOARD OF EDUCATION

January 24, 2013

Revised: July 1995
Revised: October 2009
Last Revised: January 2013

“Knowing how, when, and why to say what to whom”**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 Languages 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.
- Furnishing 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.

This course was developed as a result of the State of New Jersey initiative to implement Core Curriculum Content Standards for World Languages.

RATIONALE

The World Language 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 which, 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 student can do in the language. They, in turn, become the foundation upon which we must base our scope and sequences 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 their activities or interests, whereas 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 Content Standards upon which we have based our expectations.

Students begin their study of French in Grade 6 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 and 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 4/4H is divided into instructional units, with recycling themes based on the levels of proficiency and the modes of communication and is designed for students in Grades 11 and 12. 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 a grammatical structure as its focus, there is an emphasis on increasing proficiency in communication on a variety of everyday 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 languages are 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 phrases. 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 U.S. and that of the countries of the target language. 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.

Thematic Outline

World Citizenship

1. *Living Abroad*

- a. Well-being / comparison of health care in France and the U.S.
- b. A visit to the doctor / dentist

Vocabulary: *In the waiting room of a doctor's office, the doctor's office, describing symptoms to a physician, names of illnesses or diseases, giving advice to a patient*

Language structure: *The tense and mood of verbs, express subjunctive through disbelief, wish, necessity, emotion or feeling, doubt, and possibility. Use the infinitive with one subject. Express the past subjunctive.*

- c. Living
 - 1.Meeting downtown
 - 2.Types of housing
 - 3.The country –vs.- city life / geography of French cities

Vocabulary: *Arrange to meet someone, describe the type of housing,*

Language structure: *The use of the imperfect with “if” expressions, the pluperfect, the conditional, polite requests, past conditional, review of “if” clauses*

- d. Describing friendship and personal relationships

Vocabulary: *Talk about friends and personal relationships, feelings, how to congratulate someone, how to console someone,*

Language structure: *reciprocal / reflexive verbs, relative pronouns “qui” and “que”, prepositions with “qui” and “lequel”, relative pronoun “dont” and expressions that take it.*

- e. The phases of Life
 - 1.Birth
 - 2.Childhood
 - 3.Adolescence
 - 4.Adult life
 - 5.Old age

Vocabulary: *Phases of life*

Language structure: *ce que, ce qui, ce dont*

- f. Deciding on a college major
- g. Planning for a career

Vocabulary: areas of study, professions, how to present oneself at an interview, looking for a job, writing a resume and cover letter

Language structure: prepositions + infinitive, past infinitive, present participle, subjunctive used after certain conjunctions which express: purpose or intent, condition or restriction, time limitation

2. *Exploring Cultures*

- a. France and Europe
- b. Diversity & Immigration in France
- c. Humanists helping people at home and abroad

Vocabulary: related to the European Union, the economy, unemployment, crime, homeless people, charity work, the work of humanists in France and abroad, immigration issues such as integration and assimilation,

Language Structure: review of all tenses, mainly the subjunctive and past subjunctive mood

- d. France and the French Antilles
- e. France and Francophone Africa

Vocabulary: Historical and cultural facts about Martinique, Guadeloupe, Haiti, Francophone Africa, writers like Aimé Césaire, David Diop, and Leopold Senghor, vocabulary varied

Language Structure: Review of “if” clauses:

Present / Future or imperative
Imperfect / Conditional
Pluperfect / Past conditional

- f. Antoine de Saint Exupéry – *Le Petit Prince*

Vocabulary: Introduction and usage of vocabulary from all chapters in *Le Petit Prince*

Language Structure: Review of the simple past, (literary past) and all tenses covered thus far in French

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

COURSE NO: WLA 413/WLA 414

TITLE: FRENCH IV/IV HONORS

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, 2, and 3 Curricula, students will:

1. use the subjunctive in a variety of settings in communicative contexts.
2. compare and contrast American versus French health practices.
3. compare and contrast the importance of mineral water in France versus other countries in the world.
4. express emotions, fear, doubt, and affirm their beliefs through varied communicative contexts.
5. become familiar with how the French help provide health care to less fortunate people around the world (Doctors without Borders = Les Médecins Sans Frontières)
6. research French humanists who contributed to betterment of cotemporary French society, in addition to Dr. Kouchner (*L'Abbé Pierre, Coluche, Harlem Désire*).
7. demonstrate an understanding of *En Voyage* by Guy de Maupassant through oral and written discourse.
8. read excerpt, discuss, and analyze *Les Misérables* by Victor Hugo. (Include the parallels between the novel and the uprisings in post-revolutionary France.)
9. view the film *Les Misérables* in French and expand on two central themes that dominate the novel: moral redemption of its main character, Jean Valjean, an ex-convict, and the moral redemption of a nation through revolution.
10. expand their understanding of Hugo's novel, *Les Misérables*, through music and lyrics from Paris' musical soundtrack.
11. compare and contrast the role of France and other countries in the European Union from 1994 to the present.
12. examine the reasons and consequences of recent immigrations into France from French-speaking countries.
13. discuss the dilemma of integration and learn about the influence that the north African population has had in France: religion, food, music, literature, and vocabulary.

COURSE PROFICIENCIES AND GRADING PROCEDURES continued

14. compare and contrast the advantages and disadvantages of urban life through varied communicative contexts.
15. learn how to arrange to meet friends.
16. use the subjunctive to make wishes or suggestions
17. compare and contrast a typical French city with an American city and describe the neighborhood.
18. explain where people live and describe different types of housing and services.
19. formulate polite requests and express what would happen, what people would do in certain circumstances.
20. indicate what they would do in certain circumstances.
21. formulate polite requests and use indirect speech.
22. describe city life and discuss types of artists found in the streets of Paris and other large cities of France.
23. express what would have happened under certain circumstances using the past conditional construction.
24. discover what friendship and family mean to French people.
25. talk about friends and acquaintances.
26. compare and contrast what young people in France do to help the disadvantaged.
27. discuss relationships and explain how people get along and interact with one another.
28. congratulate, comfort, express sympathy when others are feeling down.
29. discuss how people interact with each other using verbs in a reciprocal sense.
30. describe people and things in a clear, complete and complex manner using relative pronouns “qui / que / don’t.
31. learn what is involved in planning a wedding in France.
32. describe the various phases of the life cycle.
33. use relative pronouns in dialogs and pair activities, as well as three new relative pronouns: ce qui, ce que, ce dont.
34. view French film which deals with human relationships, reciprocity, and phases of life.
35. read *Le Petit Prince* and interpret the text through varied activities in each mode.
36. discover what the “bac” is and why it is so important to French high school students.
37. use vocabulary related to high school, studies, and certain professions and future plans.
38. plan on a college major, a career and discover which are the most popular schools and professions in France.
39. explain the purpose of an action, using a preposition with infinitive construction after “in order to” in French.

COURSE PROFICIENCIES AND GRADING PROCEDURES continued

40. explain the timing, conditions, and constraints of an action using the more prepositions with infinitive construction after “without”, “before”, “instead of”, and “provided that/on condition that”.
41. describe an action that takes place before the action of the main verb.
42. describe simultaneous actions.
43. describe the work experience and personal qualifications while seeking a job in a French-speaking country.
44. use conjunctions accurately with the subjunctive tense and differentiate between them with the use of the infinitive.
45. examine and demonstrate an understanding of the relationship between practices and perspectives of the cultures of the francophone world, specifically Western Africa and French Antilles.
46. become familiar with renowned French writers from the 17th, 18th, and 19th centuries in relation to historical periods.

**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>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>

ADAPTATION STRATEGIES FOR HONOR 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 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;
- Receiving handouts, information for web searches, etc., 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.

WORLD LANGUAGE FOR413/FOR414 FRENCH LEVEL 4/4H

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>1. use the subjunctive in a variety settings in communicative contexts.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>	<p>8.1.8.B.1 8.1.12.A.3 8.1.12.F.1</p>	<ul style="list-style-type: none"> • describe how people are feeling based on illustrations. • take part in a directed dialog to describe a medical problem to a doctor. • research online, in the target language, on a given disease, the general symptoms, parts of the body that the disease affects, complications, ways to avoid contracting it and treatment. • work in pairs. Each will have an imaginary health problem: earache, nausea, fever, cough, cold, etc. Groups invent a product that will treat problem. 	<p>Write a report with findings and present to class</p> <p>Share findings with the class. Work in groups and share information orally</p> <p>Two pairs of students will sit together. One pair will find a product that will treat the other pair’s problems. Monitor oral and collect written</p> <p>Teacher observation</p>	<p>Vocabulary: Related to health and medical visit.</p> <p>Language structure: Subjunctive tense</p>
<p>2. compare and contrast American versus French health practices.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>	<p>8.1.8.B.1 8.1.12.A.3</p>	<ul style="list-style-type: none"> • read about the French and their health. They will choose a topic given for debate and take a position. Topic 1: <i>Le sport est la meilleure prevention contre la maladie.</i> Topic 2: <i>Les médicaments naturels.</i> Topic 3: <i>Les Américains consomment trop de médicaments.</i> 	<p>Half the class will take one position and the other half the other position. For homework the night before each member of group will write their own opinions</p>	<p>Unit 7 thematic vocabulary</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>3. compare and contrast the importance of mineral water in France versus other countries in the world.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> • read about mineral water in France and about “Le Carnet de Santé”. Prepare five to ten questions per page. Each student will ask his/her questions and choose a student to answer. Repeat this until all questions have been answered. 	<p>Teacher monitors accuracy of language in speaking and listening skills and participation</p>	<p>L'eau c'est la santé. Reading and survey of mineral water in France / p. 262</p>
<p>4. express emotions, fear, doubt, and affirm their beliefs through varied communicative contexts.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>	<p>8.1.8.B.1 8.1.12.F</p>	<ul style="list-style-type: none"> • watch video clips and signal specific phrases containing the subjunctive. These phrases may be put on the board or on an overhead transparency and used as reference while a complete explanation of the subjunctive is given. • share their fears with a partner by asking and responding to questions: use “<i>craindre</i>” or “<i>avoir peur</i>” • use their imagination and express the emotions of characters in illustrations given. e.g.: <i>il est content d'avoir un portable/ Il est content qu'elle soit responsable.</i> 	<p>Teacher review</p> <p>Teachers shows illustrations and calls on individual students to express subjunctive expressions</p> <p>Teacher review</p>	<p>Unit 7 / p. 270</p> <p>Use of the subjunctive</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>4. (continued)</p>			<ul style="list-style-type: none"> develop a mnemonic device as a reference on subjunctive. <p>Extended Activity for Honors: Make suggestions to solve the problems that someone mentions to them. Each sentence/suggestion should use an expression that necessitates the subjunctive. Students will categorize the various solutions suggested in terms of the kind of <i>intelligence (s)</i> used. You may also give situations concerning cruel or kind things that someone did to you and ask them to use the subjunctive expressions to explain their feelings about this person.</p> <p>Divide class into pairs and have each partner express a different opinion. Scenarios will be given.</p>	<p>Teacher review</p> <p>Teacher review</p> <p>Teacher observation</p>	<p>Unit 7 p. 273</p> <p>Subjunctive <u>wishes</u> (J'aimerais que..) <u>emotions</u> (Je suis triste que..) <u>impersonal expressions</u> (Il faut que..) relative clauses (Je cherche ..qui..) <u>doubts</u> (Je doute que...) <u>orders</u> (J'ordonne que....) superlatives (C'est le meilleur ...que je)</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
5. become familiar with how the French help provide health care to less fortunate people around the world (<i>Doctors Without Borders</i> = <i>Les Médecins Sans Frontières</i>).	7.1.IH.A.1-5 7.1.IH.B.1-4 7.1.IH.C.1-3		<ul style="list-style-type: none"> read textbook article about <i>Doctors Without Borders</i>. Read article, and in groups of three, answer reading comprehension questions in writing. 	Assign completion of reading for homework and discuss the following day in class	Unit 7 p. 276 <i>Doctors Without Borders</i>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>6. research French humanists who contributed to the betterment of contemporary French society, in addition to Dr. Kouchner ((<i>L'Abbé Pierre, Coluche, Harlem Désir</i>)).</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> write an essay about volunteering for one of the organizations mentioned in the reading. Mention why the humanitarian aspect interests you; what countries you would like to go to and why. <p>Extended Activity for Honors: “Act” as a member of the Nobel Peace Prize committee. The candidate for this prize is Dr. Kouchner. Explain to members of the committee (the students of the class) why you have chosen him.</p> <p>Perform research and prepare a PowerPoint® presentation talking about the life and accomplishments of these renowned leaders. Students will work in the media center, classroom, and at home to finish outline, rough and final drafts before presenting. why; Imagine that Dr. Kouchner will visit your village and you must write to the local newspaper explaining to the local authorities who Dr. Kouchner is and what he has done.</p>	<p>Follow written rubric for the essay assigned</p> <p>Teacher assesses oral activity – speaking rubric</p> <p>Project rubric assessing group, written, visual, and oral work</p>	<p>Some of these humanists are: <i>L'Abbé Pierre, Coluche, Harlem Désir</i>, and other French citizens who have been granted the Nobel Peace Prize.</p> <p>p. 294-300</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>7. demonstrate an understanding of <i>En Voyage</i> by Guy de Maupassant written/narrated from the point of view of a doctor. They will be able to use many of the words recently learned about health.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • retain important elements of the story from the use of transparencies. Use “<i>Anticipons un peu</i>” activities to set the stage for the story. • answer specific questions related to the story to assess reading comprehension. • write a paragraph giving their opinion and reasons behind their views. • divide into groups. They will discuss the following questions and prepare answers to present to the class: • a votre avis, pourquoi Ivan pleure-t-il? • est-ce pare qu’il est triste de quitter la comtesse ou est-ce pare ce qu’il est heureux de rentrer en Russie? 	<p>Notebook check</p> <p>Teacher review</p> <p>Share orally with class and collect</p> <p>Oral assessment</p> <p>Oral assessment</p> <p>Oral assessment</p>	<p>Lang. Structure: Le Passé Simple</p> <p>p. 283 - 290</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
7. (continued)			<p>Extended Activity for Honors: Write a biography of the main character, la comtesse Marie Baranows.</p> <p>Write a page from la comtesse’s point of view describing the scene of the train.</p> <p>Write a letter to la comtesse, from the point of view of the stranger, where you admit the true feelings to her.</p>	<p>Teacher review</p> <p>Writing rubric</p> <p>Writing rubric</p>	<p>Lang. Structure: Le Passé Simple</p> <p>p. 283 - 290</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>8. read excerpt, discuss, and analyze <i>Les Misérables</i> by Victor Hugo. They will learn about the setting and the parallels between the novel and the uprisings in post-revolutionary France.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • review reading packets, timeline, questions, and lyrics/songs • view a brief biography of Victor Hugo via Tablet PC. • discuss the parallels using MS Excel two-column table between the novel and French history timeline. • discuss the changes and effects that took place as a result of the revolution: measuring system, currency, etc. • read 84-94 and answer reading comprehension questions 1 through 18. • work in pairs to describe characters thus presented in the story. Also describe key vocabulary and expressions. 	<p>Teacher observation</p> <p>Notebook check</p> <p>Notebook check</p> <p>Teacher monitors</p> <p>Teacher review</p> <p>Teacher monitors</p>	<p>Packet handout out Les Chandeliers de l'Evêque</p> <p>Film: Les Misérables with Liam Neeson</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>8.(continued)</p>			<ul style="list-style-type: none"> • complete three sets of questions related to: Chez l'Évêque, Le Petit Gervais, Le Père Madeleine, and Javert. • write a paragraph about “la voix” (the voice) that Jean Valjean hears when he finds out that another man has been mistaken to be Jean Valjean and accused of a crime. 	<p>Collect and grade for completion and accuracy.</p> <p>Written rubric</p>	<p>In addition, mention if their opinions of Jean Valjean have changed after he denounces himself in front of the court judges.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
9. (continued)					<p>How does Hugo incorporate the ideas of the revolution in his novel, why is the book called Les Misérables, how does Hugo demonstrate his position through Marius Pontmercy, what does the death of Gavroche signify, how does the relationship between Javert and Valjean end with the suicide of Javert, how does Cosette change Valjean's life, the horrible dilemma of revealing his identity after Valjean's promise to Fantine, Marius' love for Cosette and the republic, morality versus the law.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>9. (continued)</p>			<p>Extended Activity for Honors: Type a two-page essay, double spaced on one of the following topics:</p> <ol style="list-style-type: none"> 1) forgiveness, sacrifice, courage- Thanks to forgiveness, sacrifice, and courage one can save someone’s life. Life may also be destroyed by the absence of these qualities. 2) change and transformation- Jean Valjean’s, the protagonist, is transformed from a violent man, convict, to a man capable of heroic love and sacrifice. The force that transforms him is love, from the Bishop and Cosette, explain. 3) inspector Javert- He serves as Valjean’s nemesis throughout the novel, continually threatening to expose his past and bring him under the control of the law. In his exaggerated devotion to duty and his lack of compassion, Javert represents a punitive, vengeful form of justice. Why can’t he accept the fact that Valjean’s has spared his life? 	<p>Written rubric to assess language structure Vocabulary Spelling Content (organization of ideas)</p>	<p>Refer to reading packet / notes</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>10. expand their understanding of Hugo’s novel, <i>Les Misérables</i>, through music and lyrics from Paris’ musical soundtrack.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • sing along with the lyrics from an iPod® which demonstrate what Victor Hugo says his book is about. • receive lyrics of songs. • listen and sing along to French lyrics/songs listed above. • listen to songs again but with blanks that must be filled in. May work with a partner when filling in the blanks. After work has been done alone or with partner, teacher will show complete songs/lyrics on screen through Tablet/PC and projector. 	<p>Choral response</p> <p>Cloze procedure</p> <p>Choral response</p> <p>Teacher observation</p>	<p>Lyrics handout out</p> <p>Use iPod® to play songs</p> <p>Lyrics analyzed are: <i>À la volonté du people</i> <i>Le Coeur au Bonheur</i> <i>Epilogue: La Lumière</i> <i>Valjean chez les Thénardier</i> <i>Demain</i> <i>Gavroche</i> <i>Rouge et Noir</i></p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
11. discover the role of France in the European Union. They will become familiar with the history of European Community, its members, and its changes from 1994 to the present.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4	8.1.12.F.1	<ul style="list-style-type: none"> • take notes from a teacher Powerpoint presentation about the unification of Europe and the entrance of France into the Union. • read articles about the chronology of the Union from 1944 to the present. • write a paragraph for the summary and a paragraph for reaction of the reading. • discuss in front of the class their individual reactions to the economic and political integration of Europe. Students will also make specific mention of the conversion from francs to Euros. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • write a paragraph and illustration showing a change of French culture after the unification of Europe. Some examples are: the Euro, the passport, the food, cars, exchange programs, vacation spots, job opportunities, preferring peace over wars suffered from 1914 to 1945. 	Teacher observation Notebook check Notebook check Writing rubric Teacher observation Writing rubric	p. 292 -293 Powerpoint notes Articles Compare francs and euros / show samples

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
12. examine the reasons and consequences of recent immigrations into France from French-speaking countries.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4	8.1.12.F.1	<ul style="list-style-type: none"> • divide into groups and will do a short research project, either using the Internet or traditional resources. The project should focus on recent newspapers and magazine articles on immigration in both France and the U.S. Students will comment on similarities and differences and write a short description of the articles they read. • watch video clips from <i>Le Gone du chaâba</i> and through different activities, analyze the issue of illegal immigration from northern Africa (Le Maghreb: Algérie, Maroc, Tunisie) • discuss the factors that stimulated immigration from Le Maghreb to France. 	<p>collect work and use written rubric</p> <p>Oral discussion and analysis Make sure students are speaking only French during discussion</p>	<p>p. 296-299</p> <p>Articles from Le Monde francophone as well as from TV5Monde</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
<p>13. discuss the dilemma of integration and learn about the influence that the north African population has had in France: religion, food, music, literature, and vocabulary.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • complete questionnaire to assess knowledge of Arab influence in France. • read authentic articles from the magazine “<i>Le Français dans le Monde</i>” and from the organization SOS racisme concerning immigrants of Arabic descent who have become integrated and contributed to French society. • work in pairs and role-play an interview between a journalist and Harlem Désir twice, allowing each person to play both roles. Students should use their imagination, asking questions about S.O.S. Racisme and its creation, etc. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • work in groups. Brainstorm ideas for a logo and motto (in French) to promote peace and tolerance. Each group should choose one of the suggested ideas and complete its logo and motto for display. 	<p>Question and Answer</p> <p>Teacher observation</p> <p>Teacher observation Writing rubric</p> <p>Teacher observation</p>	<p>Same as above p. 300, 301</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
14. learn about the advantages and disadvantages of urban life through readings, speaking, and writing activities.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4	8.1.12.A.2	<ul style="list-style-type: none"> • read how cities developed historically and what they look like. • make brief historical summary of the city you live in or large city in the U.S. You may mention when it was founded, by whom, and why, how it was developed, and how many inhabitants it has today. • work in pairs and construct an interview based on the information/survey from reading “Ville ou Campagne”. The interviewer should ask questions of the interviewee who will give answers based on the information presented, or on personal opinion. • work in pairs to create a list in order of importance of advantages and inconveniences of living in their city. • create a brochure with a partner, where they explain to French tourists the advantages of visiting their city. Must be specific. For example, describe in detail places, things to do, etc. 	Teacher review Students share with class and teacher collects work Students should use the grammatical structure and vocabulary learned in unit. Collect all work Teacher review Rubric used to assess brochure assignment	Unit 8 p. 302 - 305

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>15. learn how to arrange to meet friends.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • write a group story, each person contributing two sentences. The premise of the story should be that students met their friend/friends somewhere • divide into pairs and prepare and present the following scenario: <i>Un rendez-vous.</i> 	<p>Student write on their notes and later on the board to share with class. "Secretary" of each group write on board</p> <p>Teacher observation</p>	<p>p. 306, 307 Partie 1</p> <p>Encourage students to be original and creative, and to use as much vocabulary from "<i>un rendez-vous</i>" section. At least one of the student's sentences should include a vocabulary word. As the story is created, a secretary will copy it onto the board. Switch secretaries after several sentences.</p> <p><i>Votre camarade français(e) et vous, vous avez décidé de sortir ensemble ce weekend. Décidez 1) d'une activité à faire / 2) d'un endroit pour le rendez-vous / 3) d'une heure. Composez et jouez le dialogue correspondant avec votre partenaire qui va jouer le rôle de votre camarade français(e).</i></p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
16. learn how to make wishes or suggestions	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • imagine that they are <i>Quasimodo</i> or <i>Belle</i> and express a wish using the imperfect (<i>si tu m'aidais...</i>) • make a suggestion to one of their friends, to their parents or to the principal of the school using the imperfect. • create three groups. The first group comes up with three or four sentences that explain what students did during summer vacation last year as compared with the year before. Have the second group come up with three or four sentences, imagining that they are Remy the rat (<i>Ratatouille</i>). What did Remy notice had happened when he got back from his day out in Paris? Have the third group come up with sentences that give excuses for why people are not getting their holiday presents this year. Each group should be using the pluperfect in all of their sentence • complete homework using the pluperfect. 	<p>Teacher monitors guided oral activity</p> <p>Same as above</p> <p>Teacher observation</p> <p>Teacher review</p>	<p>p. 308 The use of the imparfait in proposing ideas</p> <p>This activity may be expanded by asking students to draw cartoons with their wishes as captions or speech bubbles</p>

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The student will be able to:			Students will:		
17. discover what a typical French city is composed of and describe their neighborhood.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • read article about La géographie des villes françaises. They will use it as the basis for a class project comparing the geography of French and U.S. cities and towns. • imagine that they are going spend a year in a big French city. Where would they prefer to live? In an old part of town or downtown? In a residential neighborhood? In the suburbs? In a new city? Explain why. • take notes in French with explanations as to what “La ville: vieille/centre, les quartiers résidentiels, la banlieue, les villes nouvelles” are. 	<p>In pairs, they will present PowerPoint® showing differences between French and U.S. cities</p> <p>Class discussion / teacher assess participation, language accuracy, vocabulary use</p> <p>Notebook check</p>	<p>p. 310 – 314</p> <p>They may wish to work with the history and social studies teachers, or local historical society or library, to produce a report complete with maps, photos, and illustrations.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
18. explain where people live and describe different types of housing. The student will also be able to name the various services that a city offers.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • each receive an equal number of vocabulary words. Ask them to write definitions or explanations for each word. Each student then reads the definitions aloud and the class tries to guess which vocabulary word matches the definition. • prepare a survey and an interview with a partner for the school paper, which discusses where the students live with respect to the school and in what type of houses and neighborhoods they live. Dialog should be at least 5-6 lines per person. • take notes on HLM housing. This type of housing is subsidized by French government funds to provide moderately priced housing for low-income families. 	<p>Vocabulary quiz</p> <p>Rubric to asses survey questions and dialog</p> <p>Notebook check</p>	P. 312, 313 Partie 2

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>19. formulate polite requests and express what would happen, what people would do in certain circumstances.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>	<p>8.1.12.A.2</p>	<ul style="list-style-type: none"> • watch video module and activities to help them review the use of the conditional. In addition, students will learn more about Paris and the Centre Pompidou. • prepare a pair activity, discussing their ideal vacation. Ask specific questions during this exercise: where would you go, how would you travel, how long would you stay.....Based on this activity, students will examine what they agree on and write a paragraph where they both describe what they would do. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • write four different paragraphs based on four different “problem” scenarios using the conditional form. (You’re locked out, your stove does not work, you’re trapped in an elevator . . .) 	<p>Teacher asks listening comprehension questions based on video.</p> <p>Student-prepared preference lists</p> <p>Writing rubric to assess usage conditional tense.</p>	<p>The use of the conditional p. 314</p> <p>Ask questions that will trigger the use of the conditional tense</p> <p>Show the video module once all the way through. Next, ask students to look for examples of the use of the conditional in conversation</p> <p>If clauses and conditional</p>

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The student will be able to:			Students will:		
19. (continued)			<ul style="list-style-type: none"> conduct a conversation with a partner: a journalist and candidate running for mayor. Students will ask questions and respond using the conditional as to how he/she would improve his/her city if elected. Students will expand on questions by responding why, how, when, etc., not just yes/no questions. 	Oral rubric to assess pronunciation, language structure, fluency, and vocabulary	Revision of The conditional Unit 8 If clauses and conditional

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>20. indicate what they would do in certain circumstances</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • tell the teacher one thing that he/she would like to have, to happen to him or her, to do, etc., one wish. Teacher jots these on the board then ask students to give two sentences about what they would do if their wish came true. Have them write one of their sentences on the board next to their wish. Go over all sentences orally to insure grammatical correctness. • match column A-nouns & column B-activities. Use “if clauses” and conditional to express hypothetical statements. Sentences will also contain imperfect on the “if clause.” 	<p>Teacher review</p> <p>Assess the use of the Si-clauses orally and in writing. Students may also self assess.</p> <p>Teacher review</p>	<p>If clauses with imparfait and conditionnel</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>22. describe city life and discuss types of artists found in the streets of Paris and other large cities of France.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • be provided with an article from <i>Info Magazine</i> that will give cultural information on life in French cities. Students may choose whether or not to concentrate heavily on this material. • be given one of two scenarios and respond accordingly: <i>-Imaginez que vous allez participer à un “cabaret” organisé par le club français. Choisissez un spectacle (musique, mime, automate, jongleur...) et décrivez ce que vous allez faire.</i> <i>-Vous voyagez en France avec votre partenaire. Pour gagner un peu d’argent, vous décidez d’organiser un « spectacle de la rue ». choisissez ce spectacle et décrivez ce que vous allez faire.</i> <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • define in French eight words found in reading related to this type of art. • you are in Paris and write a letter to a friend. Describe a street spectacle: what type, details, reaction, and mention if you donated money to it. 	<p>Quiz multiple choice reading comprehension</p> <p>Written assessment</p> <p>Students share with class. Collect work</p> <p>Same as above</p>	<p>p. 320, 321 Le Spectacle est dans la Rue</p>

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<p>The student will be able to:</p>			<p>Students will:</p>		
<p>23. express what would have happened under certain circumstances using the past conditional construction.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • imagine that they have a very obnoxious friend who enjoys letting them know she/he’s always right by saying “I told you so...if I had gone I would have...! They will write five sentences, from the point of view of the obnoxious friend, pointing out what you did wrong using the past conditional. • work with a partner and speak in French the following scenarios: <i>-Avec votre partenaire, choisissez l’une des situations suivantes. Discutez de ce que vous auriez fait et de ce que vous n’auriez pas fait dans cette situation. Si vous voulez, écrivez une composition où vous décrierez les résultats de votre discussion.</i> 	<p>Oral and written assessment among partners Peer assessment Teacher will collect</p> <p>Written assessment</p> <p>Work will be assessed based on the correct use of the Si-Clause, plus-que-parfait, and passé du conditionnel</p>	<p>Past Conditional</p> <p>Form: p. 322</p> <p>Use Plus-que-parfait with past conditional</p> <p>S’il avait fait très beau mauvais...</p> <p>S’il y avait eu une panne d’électricité</p> <p>Si vous étiez allé en France l’été...</p> <p>Si vous aviez eu plus de temps</p> <p>Si vous étiez né dans une famille très riche.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>23.(continued)</p>			<ul style="list-style-type: none"> • write the sequence of tenses to help them visualize the order. Tenses will be presented on graphic table done on word or PowerPoint® reflected onto a screen. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • write various sentences using both the pluperfect and past conditional in sentences given, i.e. <i>Nous ne nous sommes pas dépêchés (rater le train)</i> <u>Answer:</u> <i>Si nous nous étions dépêchés nous n'aurions pas raté le train.</i> • play a game; teacher will draw a 5x5 grid with a different verb in each box. Make a spinner with five different tenses (imperfect, pluperfect, conditional, past conditional, future). Put the poster board in the front of the class, divide the class into pairs, and begin spinning the spinner. The first tense (determined by the spinner) goes with the verb in the top-left hand corner. Give the pairs ten seconds to write proper conjugation in 5x5 grid that they have drawn on a piece of paper. Continue. 	<p>Collect written work to assess topic covered</p> <p>Teacher will constantly monitor the class to make sure they are on task</p> <p>This is a very enjoyable activity where students are asked to think quickly and accurately</p>	<p>Use Tablet and projector to clearly explain the form</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>24. discover what friendship and family mean to French people.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> read and compare the article given to them. Ask students to compare and contrast family life in France and the U.S. 	<p>Short <i>info magazine</i> quizzes may be used to test for comprehension or as a basis for discussion</p>	<p>Unit 9 p. 344 – 350</p> <p>For further discussion, ask students: <i>À votre avis, qu'est-ce que "l'esprit de famille"?</i> <i>Donnez une définition et des exemples pour illustrer votre point de vue.</i> (readings could be done in class or for homework / at the beginning of the the unit, or as a wrap-up activity).</p>
<p>25. talk about friends and acquaintances.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> write in order of importance the five most valuable qualities in a person: <i>l'intelligence, l'humour, le courage, la patience</i>, etc. etc. bring in pictures of family members or friends. Ask them to talk about three of these people in front of the class, including information about where they live, when the student sees them and what they generally do/talk about together. 	<p>Assess usage of new vocabulary and that it's used correctly within context</p> <p>Same as above</p>	<p>p. 348, 349 Partie 1</p> <p>You may also suggest making a collage with multiple photos, realia, notes, and information and using this as a gift for an important family occasion.</p>

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The student will be able to:			Students will:		
26. discover what young people in France do to help the disadvantaged.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> read profiles of young French people. Write a similar profile of himself or herself or a friend, imagining that it is going to be included in an English textbook to demonstrate American culture and patterns of community service. 		<p>p. 347 Les jeunes français</p> <p>Encourage students to write longer sentences as opposed to simple subject-verb sentences. Given supplementary vocabulary will help in their writing: <i>le bénévolat, le bénévole, l'entraide, la charité, la solidarité, le soutien, l'isolement, l'humanisme, MJC (maison des jeunes et de la culture.</i></p>

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<p>The student will be able to:</p>			<p>Students will:</p>		
<p>27. discuss relationships and explain how people get along and interact with one another.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> brainstorm for two minutes, listing the words meaning “friend” in English, recording suggestions on the board or on a transparency. Next, list the new vocabulary above and ask students to see if categories of friendship listed are similar in French and English. 	<p>Groups peer-correct their lists and cartoons</p>	<p>p. 350 Reciprocal verbs using the reflexive form</p> <p>Then do Act. 1 (use textbook), divide class into groups for discussion. Work in groups and create numbered cartoons illustrating the emotions listed in the vocabulary box. (Be sure that the cartoons do <u>not</u> have the emotion written on the illustration). Have the groups exchange cartoons and write a sentence for each one that identifies the emotion shown</p>

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<p>The student will be able to:</p>			<p>Students will:</p>		
<p>27. (continued)</p>			<p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • use twenty/thirty of the vocabulary words from thematic unit on friends and personal relationships (U9). Write twenty to thirty sentences about various books, TV shows, movies and/or plays they have read or seen. Then they will discuss the relationships between the characters using the vocabulary. given 	<p>Writing rubric</p>	<p>Vocabulary from Unit 9</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
28. learn to congratulate, comfort, express sympathy when others are feeling down.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> role play with a partner. One partner will tell the other about an accomplishment and the other will congratulate him (short dialog) / One partner will also tell you of a mishap and the other will react accordingly. 	Assess oral usage of vocabulary	p. 350
29. learn how to talk about how people interact with each other using verbs in a reciprocal sense.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> work in pairs and write out reciprocal verbs. Ask the students to act out the verb so that the class can guess their verb. Once the verb has been correctly guessed, that pair should make a complete and detailed sentence using their verb. This activity should be done very quickly. be given sentences and will have to choose one verb among three different reciprocal verbs that will make sense with the sentence. 	Assess usage of réflexive verbs that also function as "reciprocal verbs" Oral review	

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
29. (continued)			<ul style="list-style-type: none"> • review passé composé and discuss how the past participle will agree only if the reflexive noun is a direct object. Write examples from the board onto their notebooks (i.e. : <i> Ils se sont vus / Ils se sont téléphoné</i>). • describe in writing the relationship between two people and based on the verbs given. (i.e.: <i> Cosette et Fantine / se reconcilier après chaque dispute – Elles se sont reconciliées</i>). <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • fill in blanks to a <i>Chère Zoé</i> (Dear Abby) about a relationship that is not going well. Students will then have to answer the letter giving advice to the writer seeking help. Students will use reciprocal verbs, using the reflexive form of the verb. 	<p>Work put on board</p> <p>Conjugate verbs. Give answers orally and in writing on the board</p> <p>Teacher generated quiz</p> <p>Teacher-generated exam</p>	<p>Form and usage p. 352</p> <p>Reading p. 353</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
<p>30. learn how to describe people and things in a clear, complete and complex manner using relative pronouns “qui / que / don’t.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • take notes on describing people or things. • bring pictures from magazines. Have them describe each person in their pictures by using a relative pronoun (either qui or que). Also, cut out pictures of famous people and places before class. Show these to the students and ask them to describe these people/places using both relative pronouns in one sentence. 	<p>Take notes</p> <p>Assign written homework</p> <p>Oral assessment while presenting their pictures</p>	<p>Relative pronouns p. 354 – 357</p> <p>We not only use adjectives, but we also use clauses, which refer back or relate to the people and things being described (the antecedents). These clauses are relative clauses and are introduced by relative pronouns.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
30.(continued)			<ul style="list-style-type: none"> • review prepositions by going to the board and listing them all. The rest of the class will write them on their notes. Based on previous activity, describe the items by using prepositions (<i>La personne avec qui je travaille s'appelle... / Le stylo avec lequel j'écris est noir</i>) • complete various exercises filling in the blank with the correct relative pronoun. • combine two sentences into one by linking them with a relative pronoun. • complete homework from workbook and do fill-in the blank exercises, write sentences in question form and answer form. 	<p>Board work Peer correction</p> <p>Exchange papers. Peer correction. Put answers on board</p> <p>Teacher monitors oral activity</p> <p>Put answers on the board during class review</p>	<p>Unit 9 p. 355</p> <p>Work with a partner. You want to ask them their opinion about certain things. The other student will compliment you. (Qu'est-ce que tu penses de la jupe que j'ai achetée? / Je pense qu'elle est très belle.)</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>30. (continued)</p>			<ul style="list-style-type: none"> • watch DVD modules to help review relative pronouns, reciprocal verbs. First, show video modules once without stopping. After the second viewing, go back and pause the video at examples chosen by the students. • be introduced to the use of relative pronoun “<i>dont</i>” with expressions using “<i>de</i>”, <i>i.e.</i> “<i>avoir besoin de, parler de.....</i>” • receive index cards with relative pronouns and cards with prepositions and relative pronouns. Each student is handed a card and is asked to write a complete sentence describing themselves using the word(s) from their card. Next, write them on the board so class can go over them. 	<p>Ask students to note the uses of the forms they wish to focus on, perhaps using the script to point out a few examples. Students may also do video activity book exercises for additional practice and expansion</p> <p>Use words in complete sentences / written on the board</p>	<p>DVD Tablet PC Projector</p> <p>Use Rouge, Amsco, And other sources to use relative pronouns</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
31. learn what is involved in planning a wedding in France.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • read article about <i>Le Mariage en France</i> and write a reaction to it. • students may also adapt the results of French survey to a U.S. context and ask students how they think the percentages would differ if the questions were asked in their own community. • define in French key words from reading. • work with a partner and make a list of the similarities and differences between a French an American marriage. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • type a one page written assignment, double spaced, describing a marriage (real or imaginary) that you have attended. Who were the bride and groom? Where did it take place? How many guests were there? How was the ceremony, etc. 	<p>Share work orally with the class. Teacher collects afterward.</p> <p>Teacher observation</p> <p>Exchange answers to make sure they have similar answers</p> <p>Same as above</p> <p>Written rubric</p>	Unit 9 p. 358 and 359

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
32. describe the various phases of the life cycle.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • write in their notes all of the necessary vocabulary needed for this theme. • predict their futures and write a one-page description of their lives. Only mention main events but give as much humorous or specific information as possible. Predictions should include as much vocabulary from “<i>Les phases de la vie</i>” as possible. Students should also include at least one example of each of the relative pronouns from the chart on unit 9 (<i>qui / que / dont, lequel</i>) • complete a fill-in the blank exercise with the new vocabulary. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • compose a biography of a person in your family. (grandfather or grandmother or another person of age in your family) 	<p>Check notes</p> <p>Oral presentation</p> <p>Collect to assess written work</p> <p>Teacher generated quiz / vocabulary quiz</p> <p>Writing rubric</p>	p. 360, 361

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
33. use relative pronouns in dialogs and pair activities, as well as three new relative pronouns: ce qui, ce que, ce dont.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • write a <u>one page</u> dialog in pairs. Describe a relationship that he/she has with another person/people. Encourage the students to use their imaginations, a wide a vocabulary, ce que, ce qui & ce dont. These dialogs are a synopsis of the chapter's information and should be done carefully in class. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • write a <u>two-page</u> dialog in pairs in contrast to description given above. • this will be begun in class, worked on at home, turned in in the form of a DVD/Video and shown in class afterward. 	Oral/Group/Written rubric Same as above	p. 362 - 365

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>34. view French film which deals with human relationships, reciprocity, and phases of life.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • view video clips from a film entitled “<i>Mon Meilleur Ami</i>” (My Best Friend). Film about finding, making, and keeping friends in our modern, fast paced, success-driven world. • answer questions describing characters, plot, and giving their reaction to the film. • create a three-minute Podcast on Gcast.com using vocabulary and expressions learned in unit. Oral activity, podcast, will include summary and personal reaction of the film. They will also describe a special relationship they have with someone and how that compares to friendship in film. will discuss their answers/opinions in class. 	<p>Quiz for French IV students</p> <p>Exam for French IV Honors: Complete a multiple choice and open-ended question exam concerning the unit (relative pronouns), as well as vocabulary.</p> <p>Assess accuracy of answers</p> <p>Oral rubric to assess podcast</p>	<p>Film (DVD) Mon Meilleur Ami</p> <p>Inform students of website or number to create podcast</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
<p>35. read <i>Le Petit Prince</i> which will bring about satisfying results in three domains: effect student comprehension of the French language of the text, to encourage student understanding and appreciation for the deeper meanings of the literary work of <i>Le Petit Prince</i> in the context of their own lives, and to improve student language skills as a means for self-expression and the communication ideas, both orally and in written work.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • be introduced to Antoine de Saint-Exupéry’s life, writings, and philosophy. Share excerpts, from <i>Terre des Hommes</i> (Wind, Sand and Stars). Read about the author’s real-life plane crash in the desert and his three-day ordeal before being saved. • review the vocabulary for chapters 1 - 5. Students will be assigned readings of chapters 1 – 5 a week in advance. • discuss as a class the first five chapters with specific questions given to students. 	<p>Take notes</p> <p>Teacher generated Quiz from chapters 1 to 5. Word bank and Fill-in the blank questions</p> <p>Answers will be written in class as well</p>	<p>PowerPoint® slide show</p> <p>Books distributed to class</p> <p>Packets distributed to class</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>35. (continued)</p>			<ul style="list-style-type: none"> • discuss as a class the chapters assigned for homework. Discuss the narrator’s dilemma as a child, how was he discouraged by adults, and how is the little prince able to understand the pilot’s drawing of the sheep? • continue reading from chapters 6 to 12. Write two important events that happened in each of the chapters. Explain orally & in writing the virtues and faults of the flower. • the little prince values words over actions. Relate this to their own personal experience and share with the class. • make connections between the way the little prince cares for his planet, and us. What is the menace? Make connections with earth. 	<p>Call on individual students to express themselves orally</p> <p>Same as above</p> <p>Same as above</p> <p>Question and Answer Answer orally and questions answered for homework. Answer questions orally and in writing onto worksheets given by the teacher. Read specific passages in class.</p>	<p>Book to continue discussion</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>35. (continued)</p>			<ul style="list-style-type: none"> • be divided into groups of four. Each group will describe one of the planets visited by the little prince and what he experienced there. Did he find human weaknesses? • be able to draw their own experiences after reading of the weaknesses of the king, the lamplighter, the drunkard, the businessman, the geographer, and the conceited man. • do the “<i>Contrôle Grammaticale</i>” consisting of language structure activities included in some of the chapter. Students will apply many of the tenses and language structure learned these past two years (passé composé, imparfait, future, conditionnel, subjonctif, etc.) • write a summary with partner of chapter 21 in class. Describe what “apprivoiser” means and how we become unique in the world, what is the fox’s secret? 	<p>Write a short dialog portraying the characters from the book</p> <p>Assess reading, listening, writing, and speaking proficiency</p> <p>Class discussion to assess ability to interpret</p> <p>Quiz – fill ins with all of these tenses, related to the story</p> <p>Oral and written rubric</p>	<p>Students will concentrate on a specific planet to develop dialog</p> <p>dictionaries</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
35.(continued)			<ul style="list-style-type: none"> • continue reading the subsequent chapters: 21 to 27 and do exercises similar to the ones mentioned above. • discuss chapters 22 and 23. • -pair activity describing the two adults whom they liked and why. • -pair activity describing the two adults they liked the least and why. • an example in their lives related to chapter 22 and 23. • write a new ending to the story in a two-page dialog form. Present in class. 	<p>Quiz matching and a few open-ended questions</p> <p>Teacher review</p> <p>Teacher observation</p> <p>Teacher observation</p> <p>Dialog rubric</p>	<p>Book</p> <p>Packets</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
35. (continued)			<p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • write essay for homework / due next week. It will count as exam grade. Students will be able to write in French using at least: <ul style="list-style-type: none"> -5 subjunctive forms -Si clauses with PQP–Past Cond., -relative pronouns (qui, que, dont, prep + lequel, -transition words, -p.c. and Imparfait. 	<p>Writing rubric / Essay theme: L’adulte L’enfant dans chacun de nous L’amitié Le Secret du renard L’homme ne voit dans ce vaste univers que ce qu’il est préparé a y voir Qui est le petit prince ?</p> <p>Exam - multiple choice and open-ended questions.</p>	<p>Book</p> <p>Packets</p> <p>Be careful with mistakes in grammar</p> <p>Be careful with use of translators</p> <p>Be careful with length of writing</p>

WORLD LANGUAGE

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
36. discover what the “bac” is and why it is so important to French high school students.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • do reading of “le bac” in class or as homework, at the beginning of the unit or as a wrap-up activity. Look at the realia and photos and guess the theme of the article. Have them skim, looking for cognates, then give main idea. • define in French, words such as: <i>le bac, le terminale, redoubler, l’université, une grande école, un concours</i>, etc. • describe in French the type of students they are. Compare themselves with the two adolescents from the reading excerpt. Explain. 	<p>Short <i>Info Magazine</i> may be used for comprehension or basis of discussion</p> <p>Check answers orally</p> <p>Using the vocabulary recently learned, write a description Share with partner and hand in</p>	Rouge Unit 10 p. 382 - 385

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
<p>37. use vocabulary related to high school, studies, and certain professions. Students will talk about what they plan to study in the future.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • create vocabulary flashcards. Form two circles-one inside the other- with an equal number of students in each circle so that every student has a partner in the other circle. From inside test partners by showing their flashcards. After each card, confirm or correct by giving a complete sentence. Work with partner and discuss advantages and inconveniences of going to a university. • explain to a French friend (partner) the educational system in the U.S. (i.e. what subjects one may choose in high school, how they obtain their diplomas, and what they must do to go to college.) 	<p>Make sure all students are participation and carrying out activity orally</p> <p>Monitor usage of vocabulary</p>	<p>p. 386, 387</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
38. plan on a college major, a career and discover which are the most popular schools and professions in France.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • imagine that they have decided to go to college. Choose a major (<i>spécialité</i>) and two minors. Compare their major with the rest of the class. • make a list of five professions that are the most interesting for them and the five professions that are the least interesting. Compare the list with that of your partner. • discuss with a partner your option to either go to college or find a job. Explain and support your argument. • describe a job in front of the class, saying where it takes place. The class will try to identify what the job is. If the class cannot guess, the student must try to give more detail or hints of the job. 	<p>State and describe the major chosen in French</p> <p>Oral assessment. Practice with partner short conversation</p> <p>Same as above</p> <p>Students guess the correct job. Teacher monitors student oral activity</p>	p. 392 - 397

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>39. explain the purpose of an action, using a preposition with infinitive construction after “<i>in order to</i>” in French.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • take notes from teacher. Notes may be presented on screen through projector or on board. The words such as: <i>pour, afin de</i> will be written with examples and translations. • be given eight to ten sentences with facts and students will have to write the reasons why this is so. i.e. <i>Nous étudions la biologie: Nous allons à l'école pour étudier la biologie.</i> 	<p>Teacher will check notes Check questions</p> <p>Teacher gives prompt, students respond May also be done with Partner</p>	<p>Construction of “<i>pour</i>” with infinitive and subjunctive</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
40. explain the timing, conditions, and constraints of an action using more prepositions with infinitive construction after “without”, “before”, “instead of”, and “provided that/on condition that”.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • write expressions on notes where the infinitive is used: <i>sans</i> and <i>avant de</i>, <i>au lieu de</i>, <i>à condition de</i>. • engage in short conversations using “<i>sans</i>” and “<i>avant de</i>”. i.e. <i>aller chez tes copains / téléphoner – “Ne va pas chez tes copains sans téléphoner / Ne t’en fais pas! Je leur téléphonerai avant d’y aller.”</i> • explain to his/her partner what he/she must do to reach an objective, using “pour” + infinitive. Practice using eight different objectives. • write a sentence using each of the prepositions learned. These sentences should be about themselves or about friends or family. Have students choose one of their sentences to put on the board. Three columns on board: for “pour”, “sans”, “avant de”. 	Notebook check Teacher monitors guided conversations Same as above Sentences on board or on Tablet PC using projector	Langue et communication p. 398-401

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>41. describe an action that takes place <u>before</u> the action of the main verb.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • write on notes the form and use of the past infinitive. The past infinitive is used instead of the present infinitive to describe action that took place before the action of main verb. • write examples - i.e. 1: <i>Je suis content d'avoir trouvé un emploi.</i> (you found the job). Versus: <i>Je suis content de trouver un emploi</i> (you might find the job/wish). i.e. 2: <i>Que feras-tu après avoir vu la télé?</i> (always used after “après”). • explain what people feel after six scenarios are given. i.e.: <i>Alice est enchantée / faire la connaissance de Guy. Alice est enchantée d'avoir fait . . .</i> 	<p>Monitor note taking</p> <p>Notebook check</p> <p>Question and Answer – peer/pair activity to practice usage and form</p>	<p>p. 388, 389</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
42. describe simultaneous actions.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4		<ul style="list-style-type: none"> • note the forms of the Present Participle through sentences and table shown. Write irregular present participles. With reflexive verbs, the reflexive pronoun represents the same person as the subject. • note the uses to express: Simultaneous action –en + present participle (while, on, upon doing something). • substitute sentences using pendant que into “en” + present participle. • do guided dialog w/ partner. 	<p>Teacher asks students to write notes Question and Answer to make sure they are paying attention</p> <p>Notebook check</p> <p>Teacher review</p> <p>Each pair presents and shares with class</p>	Le Participe Présent p. 390

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>43. prepare a résumé in French, prepare for an interview and describe their work experience and personal qualification while seeking a job in a French speaking company.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • read article entitled: “How to present oneself to a job interview” in groups of five. One group will read about how to prepare for an interview, the second group will read what to do during the interview, and a third group will read what to do after the interview has taken place. • prepare an explanation-presentation about reading and write three questions about the information to give to the class as a mini quiz. • determine and write the advice that they found most useful in the reading. • write vocabulary used in interviews, names of professions, and useful expressions. • read and discuss questions from a teacher-prepared packet “<i>Career Unit</i>” with names of French companies in NJ and U.S. They will also receive list of professions offered in these companies. 	<p>Teacher makes sure that all students are writing all aspects of the interview process</p> <p>Teacher generated quiz</p> <p>Homework assignment</p> <p>In flash-cards / in groups of three test one another</p> <p>Teacher review</p>	<p>Hand out to class packet on “Careers” and French companies in NJ.</p> <p>Project: -Resume -Interview -Cover Letter p. 392</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>43. (continued)</p>			<ul style="list-style-type: none"> use the <i>Career Unit</i> packet to choose a French company in NJ; U.S. (L'Oréal, Peugeot, Yoplait, Michelin, etc.) and a profession that interests them. Work with a partner and prepare two interviews giving each student a chance to be the interviewer-interviewee. The next day have students dress appropriately for the interviews that will be presented in front of the class. 	<p>Rubric</p>	
<p>44. use conjunctions accurately with the subjunctive tense and differentiate them with the use of the infinitive.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> note the use of the subjunctive in sentences given: pour que....; avant que....; jusqu'à ce que....;à condition que....; à moins que.....; sans que..... They will also write examples using the infinitive form. be given in pairs two conjunctions on separate pieces of paper: pour que..... pour ; avant que....avant de... Each pair will write creative sentences using these words. Then write them on the board. Class will pick most creative sentence. 	<p>Elicit from students the usage and form of the subjunctive. Grammatical exercises assigned from various sources</p> <p>Write correct answers on the board or tablet pc / projector</p>	<p>Conjunctions and subjunctive:</p> <p>So that Provided that Unless Without Before Until</p> <p>The infinitive is used after the conjunction when the subject of main clause and dependent clause are the same.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>45. examine and demonstrate an understanding of the relationship between practices and perspectives of the cultures of the francophone world, specifically Western Africa and French Antilles.</p>	<p>7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4</p>		<ul style="list-style-type: none"> • review and take notes from a timeline of western Africa presented on PowerPoint®. • read about francophone Africa and its culture and answer the following questions: Answer questions, such as: <ol style="list-style-type: none"> 1. <i>What is francophone Africa?</i> 2. <i>What languages do they speak?</i> 3. <i>Are the countries of francophone Africa similar or different?</i> 4. <i>What are their religions?</i> 5. <i>Define “l’animisme”?</i> 6. <i>What is the role of the family in the African society?</i> 7. <i>What are the characteristics of traditional African literature?</i> • read poems <i>Afrique</i> and <i>Pour Saluer le Tiers Monde</i> by David Diop from Sénégal and Aimé Césaire from Martinique. 	<p>Notebook check</p> <p>Question and Answer</p> <p>Teacher observation</p>	<p>p. 334 – 343 Les Antilles</p> <p>p. 372 – 379 L’Afrique Francophone</p> <p>Timeline will begin on 6000 BC and will end with the 21st century. The countries included are Sénégal, la Côte d’Ivoire, le Mali, la République Démocratique du Congo, le Bénin, le Cameroun, Ghana, and more.</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		
<p>45. (continued)</p>			<ul style="list-style-type: none"> • write similarities and differences between the poems, as well as a reaction of both. • read in groups of four major events that took place in the Antilles from 1492 to 2002. Each group will then summarize what they have read and will report back to the class a portion of that reading. Group 1 from 1492 – 1640; Group 2 from 1697 to 1802; Group 3 from 1804 to 1946p; Group 4 from 1990 to 2002. The three regions to be discussed are: Haiti, Martinique, and Guadeloupe. • complete three readings: <i>La Malédiction caribe, Deux Martiniquais célèbres, and Haiti-Toussaint Louverture</i> which will be followed by questions and a class discussion. <p>Extended activity for Honors:</p> <ul style="list-style-type: none"> • recite one of the three poems written by African poets: <i>David Diop, Aimé Césaire, and Léopold Senghor.</i> 	<p>Written rubric to determine understanding by student</p> <p>Teacher calls on individual students to assess pronunciation. Q & A also done to assess reading comprehension</p> <p>Reading comprehension questions</p> <p>Oral rubric to assess delivery and pronunciation</p>	<p>David Diop Léopold Sédar Aimé Césaire</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS for Tech. Literacy	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
46. become familiar with renowned French writers from the 17 th , 18 th , and 19 th centuries in relation to historical periods.	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-4	8.1.12.F.1	<ul style="list-style-type: none"> • read a description of various writers, their works and contributions to their society. • read and analyze excerpts of French writers' work such as: Voltaire, Hugo, Rousseau, Pascal, Maupassant, de La Fontaine, Molière, Baudelaire, Zola, Balzac, Flaubert, Beaumarchais, Colette, Montesquieu. • consider characteristics and styles shared among the writers. <p>Extended Activity for Honors:</p> <ul style="list-style-type: none"> • do research on a French writer. They will create a Power-point presentation of the writer's works and accomplishments, as well as his/her personal life. They will also mention the impact that writer had on society, and how he contributed to it. Did the writer pay the consequences of his works. Cite famous quotes. 	<p>Teacher monitors that all students are on task in the media center or Mac Lab</p> <p>Teacher review</p> <p>Students jot down ideas to be used for final work</p> <p>Rubric will assess the whole process of project: media center work, notes, rough draft, grammar, vocabulary, spelling, content, and bibliography</p>	<p>Voltaire Rousseau Montesquieu Pascal Descartes Hugo Stendhal De la Fontaine Baudelaire Verlaine Balzac Flaubert Etc.</p>

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APPENDIX A
SAMPLE AUTHENTIC ASSESSMENT

French IV/IV Honors Project French Humanists

Task: You are a news reporter for a French-speaking television program in Montreal. Your director has selected you to prepare and present a documentary about a famous French humanist. The director has told you to research and include that person's biographical information. In addition, the director has asked you to submit a written report for his approval.

Teacher Notes

Objective: Students will be able to become familiar with a well known French humanist who has made significant contributions to the French-speaking world.

Part 1: Students will write two pages about a French humanist introduced in class. They will do research on the life and works of the humanist.

- Personal life (birth, family, studies, famous quotes, trips, etc.)
- Works (accomplishments, publications, etc.)
- Why is he/she interesting (the role he/she has played French politics, society and culture)
- An image of the humanist (picture, or drawing)
- Bibliography

Part 2: Students will present the project. They will speak for three minutes about the humanist with the help of a poster, PowerPoint® presentation or transparencies. Students will not read written part to the class. Students will present their humanists by giving as much information as possible; they will be precise. The presentation will be a summary of the written component. Students will explain to the class why they find this person vital to French culture. The following points will be considered:

- Enthusiasm/attitude
- Pronunciation
- Vocabulary
- Content (organization, visual, appropriate duration)

Rubric
Français IV Honneurs

Nom: _____

Date: _____

La Personne / L'organisation étudiée: _____

Total: _____ x 2 =

Note: _____

Criteria	ADVANCED	INTERMEDIATE	BEGINNER	IN PROGRESS
ORAL				
Pronunciation	Accurate throughout	Understandable, with very few errors	Some errors, but still understandable.	Poor pronunciation, very anglicized
Fluency	Smooth speech	Fairly smooth	Unnatural pauses	Halting, hesitant, long gaps
Speaks sufficiently (3 minutes)	Speaks sufficiently (minimum 3 minutes)	Speaks for less than three minutes	Speaks for less than two minutes	Speaks for less than one minute
Eye contact with audience (the class)	Eye contact throughout. Hardly any reading.	Eye contact on most of the slides. Some reading.	Eye contact. Not consistent, reads much of the information.	Eye contact. Reads during most of the presentation.
POWERPOINT				
Design (color, organization, creativity, bullets, summarized)	Design/format (much color, transition, from slide to slide, very creative, excellent summary) Exceeds expectations	Very good design/format (there is much color, bullets well summarized)	Fair design format (Fair amount of color)	Poor design/format (lacks color)
Slides (10 each student)	All 20 slides presented as a pair	17-19 slides presented as a group	13-16 slides presented as a group	10-13 as a group
ESSAY				
Language structure	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 been studied	Doesn't seem to understand what is being or has been studied
Vocabulary	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 vocabulary; key words missing	Minimal use of targeted vocabulary at present level of study; words used incorrectly
Spelling	Error free	Very few errors in spelling and accent marks	Some errors in spelling and accent marks	Many errors in spelling and accent marks
Content	Topic fully addressed, excellent organization (many details, examples)	Topic addressed, good organization	Topic not fully addressed, organization at times incongruent	Topic poorly addressed, poor organization

French IV/IV Honors Current Events Report

Task: You are a news reporter reporting live on two current events from a distant locale. Your report is telecast live to the French-speaking world.

Teacher Notes

Objective: Students will be able to report two current events by giving a summary and a reaction to them. The news items will be obtained from French sources such as TV5Monde, Le Monde Francophone, Libération, Le Figaro, Le Monde.

Students will find two articles that they will report orally to the class either via PowerPoint® presentation, Imovie®, or live in-class presentation. Both current events and articles being reported will contain:

- The title of the article
- The name of the author
- The publication or source
- The date
- Summary
- Reaction

Rubric Nom: _____ Date: _____

Français IV Honneurs

La Personne / L'organisation étudiée: _____ **Total:** _____ x 2 = **Note:** _____

Criteria	ADVANCED	INTERMEDIATE	BEGINNER	IN PROGRESS
Title, author, date, publication	All aspects included	Only 3 aspects included	Only 2 aspects included	One or none
Summary	Well expressed paragraph/summary. Gave all the necessary aspects to the summary	Almost complete. Gave most of the necessary aspects of the summary	Not complete. Half the work missing	Not a paragraph (minimal work)
Reaction	Well expressed / reaction. Gave an excellent and reaction to the article	Almost complete. Gave a good reaction to the article	Not complete. Fair reaction to the article	Not a paragraph (minimal work)
Oral	Excellent oral summary and reaction of the current event. Excellent pronunciation, fluency, and eye contact	Good oral summary & reaction of the current event. Some errors in pronunciation and some pauses	Not complete oral summary of current event. Many errors in pronunciation. Unnatural pauses.	Not able to articulate. Very anglicized. Difficult to understand.

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"/>

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		<p>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.</p>	
Strand		A. <u>Interpretive Mode</u>	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Novice-Mid</u>	<p>Linguistic:</p> <ul style="list-style-type: none"> ○ The Novice-Mid language learner understands and communicates at the word level and can <u>independently</u> 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.) ○ 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 	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
		7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> 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, <u>culturally authentic materials</u> on familiar topics.

	<p>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.) 	
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Strand	A. Interpretive Mode
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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> independently 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 	7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
		7.1.NH.A.3	Recognize some common gestures and cultural

conversations dealing with everyday life.

- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural:

- 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.)

[practices](#) associated with target culture(s).

7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

	<ul style="list-style-type: none"> ○ 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].) ○ 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.) 	
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Strand	A. Interpretive Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Low	Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently to:	7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources 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

- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural:

- 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.)

etiquette (i.e., the use of gestures, intonation, and [cultural practices](#)) 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, culturally authentic materials .
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.

	<ul style="list-style-type: none"> ○ 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].) ○ 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.) 	
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Strand	A. Interpretive Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Mid	Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:	7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources 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 cultural practices) in the target culture(s) to determine the meaning of a message.
	<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.

Cultural:

- 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.)

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, culturally authentic materials .
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.

	<ul style="list-style-type: none"> ○ 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].) ○ 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.) 	
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Strand	A. Interpretive Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-High	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:	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

- 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.

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.)

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.

<ul style="list-style-type: none"> ○ 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.) 	
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Strand	A. Interpretive Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Advanced-Low	Linguistic: The Advanced-Low language learner understands and communicates at the paragraph level and can <i>use paragraph-level discourse independently</i> to: <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. 	7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
		7.1.AL.A.2	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.
		7.1.AL.A.3	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 .
		7.1.AL.A.4	Evaluate, from multiple cultural perspectives , the historical, political, and present-day contexts that connect or have connected famous people, places, and

- Infer and interpret author’s intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

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.)

	events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of <u>culturally authentic texts</u> and genres.
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.

	<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.) 	
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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</i> <u>independently</u> 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

Cultural:

- 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

topics studied in other content areas.

	<p>limited to: history, economics, science, and geography.)</p> <ul style="list-style-type: none"> ○ 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.) 	
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Strand	B. Interpersonal Mode
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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> independently 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.

Cultural:

- 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,

	<p>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.) 	
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Strand	B. Interpersonal Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Low	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently 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. 	7.1.IL.B.1	Use digital tools 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.

- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Cultural:

- 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,

	<p>geography, social sciences, and distribution of resources.)</p> <ul style="list-style-type: none"> ○ 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].) ○ 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.) 	
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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 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. <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>.) 	7.1.IM.B.1	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.
	7.1.IM.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 in familiar and some unfamiliar situations.
	7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
	7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

- 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	B. <u>Interpersonal Mode</u>
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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 <u>independently</u> to:</i></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.IH.B.1	Use <u>digital tools</u> to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
		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.
		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.
		7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic 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.)
- 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.) 	
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Strand	B. <u>Interpersonal Mode</u>
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
<u>Advanced-Low</u>	<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. <p>Cultural:</p> <ul style="list-style-type: none"> ○ Collecting, sharing, and analyzing data related to global issues, 	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.

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.)	
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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)
Novice-Mid	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to: <ul style="list-style-type: none"> ○ Make lists. ○ State needs and preferences. ○ Describe people, places, and things. 	7.1.NM.C.1	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.
		7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
		7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
		7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
		7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
	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		C. Presentational Mode	
Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Novice-High	Linguistic:	7.1.NH.C.1	Recombine basic information at the word and sentence

<p>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> independently 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 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 	<p>level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
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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].)
- 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)
Intermediate-Low	<p>Linguistic: The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently 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 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.) 	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 .

- 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].)
- 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.)	
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Strand	C. Presentational Mode
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Proficiency Level	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
Intermediate-Mid	<p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently 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 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 	7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
		7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
		7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
		7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.

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].)
- 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-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"> ○ 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>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, 	7.1.IH.C.1	Explain and compare how a <u>cultural perspective</u> led to the development of a <u>cultural product</u> or <u>cultural practice</u> in the target culture(s) and in one’s own culture, through a <u>multimedia-rich presentation</u> 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 <u>cultural perspectives</u> 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 <u>cultural perspectives</u> found in <u>culturally authentic materials</u> .
		7.1.IH.C.5	Explain <u>cultural perspectives</u> associated with the target culture(s), as evidenced by the <u>cultural products</u> and <u>cultural practices</u> 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.

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.)

Strand		C. Presentational 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"> ○ 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>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 	7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
		7.1.AL.C.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
		7.1.AL.C.3	Use language creatively in writing for personal, career, or academic purposes.
		7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
		7.1.AL.C.5	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.
		7.1.AL.C.6	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.

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>	
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	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
9-12	Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.	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: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
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. 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. Process data and report results.	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.
9-12	Plan strategies to guide inquiry. 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. 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.
		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.
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	Identify and define authentic problems and	8.1.8.F.1	Explore a local issue, by using digital tools to collect and

	<p>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>		<p>analyze data to identify a solution and make an informed decision.</p>
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	<p>Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p>

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 political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (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).